

The Effect of Local Wisdom-Based Reading Materials on Students' Motivation in Learning English and Speaking Skills at SMP Kartini 1 Batam

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ABSTRACT

The issue in this research is framed by students' low motivation to learn English and slow progress in speaking the language. This study aims to determine if using local wisdom-based reading materials affects students' motivation to learn English and their speaking ability because changes are needed to improve their ability. Data collection tools use questionnaires and tests. Data analysis uses SPSS 24 statistics. This type of research is Quasi Experimental with a Nonequivalent Control Group Design. There are two classes for the sample, namely: experimental class and control class. Analysis tests carried out; descriptive test, paired T test. The respondents were 8th graders of SMP Kartini 1 Batam in academic year 2023/2024, totaling 40 students as the population and sample. The research results show that: (1) The results of descriptive tests in the experimental class show that reading material based on local wisdom can motivate students' English learning. The results of the paired T-test show that there is a significant difference on students' learning motivation in the experimental class compared to the control class. (2) The results of descriptive tests in the experimental class show that reading material based on local wisdom can improve students' speaking skills. The results of the paired T-test showed a significant difference between the speaking skills of students in the experimental class and in the control class. The results show, there is a positive and significant influence of using Local Wisdom-Based Reading Materials to students' motivation in learning English and students' speaking skills.

Keywords: Local Wisdom-Based Reading Materials, Learning Motivation, Speaking Skills

ABSTRAK

Permasalahan dalam penelitian ini dibingkai oleh rendahnya motivasi siswa untuk belajar bahasa Inggris dan lambatnya kemajuan dalam berbicara bahasa tersebut. Penelitian ini bertujuan untuk mengetahui apakah penggunaan bahan bacaan berbasis kearifan lokal mempengaruhi motivasi belajar bahasa Inggris siswa dan kemampuan berbicaranya karena diperlukan perubahan untuk meningkatkan kemampuannya. Alat pengumpulan data menggunakan angket dan tes. Analisis data menggunakan statistik SPSS 24. Jenis penelitian ini adalah Quasi Eksperimental dengan desain Nonequivalent Control Group Design. Terdapat dua kelas yang dijadikan sampel, yaitu: kelas eksperimen dan kelas kontrol. Uji analisis dilakukan; uji deskriptif, uji T berpasangan. Respondennya adalah siswa kelas 8 SMP Kartini 1 Batam tahun ajaran 2023/2024 yang berjumlah 40 siswa sebagai populasi dan sampel. Hasil penelitian menunjukkan bahwa: (1) Hasil tes deskriptif pada kelas eksperimen menunjukkan bahwa materi membaca berbasis kearifan lokal dapat memotivasi belajar bahasa Inggris siswa. Hasil uji T

berpasangan menunjukkan terdapat perbedaan yang signifikan motivasi belajar siswa pada kelas eksperimen dibandingkan dengan kelas kontrol. (2) Hasil tes deskriptif pada kelas eksperimen menunjukkan bahwa materi membaca berbasis kearifan lokal dapat meningkatkan keterampilan berbicara siswa. Hasil uji T berpasangan menunjukkan adanya perbedaan yang signifikan antara keterampilan berbicara siswa pada kelas eksperimen dan pada kelas kontrol. Hasil penelitian menunjukkan, terdapat pengaruh positif dan signifikan penggunaan Bahan Bacaan Berbasis Kearifan Lokal terhadap motivasi siswa dalam belajar bahasa Inggris dan keterampilan berbicara siswa.

Kata Kunci: *Bahan Bacaan Berbasis Kearifan Lokal, Motivasi Belajar, Keterampilan Berbicara*

INTRODUCTION

English is now the first foreign language taught in Indonesian schools from kindergarten to university. A language's four basic skills are speaking, listening, reading, and writing. The process of teaching spoken English involves the teacher giving English lessons to students based on material from the school curriculum so that they can understand it and be able to communicate orally in English. S.K Kemendikbudristek no. /008/H/KR/2022) about Merdeka Curriculum, English learning is focused on strengthening the ability to use English in six language skills: listening, speaking, reading, viewing, writing, and presenting in an integrated manner in various types of texts (Abd. Rahim Ruspa et al., 2022). The minimum learning achievement of six English skills refers to the Common European Framework of Reference for Languages: Learning, Teaching Assessment (CEFR). CEFR reflects a specification that can be seen from the ability of students to maintain interaction and convey something desired, in various contexts with clear articulation; express the main ideas to be conveyed comprehensively; and maintain communication even though sometimes there are still gaps (North & Jones, 2009).

Monotonous learning materials and inappropriate learning approaches have a tendency to lead to decreased motivation and student learning outcomes, especially in speaking skills. Therefore, there is a need for learning materials based on local wisdom to increase learning motivation and direct students according to learning objectives.

The majority of students lack interest in or motivation for learning English, according to the author's observations and information gathered from an English teacher at SMP Kartini 1 Batam. Numerous factors contribute to this, such as students' inadequate vocabulary and grammar knowledge, the ways in which teachers teach English, and—perhaps most importantly—the dearth of reading materials that are relevant to students' everyday lives and can serve as a source of information when they converse with others. Lack of drive to learn has an indirect impact on students' capacity to communicate, particularly when it comes to vocabulary and fluency. This inspired the researcher to carry out a treatment for change. English teachers were requested by the researcher to provide readings that are based on folklore in their classrooms. It is anticipated that this will have an impact on students' speaking abilities and motivation to learn English. Besides that, researchers also asked English teachers to use contextual teaching learning methods to apply the material. Because

most of the students are local residents of Batam City, Riau Islands Province, the researcher integrated reading materials based on local wisdom from the Riau Islands Province for students' English learning motivation and students' speaking skills at SMP Kartini 1 Batam.

The objectives of this study are as follows:

1. To identify whether there is any effect of using local wisdom-based reading materials on the eighth-grade students' motivation in learning English at SMP Kartini 1 Batam.
2. To identify whether there is any effect of using local wisdom-based reading materials on the eighth-grade students' speaking skills in English at SMP Kartini 1 Batam.

LITERATURE REVIEW

Several articles discuss issues that support and help in this research already exists, some of which was raised by several researchers in the title writing, whether in the form of journals, articles or other forms of writing. Some literature at least it contains the themes that will be discussed by the author in this scientific work including literature regarding motivation in learning English and students' speaking skills, which are the topics discussion from the author.

A. Theoretical Review

1. Motivation

According to many experts, motivation is the word that is most frequently used to describe the accomplishment or failure of virtually any difficult activity. A theory of motivation, according to almost all experts, focuses on the elements that motivate action and give it direction. It is also widely acknowledged that a person's motivations for part taking in a specific activity are based on underlying requirements (Hamid, 1997 in Kholid, 2017).

An internal impulse that prompts conscious action, or labor, is known as motivation. Of course, there are differences in the level of motivation, but working is undoubtedly founded on motivation. Learning results are mostly influenced by a person's drive to learn and their aptitudes. On the other side, a person with strong motivation can perform to the best of their abilities; a person with low motivation will not be able to study to the best of their abilities.

A person with a strong drive to learn will be more persistent in their studies, ensuring that every work is completed successfully and the learning objectives are met.

Recognizing the significance of motivation acquisition, numerous ideas about motivation acquisition were presented to comprehend human conduct. Motivation theories are separated into two categories: first, satisfaction theory, which includes the theories of Abraham H. Maslow's hierarchy of needs, Frederick Herzberg's two factor theory, Douglas McGregor's theory X and Y, David McClelland's theory of studied needs, and

Clayton P. Alderfer's ERG theory. The two theories of process motivation include goal setting by Locke, justice by Adams, hope by Vroom, and reinforcement by Skinner (Radne Rimba Putri & Maria Rosa, 2016).

This research focuses on Clayton Alderfer's ERG Theory, which is considered the most empirical theory of human desire motivation. In his ERG theory, Clayton Alderfer connects motivation with three essential human needs: the need for connectedness, namely the urge to relate, the need for existence, and the need for growth, which is the urge to progress which will be detailed in the theory of motivation according to Maslow's hierarchy of needs. Encouraging students to study—in this case, English lessons—satisfies three basic human needs wherever possible. The school uses an approach known as "school is my home" to encourage children to study hard and attend classes by meeting their needs and expectations.

A preliminary study conducted at SMP Kartini 1 Batam resulted in statements from teachers and several students stating that the material applied did not meet their expectations. This is concerning because it can have an impact on students' low learning motivation. Considering that the degree of student motivation to learn has a significant influence on the learning process, the principal of SMP Kartini 1 Batam needs to consider this carefully. Students' interest in learning, especially English at SMP Kartini 1 Batam will influence the quality of their learning outcomes which will ultimately be influenced by the learning process.

Therefore, it is important to understand how students at SMP Kartini 1 Batam are motivated to learn using various reading materials in English class. The need for reading material based on local wisdom is a solution.

Many classifications of needs have been created, but Maslow's hierarchy of needs, which assumes a hierarchy of needs ranging from basic physiological needs present from birth (the need for food, warmth, etc.) to higher needs such as approval, identity, self-esteem. Self-esteem, achievement, knowledge, and exploration whose contents lead to self-actualization are the classifications most often referred to by (Poldma, 2017). Biological reasons, which are essentially innate, are reasons based on basic needs such as hunger, while psychological motives, which are primarily influenced by learning and contextual variables, are reasons based on higher needs. Research on second language acquisition is particularly concerned with this last motivation.

Motivation leads to a desire, hope, a need, and a goal to be achieved. Motivation in the learning process is divided into two, namely intrinsic motivation and extrinsic motivation. When compared with extrinsic motivation, intrinsic motivation is driven by interest in the activity being carried out, while extrinsic motivation is more influenced by external factors such as parental approval, promises of rewards, threats of punishment, high grades, and so on. (Ryan & Deci, 2000).

The details are as follows:

a) Intrinsic Motivation

Education must pay attention to intrinsic motivation. Educators and instructional designers strive to create learning environments that are intrinsically beneficial. Intrinsic motivation is defined as performing an activity for its inherent satisfaction and not for its separable consequences or in other words the urge to act because of the pleasure derived from it, rather than the need to achieve a particular goal or outcome is called as intrinsic motivation. Intrinsic motivation is defined as performing an activity for its inherent satisfaction and not for its separable consequences or in other words the urge to act because of the pleasure derived from it, rather than the need to achieve a particular goal or outcome is called as intrinsic motivation.

When a person acts out of self-motivation rather than in response to coercion, reward, or encouragement from another source, the phenomena of intrinsic motivation was first identified in animal behavior experiments. Even in the absence of reinforcement or reward, a large number of animals there engage in playful, exploratory, and curiosity-driven activity (White, 1959). Though the body undoubtedly benefits from these spontaneous activities, it seems that they are more often carried out for pleasurable experiences brought on by exercise and enhanced capacity than for practical purposes.

Because these natural motivational tendencies are essential for cognitive, social, and physical development, humans are ready to learn and explore without outside help. Intrinsic motivation is a pervasive and important activity for humans, and it is not the only type of motivation or even desired activity.

The drive to acquire new knowledge, actively integrate, and utilize our abilities creatively are essential aspects of human nature that impact productivity, perseverance, and overall well-being in life. Childhood is not the only setting for this (Ryan & Deci, 2000). When intrinsically motivated, a person is moved to act for enjoyment or challenge entailed rather than because of external products, pressures, or rewards (Deci & Ryan, 2000).

You are acting from an intrinsic motivation when you pursue an activity just for its own sake. The conduct is driven solely by internal incentives rather than a desire to obtain rewards from the outside world, like cash, prizes, or recognition Hamalik (1995) in (Putra et al., 2017) says, "Intrinsic motivation is a motivation included in a learning situation that originally comes from the need and goals of the students itself". It means that someone who is motivated for doing something because of his/ her need or goals is called intrinsic motivation. Intrinsic motivation comes from

within and operates without any external stimulus. It infers that intrinsic motivation is derived from the inside of the individual rather than from the outside. Intrinsic motivation includes interest, need, desire, and goal.

The learning process will go smoothly if someone is engaged in what they are learning, which has been connected to learner attention, comprehension, and achievement. Need then refers to a genuine or perceived lack of something essential. The motivation stems from the idea that meeting needs is gratifying and involves making decisions.

Furthermore, Desire students will be motivated to learn if they have a desire to learn, but if they do not have one, they will be lazy to learn. Thus, persons might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better. Last, a Goal can leads someone to do or avoid something related to the goal itself. In the teaching-learning process, the goal should be understood by the students, because it will be an important motivation for them. If they have a particular goal, they have to prepare everything that can help them to achieve their goals.

b) Extrinsic Motivation

Motivation fueled by benefits from outside sources is known as extrinsic motivation. These can be material, like cash or grades, or they can be immaterial, like recognition or acclaim. Extrinsic motivation is only driven by rewards from outside sources, in contrast to intrinsic motivation, which comes from within the person. Extrinsically motivated individuals will stick with an activity even if it doesn't yield immediate rewards. For instance, in order to make a living, they might perform tasks at work that they dislike.

Operant conditioning is the process of conditioning something or someone to perform a certain way in response to a reward or penalty. It involves extrinsic incentive.

Extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome. Extrinsic motivation thus contrasts with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value, (Deci & Ryan, 2000). Extrinsic motivation is that which derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own case or interest in the task. That means extrinsic motivation is the motivation that is influenced by outside factors. For example, someone is motivated because of a good

teacher, a good environment, etc. Extrinsic motivation is important in the teaching and learning process to improve or to support the students in learning English. Brophy (2010) in (Putra et al., 2017) states there are some factors that can increase extrinsic motivation in teaching and learning as follows:

1) Teacher

The teacher is not only a person who facilitates the student to get knowledge, but also a motivator who has to motivate students to do learning activities. There are responsibilities of the teacher in motivating students; creating a good learning climate, giving appropriate material, vary the method, and important one is the teacher's characteristics, such as; personal teaching efficiency, modeling and enthusiasm, caring, and positive expectation.

2) Parents

The factor which influences a lot in learning is parents because students learn their language and attitude from their parents. Parents with high social economic status seem to instill high achievement motivation in their children, parents who encourage their children to try new things and who reward them for high performance, establish it. On the other hand, parents who overly protect their children and punish them for failure tend to raise children with low motivation.

3) Environment

Sugai (2009: 115) in (Putra et al., 2017) suggested that: Schools are complex environments where the collective skills, knowledge, and practices of culture are taught, shaped, encouraged, and transmitted. Teachers are challenged to provide effective and explicit instructions that maximize students' acquisition of concepts, skills, and information, and students are challenged to remain attentive, responsive, and engaged to benefit from these instructional opportunities.

An environment should be considered as an important factor that influences students' motivation in learning, for instance, the school environment, classroom environment, and home environment. Such an environment will motivate students to learn with high motivation or low motivation, depending on the quality of the environment itself. A good environment will probably motivate the students better than a bad environment.

From the statements above, the writer concludes that motivation may come from the inner of the students which is called intrinsic motivation, and from the outer of the students which is called extrinsic motivation. Both intrinsic motivation and extrinsic motivation are important in the teaching and learning process. So, in this case, the teachers, as the motivator, have to make the students motivated internally and externally.

There are specific definitions of motivation offered by different professionals. As mentioned by (Hayikaleng et al., 2016) motivation is regarded as an important component of making students successful in their English learning. Motivation can also be defined as one's direction to behavior or what causes a person to want to repeat a behavior and vice versa (Alizadeh, 2016). Besides, Tambunan & Siregar (2016) also states that motivation and educational achievements as reflected in grade point average are positively correlated at all levels of schooling, from elementary through college. From the whole explanation above can be illustrated that motivation is the combination of attempt plus desire which gives the reasons for people's actions, desires, and needs to obtain the objective of learning towards the objective. According to (Lai, 2011), motivation refers to reasons that underlie behavior that is characterized by willingness and volition. Motivation involves a constellation of closely related beliefs, perceptions, values, interests, and actions. However, by getting motivated students will be spirited in learning, so they will be motivated to study English well. Teachers should be aware of the significance of motivation in learners' language learning and through some changes they can help learners increase their motivation (Alizadeh, 2016). While speaking practice is an effective way to help students learn a language that is useful for everyday communication. Using materials based on local wisdom is expected to be able to help students develop their speaking skills more quickly.

According to Gardner's theory, there are two types of motivation: integrative motivation and instrumental motivation. Integrative motivation necessitates that students have favorable sentiments about those who speak the target language and its culture. Regarding instrumental motivation, it refers to the belief that learning the target language is necessary to obtain something valuable for their lives, such as a respectable degree or a career that will secure their future.

Integrative motivation has a significant impact on language acquisition, according to (Okuniewski, 2013). The level of one's integrative motivation determines how well one masters other languages. In addition, integrative motivation students had higher levels of language competency than instrumental motivation students. Students who are intrinsically motivated frequently exhibit favorable attitudes and behaviors. They are typically more engaged and enthusiastic in class, enjoy working hard, don't give up easily, and are persistent in their efforts to learn a foreign language.

2. The Nature of Teaching Speaking

a. Speaking

Speaking is a necessary oral language ability for daily living. How could it not be, given that speech allows us to both receive and provide information? However, because English is not our everyday language of communication, speaking it fluently is a difficult task for Indonesian residents.

Some language acquisition specialists have offered a variety of meanings for speaking. By speaking, people are able to express and convey their ideas and thought to build communication. Speaking is an interactive process constructing meaning that involves producing, receiving, and processing information as defined by Brown (2001:267). (Wulandari et al., 2016)

Speaking is a process of thinking and reasoning so that one's words can be accepted and understood well by other people or listeners, according to Ramlannarie (2011:88). Speaking and listening abilities are tightly linked. Each is a cohesive whole.

“Children in learning their first language appear to do a lot of listening before they speak, and that their listening is accompanied by physical responses (reaching, grabbing, moving, looking and so forth”, (Brown, 2000: 57).

This implies that youngsters listen more by their body language—such as reaching, reaching, moving, staring, and so forth—than through speaking, much like when they acquire their mother tongue. It is possible to draw the conclusion that speaking learning is the process of communicating ideas or information to others orally based on the opinions of language specialists. If someone consistently practices pronunciation before using the language, their learning will be more successful.

Speaking is a useful skill. Listening and speaking are interdependent. We write a meaningful text when we speak. There are speakers, listeners, messages, and feedback in communication.

Aside from that, speaking and pronunciation are inextricably linked.

Develop and enhance pupils' language proficiency in English

One of the difficult jobs assigned to lecturers is oral communication. The instructor is skilled and imaginative, so it seems like you won't have any trouble selecting the best approach for the task.

Speaking is a useful talent (Farhana Nawshin, 2009). Speaking involves two crucial components. They are fluency and accuracy. Accuracy is the degree to which students' speech corresponds to what speakers of the target language actually say. Fluency is also the degree to which speakers communicate swiftly and confidently, with minimal pauses that are not natural, false starts, word searches, etc.

Speaking, according to Ladouse (in Nunan, 1991: 23), is an activity that is used to report something or to explain someone in a particular scenario. In contrast, Tarigan (1990: 8) asserts that "speaking is a way of

communicating that influences our daily lives." Thus, speech is a form of communication that has the power to affect a person's life.

The author draws the conclusion that speaking is a means of expressing our feelings, which are then realized through spoken language between two or more individuals based on the description provided above. Even though teachers have used various fun techniques and strategies, there are still many students who have not fully mastered English. This causes the problem of student fluency and mastery which is still very low.

Therefore, teachers need to evaluate what is lacking and needs to be improved in determining appropriate teaching materials and techniques (Cheng et al., 2022).

Techniques are concrete methods used during the learning process (Sugandi: 2004:15). In this case, teaching staff can use different techniques even though the methods used are the same. Speaking teaching techniques to students must use techniques that are fun and not boring. Many people think that learning speaking is complicated and requires students' courage to produce speech. This is what teaching staff often fear.

The general consensus is that speaking requires a lot of time and is challenging for pupils to become used to. There are various methods that can be used to acquire English. With the correct strategies, university instructors will no longer believe that advocating on behalf of students is challenging and should be minimized. The methods under consideration are:

1) Ask and Answer

Questions from the students are requested. If there are any interview questions that need to be learned by heart, have pupils write them down as they go along. After that, allow students to question their classmates. Adapt the inquiries to the central idea. Ask pupils to take notes, which they must turn in to the teacher at the conclusion of the lesson, in order to verify that they are completing the assignment. The instructor does nothing but keep an eye on the pupils and allow them to ask questions.

2) Describe and Draw

Pupils are divided into pairs. Student B is unaware of the picture that student A has, and vice versa. Student B sketches in accordance with student A's description after student A describes the picture he has. Substitute student B with the explanation of the picture once student A has completed. Ask them to evaluate the images based on their personal preferences and to compare them.

3) Discussion

Determine a topic and ask students in groups to discuss the topic according to the picture. This technique is suitable for intermediate and advanced learners.

4) Guessing

The teacher or several students have information that is necessary guessed by other students or groups by asking in English.

5) Remembering

When students close their eyes, they recall visuals such as classroom objects or locations. This method works well to reduce vocabulary forgetting and improve memory.

6) Role Play

Students who have attained an intermediate level or higher are appropriate candidates for this strategy. Students rehearse scenarios from the courtroom, police station, theater, etc. Only taught expressions or cards are allowed to be used by students. Under these circumstances, the instructor serves to provide guidance and oversee operations.

7) English Debate

English debate is a great tool for helping pupils become more fluent in the language. When teaching English to young learners (children), this method is inappropriate since it demands a lot of vocabulary and bravery from the pupils who will engage in debate.

One technique that can be used by teachers to make it easier for students to understand English material, especially to practice students' speaking skills, is the role play technique by utilizing material based on local wisdom.

b. Teaching Speaking

Because English is a required subject in junior high schools in Indonesia, students also have the same demands. Students who pass the test will graduate from school and move on to the next level. They should also generally be able to speak and engage in conversation. Therefore, researchers use contextual teaching learning methods in learning which are believed to be able to meet English language learning targets in junior high schools.

Speaking instruction itself can be done in a number of phases. Scott stated three steps are needed to complete the teaching of speaking (Maryanti et al., 2021). Setting goals is the first step. The teacher must explain the operation the students will learn. The lesson will be communicative once the pupils are aware of the learning objectives. The lesson's goal could be explicitly stated by the teacher to the class. It is preferable to provide pupils with hints for conceptualizing the objectives. Using local wisdom-based

reading materials is another strategy to engage kids' interest and participation.

Presentation is the next phase. The entire language processes that will be taught in the lesson are presented in context, which is something that should be taken into account at this time. It is crucial to make the language clear in every writing. The teacher can use text, video, recorded, or pictures of native speakers' interactions, among other mediums, to contextualize a language topic. Practice and production come last. The students will be given drill tests to evaluate if they comprehend what they are learning through choral repetition of the language supplied before moving on to individual responses. The teacher will give the students guidance by identifying information gaps and giving them comments. And the students' responses are evaluated for linguistic appropriateness and acceptability rather than just grammatical perfection. Then, according to Brown (2001), there are several important factors that must be considered when teaching young students in speaking. Who and why the learner is must be taken into account first, next is to set clear goal. At the end of the lesson, students can at least communicate orally in English. The third is that all teaching resources, including vocabulary, grammatical structures, and other language things, are intended to be used by students in their daily lives because communication is the ultimate goal of learning to speak. The teacher's job in spoken learning is to design exercises that allow the students to put what they have learned orally into practice. In other words, now it's the pupils' opportunity to practice speaking.

c. Types of Speaking Performances

Six different speaking competence categories are listed by (Brown, 2004). Here are those six categories:

1) Imitative

This category includes the ability to practice intonation and focus on some particular elements of language form. That is just imitating a word, phrase, or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching-learning process. The reason is by using drilling, students get the opportunity to listen and to orally repeat some words.

2) Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

3) Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

4) Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information. For example, here is the conversation which is done in pair work.

5) Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interviews, role play, discussions, conversations, and games.

6) Extensive (monologue)

The teacher gives students extended monologues in the form of oral reports, summaries, storytelling, and short speeches. Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabulary, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately. During the execution of the acts, the researcher used the extensive and imitative types. The extended type was utilized in the independent construction of the text, whereas the imitative type was used in the text modeling step.

d. Classroom Speaking Activities

Speaking instruction ought to be delivered through engaging activities that promote communication. Speaking exercises in the classroom come in a variety of forms. Harmer lists six speaking exercises for the classroom (Nur Hidayati et al., 2018). They are participating in scripted performances, role plays, simulations, discussions, and prepared presentations.

1) Act from the reading text

Make a dialogue from the reading text given, then they act out the dialogue under the supervision of the teacher. In dialogue script, it is important for students to do it as real acting. The role of the teacher in this activity is that of a guide, paying attention to the right

pressure, intonation, and speed. That is, the sentences they say will have their true meaning. By giving students practice in these areas before they give their final performance, the teacher ensures that the performance is a learning activity and produces language. In acting out the dialogue, students will be very helpful if given time to rehearse their lines before performing. Students will get more out of the whole experience in the process.

2) Collaboration

Collaboration is the process of participation of several people, groups and organizations working together to achieve the desired results. Collaborations accomplish a shared vision, achieve positive results for the audiences they serve, and build interlocking systems to address problems and opportunities. Here, students are allowed to express their true opinions about reading texts. Starting from forming small groups of 4 people, then they made dialogues and rehearsed them repeatedly until they understood the substance of the reading text, after which the best pairs from each group presented their work.

3) Simulation and Role-play

Simulation and role play can be used to encourage general oral fluency or to train students for specific situations. Students can act out simulation as them or take on the role of completely different characters and express thoughts and feelings as they do in the real world.

Those activities can be used by teachers to teach speaking. Teachers can choose an activity that is related to the topic and objective of the lesson. Besides, they must consider the situation, condition of the students, and materials that will be taught. For example, they use simulation and role-play activities when they teach expressions. Teachers can ask them to write some dialogues and after that, they have to act them out in front of the class. In discussion, teachers can use some pictures or maybe videos in a certain situation. These activities can be used as a way to measure how far students can speak, say and express their feeling in English.

4) Prepared dialogue

One best pair does a role play in front of the class on a given topic. When playing roles students do not have to stick to the text of the dialogue that has been written, but may use other words while still in the context of the conversation.

5) Discussion

Discussion is probably the most commonly used activity in oral skills classes. Here, the students are allowed to express their true opinion. Students are expected to ask questions and give comments about their friends' performances or talk about their reactions after understanding the script dialogues written by their friends.

3. Teaching Speaking in Junior High School

Some experts may view teaching English to young learners or teens as the most difficult undertaking because the students have little prior knowledge of the target language (Donzelli, 2003). To conduct a meaningful discussion, they lack the vocabulary, grammar, pronunciation, and expressions needed.

English instruction in Indonesian junior high schools aims to help students become more proficient communicators across the four language abilities of hearing, speaking, reading, and writing (SKKD, 2006). Students are expected to use English in their daily interactions, both orally and in writing. However, the teaching of the four language skills must be done in the proper ratio in order to accomplish the purpose. The teacher should equally work on the pupils' productive and receptive skills.

One of the four language skills that students should master is speaking. The basic skill of speaking, as defined by the curriculum, is the ability to employ language variation properly, fluently, and appropriately in everyday interactions. Both within and outside of the classroom, students need to be able to express their meanings and intents in English. Speaking instruction includes some learning objectives according to the school-based curriculum.

The following skills are demanded of the students when speaking:

- a. Mention and spell the words that have been learnt
- b. Pronounce the words correctly
- c. Carry out a simple and short conversation fluently, accurately and appropriately.
- d.

4. Assessing Speaking Skills

The speaking assessment is an assessment carried out to measure aspects of students' speaking skills.

a. Aspect of Speaking Assessment

There are six assessments of speaking aspects (Brown, 2003).

1) Pronunciation

In general, correct pronunciation can be seen from students' Ability to imitate how native speakers pronounce a word/phrase/sentence.

2) Fluency

Fluency is the student's ability to speak fluently without any repetition or inappropriate pauses.

3) Accuracy

Accuracy is the ability to use various grammatical forms accurately. For example, tenses, word classes (nouns, verbs, etc.), passive voice, question tags, and degree of comparison.

4) Vocabularies

Vocabulary is the student's ability to choose the right words to complete a sentence, either in their own words or from the available vocabulary list.

In addition to the above aspects, Harris (1969) & Brown (2001) also added 3 other aspects, namely: Ideas (Harris, 1969), Text structure (Harris, 1969), Understanding (Brown, 2001).

b. Types of Speaking Assessment

1) Imitative Tasks

Aims to assess the pronunciation of a particular word/phrase/sentence. Like a parrot, students are only asked to repeat the stimulus given by the teacher. For example, the teacher said, "I like traveling." The student repeats "I like traveling."

2) Intensive Tasks

Conducted to measure students' grammatical abilities by eliciting certain grammar forms. So that this type of assessment is often mechanical rather than communicative. For example, the teacher said "Tell me that you don't like jazz music." Student answers "I can't stand jazz music."

3) Responsive tasks

There are 3 types of responsive tasks, namely:

a) Questions & answers

Conducted to measure the ability of students to respond to short conversations, such as greetings or small talk. Example,

Teacher: Good morning, Kaleela.

Kaleela: Good morning, Sir.

b) Giving Instructions

Performed to measure the understanding and grammar of a particular topic. Example,

Teacher: Describe your brother's physical appearance!

Wawa: My brother, John is seventeen years old. He is tall and slim.

c) Paraphrasing

Students are asked to read or listen to a particular story or description.

Then students are asked to retell the contents of the story/description in a few sentences in their own words. Example,

Teacher: Paraphrase the following little story in your own words.

Student: The story is about a beautiful and kind girl, named Snow White. She was....

4) Interactive tasks

Similar to responsive tasks but longer and can involve more than 2 students. The forms of conversation include transactional and interpersonal conversations, in the form of: role-play, conversation, and interviews. Example,

Teacher: Do you have the time?

Student: Yeah. It's ten fifteen.

Teacher: Hey, Anne. How is it going?

Student: Not bad. And yourself?

5) Extensive Tasks

Assessment of speaking monologues, such as: speeches, presentations, telling personal experiences or important events. Spratt (in Mutia, 2019) Testing and assessing are not the same. In order to evaluate a learner's progress, assessment is the process of gathering data on their performance. Both formal and informal assessments can be used to carry it out. A specific test is frequently used in formal assessment. While also watching or observing the students while they engage in routine classroom tasks, teachers can formally evaluate the students.

In keeping with the same concept, evaluation is a continuous process that covers a considerably wider range of activities (Brown, 2004:4). The teacher unconsciously evaluates each student's performance each time he or she answers a question, makes a comment, or tries out a new term or structure. In summary, assessment is a procedure for determining how well kids are performing. As each sort of assessment targets a different function, the teacher may select any of them. The researcher used the rating system Dick, Gall, and Brog established to assess the students' performance.

5. Reading Materials

Reading is the most important skill in teaching English. Reading is an activity that is beneficial for students, according to Ramelan (1990) in (Kusrini, n.d.), but it is also important and necessary because the success of their learning is very dependent on their reading ability. They will most likely struggle in their studies or at the very least will have difficulty progressing if their reading is below par. On the other hand, they will have a better chance of succeeding in their schoolwork if they have good reading comprehension. According to Tarigan (1986:7) in (Lustyantie, 2015), reading is a technique carried out by a reader to obtain messages conveyed by a writer through words that readers can see and understand. Reading is basically the act of obtaining meaning from written words or symbols. These skills are applied to identify, understand, and hide words.

Meanwhile, Materials are the parts put together to create something. This requires a logical connection to the subject or knowledge of related events or outcomes that will have a major impact on decisions or actions. This implies that material is a type of item that is required to study a subject.

Reading material is very important because it is necessary to learn and master the language skills of these students to learn English, according to (Guo, 2012). Reading material is important because it affects the quality of students and their level of interest.

6. Local Wisdom-based Reading Materials

The learning models or strategies applied by teachers in the language learning process have been carried out by several previous studies. One aspect of the language learning process that is important to note is reading skills. Reading is a quite complex activity. This involves the brain working to process understanding. Huang, 2009 in (Sastrawati, 2019).

Meanwhile, the interactive process is where the text influences readers through words, structure, and also content that encourages them to use their background knowledge to act with the text. In other words, in the interactive process, readers use not only their language level but also their background knowledge to understand the text. The role of the reader's background knowledge in understanding the text is explained in "Schema Theory". (Radiah, 2020) stated that schema theory believes that words, sentences, or parts in a text do not have their own meaning, so it requires students' ability to connect what is written in the text with their own knowledge first.

Schemata can be defined as a formula which represents the way experience and knowledge are managed in mind. The influence of background knowledge (schemata) has become an issue in reading comprehension. Some researchers had been investigating the role of schemata in reading comprehension. Steffessen and Jong-Dev as cited in Huang (2009) conducted their study in 1984, in (Sastrawati, 2019), they found that college students had

a better understanding to read a text which contains their own culture. Carrel in Huang (2009), conducted this research in 1987. The result showed that ESL learners' comprehension is affected by schemata, it made the students have better comprehension and easy to remember a passage that is similar to their native culture. From those results, it seems that one thing that may enrich the students' background knowledge is the culture. Culture can be defined as the way of perceiving, people's belief, and value (Irvine & York in Royani, 2012) in (Alfaruqy, 2013).

Rahmat (2012) in (Sastrawati, 2019), states that local wisdom is one source of knowledge that relates to religion, history, tradition, and education. Local wisdom is a basic knowledge coming from experiences or truth in life which relates to culture and can be both abstract and concrete. This wisdom then incorporates the body, the spirit, and the environment to make our life balanced with nature. The important one, local wisdom guides people always to respect older people and their life experiences. Furthermore, local wisdom contains more moral values than material as quoted by (Sastrawati, 2019) Nakorntap in (Hernawan et al., 2019). Therefore, local wisdom has an important meaning in the learning process. Local wisdom can be basic knowledge for students in studying material related to the environment where they live. By providing reading materials based on local wisdom, it is hoped that students can increase their motivation to learn English because students can connect texts with their knowledge. Likewise with speaking skills, because it is easy for students to understand the reading text presented, they will be motivated to transfer the reading text into short dialogues and then practice them with their classmates.

The people of the Riau Archipelago have a wealth of local knowledge covering a variety of topics including language, cuisine, politics, social issues, theology, philosophy, traditional games, economics, and culture. The author hopes to use this abundant local knowledge as teaching material, especially as reading material in English lessons for students at SMP Kartini 1 Batam.

B. Previous Research

This study is related to prior studies by numerous scholars. The following study is gathered from multiple sources, both journal and thesis. First is the study by (Pricilia & Rahmansyah, 2023), which aims to determine the significant effect of local wisdom-based learning by using vlog in enhancing students' speaking skill. The researcher used the experimental method with a pre-experimental design in this research. Quantitative method is the research method used. The sample was 24 students by using total sampling technique. The instrument of the research was speaking test. The data were then analyzed by using inferential dan statistical analysis. The results of the research showed before implementing local wisdom-based learning by using vlog, students' speaking skill was less, then after implementing local wisdom-based learning by using vlog, their speaking skill was good. There is a significant effect of implementing local wisdom-based learning by

using vlog in enhancing students' speaking skill especially on students' vocabulary. Second, (Prayudha, S, 2023). The theme of this research is Inserting Local Wisdom Materials to Enhance Students' Confidence in Speaking Skill.

This study aims to increase students' self-confidence in speaking skills through integrating material using local wisdom. The data was obtained through a literature study by collecting several sources related to the use of local wisdom material, and interviews with two English teachers. Data was analyzed through data reduction, data display, and conclusion. The research results show that the use of local wisdom can be used as a way to make students feel more confident when speaking English, this is because the material used is familiar and they often encounter it so it is easy for students to explain a description of a place, tourist attraction or object. Apart from that, the use of local wisdom material is able to build students' cultural awareness of local culture. Third, (Albadri & Halimah, 2022., Ismiyani, 2021). The theme of this research is the Relationship between Reading and Speaking Skills with Students' Learning English as a Foreign Language. JOEY: Ibrahimy English Journal, 1(2), 27 - 42. The problem discussed is focused on reading and speaking skills because students feel insecure about reading and speaking English and they are afraid of making mistakes in learning English. This study uses a quantitative correlation design for the data approach. The population of this study was the first graders of SMA Ibrahimy Sukorejo, totaling 642 students. The selected sample of 62 students in the study was carried out using a purposive side by side technique while data collection was carried out by testing and observing data analysis using the Pearson product moment to analyze the relationship between reading and speaking skills and English learning in class 1 socio IV at Ibrahimy Sukorejo High School Situbondo.

This shows that there is a relationship between reading and speaking skills in class 1 social studies students at SMA Ibrahimy Sukorejo who study English as a foreign language.

Fourth, (Manuhutu et al., 2023). Perspektif Siswa Terhadap Integrasi Kearifan Lokal Maluku Dalam Pembelajaran Bahasa Inggris. This study aims to shed light on junior high students' perceptions on the incorporation of Maluku local wisdom into English language instruction. In the descriptive qualitative study, 45 students from SMP Kristen Kusu - Kusu Sereh Ambon are represented, representing a range of ethnic groups in Maluku. Students were given a questionnaire containing ten propositions in order to obtain their views on the objectives of the study. The study's findings demonstrate that most students can effectively and quickly integrate new information when given portions of local wisdom, such as the recipe for papeda, a Maluku staple, as instructional material for English language acquisition.

Furthermore, they had faith in their ability to reply to questions about the processes involved in creating papeda from both individuals and organizations. It can be concluded from this that the pupils' aptitudes improved and that they were motivated to learn English. This is because the information they learn has application to their daily work. Additionally, teachers can use this research as a resource to motivate and inspire students in Maluku and other Indonesian regions to take advantage of the local knowledge in their communities. These lessons can be tailored

to the needs and characteristics of each student and include English language learning.

Fifth, (Hanafi & Muh., 2022). Improving the English-Speaking Skills of Class VII students with material on Identity Based on Local wisdom: The Case of EFL Learners at Madrasah Tsanawiyah Negeri 1 Konawe. The purpose of this article is to determine the English-speaking ability of local wisdom-based material on the Identity of Class VII students at Madrasah Tsanawiyah Negeri 1 Konawe, a junior high school in Southeast Sulawesi. The research results show that; Applying local wisdom in English learning can have a positive impact on students' skills. The integration of local wisdom in English learning can significantly improve students' skills in English. Apart from that, implementing English language learning based on local wisdom can also make it easier for students and the community to learn English because of the era of globalization.

In the five studies above examining the influence of local wisdom on students' reading motivation, students' reading fluency, and students' creative writing skills, the authors would like to try to examine the effect of reading materials based on local wisdom on students' motivation in learning English and students' speaking skills.

In the five studies above, the influence of local wisdom on students' reading motivation, students' reading fluency, and students' creative writing skills has been seen. The author sees a gap that needs to be researched, namely the influence of local wisdom-based reading materials on students' motivation in learning English and students' speaking skills.

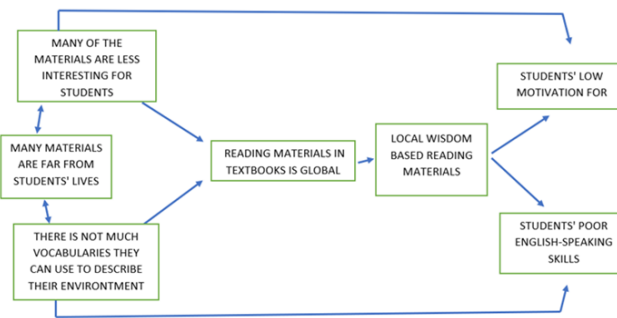
After making observations and studying the results of previous studies, the author believes that the research title "The Effect of Use of Local Wisdom-Based Reading Materials on Student Motivation and Student Speaking Skills" is worthy of research.

C. Theoretical Framework

A thinking framework, often referred to as a conceptual framework, is a conceptual model that illustrates how theory links to many aspects that have been recognized as significant issues, according to Widayat and Amirullah (2002). The conceptual framework also offers a short-term explanation for the symptoms of the research's problem (object). A framework of thought that is helpful for constructing a hypothesis is derived from a school of thought grounded in prior theories and actual observations. As a result, the foundation for developing hypotheses is the thought framework.

This framework of thought will cover the impact of reading materials based on local wisdom on students' desire to study English in English classes and the combined effect of these reading materials on students' speaking abilities. These will be explained as follows:

Diagram 1. Theoretical Framework



The framework for this study is depicted in the diagram above. To ascertain the real circumstances and gather data, researchers first examine students' speaking abilities and motivation for learning English through student observation of the learning process and teacher interviews. Researchers uncovered evidence that students' enthusiasm to learn English and their speaking abilities had fallen short of curricular expectations after observing classes and consulting with English teachers. Due to students' low speaking abilities and lack of motivation to learn English, researchers believe that local wisdom content should be taught in place of traditional textbook material because textbook content is still global and not very relevant to students' everyday lives. Researchers claim that as a result, students have poor speaking abilities and little desire to learn. According to Steffessen and Jong-Dev, cited in Huang (2009), when they conducted research in 1984, as reported by Sartawati (2019), they discovered that students understood literature containing elements of their own culture better. Because the reading material is from their own culture, it is intended that students would be more motivated to learn English and will be able to speak more fluently because of the reading materials are based on local wisdom. This is also consistent with the findings of studies carried out by Prayudha S. (2023). The study's findings demonstrate that using local wisdom can help students feel more comfortable speaking English since the materials they are familiar with and frequently come across, which makes it simpler for them to describe a location, attraction, or other tourist destination. Based on the idea mentioned earlier, researchers suspect that incorporating elements of local wisdom could positively influence the motivation of English language learners and improve their speaking abilities. The aim of this study is to determine how local wisdom resources could assist students in becoming more fluent English speakers. English teachers can create a memorable learning environment for their students by utilizing a range of materials that are rooted in the local culture. It is envisaged that by providing students with reading texts containing local wisdom, they will be able to effortlessly integrate knowledge into engaging conversations, ultimately leading to an improvement in their speaking abilities. It follows that understanding of local wisdom affects students' drive to learn and their ability to communicate.

D. Operationalization of Variables

The operational definition of research variables is an explanation of the variables studied (conceptual definition) which has been adapted to the conditions of the research site. The variables in this research consist of 3 variables, namely:

1. Independent Variable (X)

Independent variables are often referred to as stimulus, predictor and antecedent variables. In Indonesian it is often called an independent variable. Independent variables are variables that influence or are the cause of changes or emergence of dependent (bound) variables (Sugiyono in Ornay, 2023) "Independent Variable sering disebut sebagai variabel stimulus, predictor, dan antecedent. Dalam bahasa Indonesia sering disebut variabel bebas. Variabel bebas merupakan variabel yang mempengaruhi atau menjadi sebab perubahannya atau timbulnya variabel dependen (terikat). The independent variable in this research is local wisdom-based reading materials which have been taught for 1 month in class 8 at SMP Kartini 1 Batam.

2. Dependent Variable (Y)

According to Sugiyono (2019:69) in (Sumarsan, 2021) Dependent variables are often referred to as output, criterion, and consequent variables. In Indonesian it is often referred to as a dependent variable. A bond variable is a variable that influences or becomes a consequence, because of the existence of an independent variable." Dependent Variable sering disebut sebagai variabel output, kriteria, konsekuen. Dalam bahasa Indonesia sering disebut sebagai variabel terikat. Variabel terikat merupakan variabel yang dipengaruhi atau yang menjadi akibat, karena adanya variabel bebas".

In this study the researcher has got 2 dependent variables, they are:

a) Students' motivation in learning English (Y1)

Motivation plays an important role in a learning process. Both intrinsic motivation and extrinsic motivation. The fact on the ground is that there are many students who experience difficulties in mastering English as a mandatory language subject at school. This is caused by several reasons, either students or teachers, that influence their motivation to learn English. It must be acknowledged that students have different levels of mastery of English which makes it difficult for teachers to generalize students' abilities in learning English. Therefore, researchers apply the Contextual Teaching Learning method and try to apply teaching materials which are expected to increase students' motivation in learning English. because motivation plays a big role in involving students in learning. As Schunk said in (Astuty et al., 2013) "Motivation can influence what, when, and how we learn (for example quoted in Pintrinch, 2008, p.5)". And also as stated by (Djamaran, 1996) extrinsic motivation is as an external stimulant tool that can generate learning from outside. It can be concluded that students have both intrinsic and extrinsic motivation

to learn, they can independently decide what they should study, the amount of time they should spend, and what techniques can help them understand subjects easily.

b) Students' speaking skills (Y2)

To know the improvement of students' speaking skills has been made by the students after being treated with some problem sticks, their speaking ability was measured by speaking measurement adapted from Arthur Hughes (2007) collaborated with FSI (foreign service in state) in (Fauzan, 2019). There are six components that have rating ranges from 5-1 with different weighting points from the highest to the lowest. The speaking measurement contains some components elaborated on students' skills including their pronunciation, grammar, vocabulary, fluency, comprehension, and task.

Teachers need several criteria to get an assessment, so the author will explain the reading material based on local wisdom and speaking assessments as well as the criteria included in the assessment. To assess the influence of reading material criteria based on local wisdom on learning motivation, the author uses a motivation questionnaire with a Likert Scale and to assess speaking skills tests, what important aspects we need to know, applying language quickly and confidently, speaking speed, and length of utterance, the author uses tests.

E. Hypothesis

There are two hypotheses in this research. They are H0 (Null hypothesis) and H1 (alternative hypothesis).

1. The null hypothesis (H0) has no significant effect of using local wisdom-based reading materials on students' motivation in learning English and students' speaking skills.
2. Alternative hypothesis (H1) there is a significant effect of using local wisdom-based reading materials on students' motivation in learning English and students' speaking skills.

MATERIAL AND METHODS

This research method contains the research approach, place and time of research, research design, operational definition of research variables, research population, data collection techniques, research instruments and measurements, validity tests, reliability tests and data analysis techniques which are described as follows:

Research Design In this research, the type of research used is Quasi Experimental research with a Nonequivalent Control Group Pretest – posttest Design. There are two classes used in this research, namely: experimental class and control

class. After undergoing treatment for 4 meetings in May 2023, students were given a posttest to find out the situation after applying reading text material based on local wisdom. Pretest results are good if there is a significant difference with the posttest results. The research design chart in question is:

Table 1. Nonequivalent Control Group Pretest – Posttest Design (Ariati, 1988)

Class	Pretest	Treatment	Posttest
Experiment	O ₁	X	O ₂
Control	O ₃	-	O ₄

The treatment in the research is learning English with local wisdom-based reading materials using the Contextual Teaching Learning method. In this design, the pretest is used to measure students' initial motivation and speaking skills in experimental and control class (O₁), (O₃) and the posttest is used to measure students' motivation and students' speaking skills in experimental and control class (O₂), (O₄). In this research design, an initial test (pretest) and a final test (posttest) were given to both experiment class and control class. Next, we compare the results of students' English learning motivation and speaking skills in the experimental class and the control class. From these results it can be concluded whether the application of local wisdom-based reading materials has a significant influence or not.

Population and Sample

According to Usman in (Devina & Utomo, 2020) the population in any study must be clearly defined, particularly in terms of the size of the population members and the research area, which is clearly defined, particularly in terms of the size of the population members and the nature of research in the area concerned. The population in this study was class VIII students of SMP KARTINI 1 BATAM, totaling 40 people. Balanced or proportional sampling, in which the researcher selects representatives from each demographic group whose numbers are matched to the total number of subjects in each group, is how the sample is determined (Sugiyono, 2010 in Novitasari, 2015).

The sampling technique was proportional stratified random sampling is used with the aim of obtaining a sample representative by looking at the population of class VIII students at SMP Kartini 1 Batam which is stratified, namely consisting of two classes heterogeneous (not similar). So, the researchers took samples from classes VIII A and VIII B and a representative was taken from each class as a sample.

Research and Measurement Instruments

The research variables are defined first. Next, the variables are defined operationally and the indicators to be measured are chosen. From indicators This is then translated into questions or statements (Khanna, 2022; (Sugiono, 2014). Next are the questions or statements given a measurement scale on the answer choices or responses.

Research Instrument

One of the most important tasks of research is the data collection and collection of the necessary information. Researchers have tried to apply some suitable research tools. In this study, researchers used a questionnaire as an instrument to measure students' motivation in learning English. The instruments used in this research were adopted and developed based on research instruments from (Siahaan et al., 2022) and (Wiliawan, 2022). Based on existing theories, there are 2 aspects of motivation, namely, 1) Intrinsic Motivation, 2) Extrinsic Motivation. Each of these aspects is described using descriptors and stated in several statements.

Measurements

A valid instrument means that the measuring instrument used to obtain the data is valid. Valid means that the instrument can be used to measure what it should measure (Sugiyono, 2010: 173). The logical validity test was carried out considering the limited research population, namely only 40 students, so it was not possible to carry out separate trials. Therefore, the researcher implemented a used trial, namely a trial that was carried out simultaneously with the actual implementation of the research and the results were immediately used for further analysis.

Next, look for construct validity, this is done to find out whether the items appear suitable for assessing the elements contained in the construct. To look for construct validity by looking for a correlation between the detailed value of the statement and the total value obtained. Another requirement that is also important for a researcher is reliability. Reliability is the same as consistency or regularity. A reliable instrument is an instrument that, when used several times to measure the same object, will produce the same data (Sugiyono, 2010: 173).

The Procedure of Collecting Data

In collecting data, researchers used pre-test and post-test. The pre-test was given to the subject before applying local wisdom-based reading materials. While the post-test is given after applying local wisdom-based reading materials for the experimental class. Researchers used these items as a pre-test and post-test which includes three steps. That is pretest, treatment, and posttest.

1. Pre-test

The pre-test is a test given to students to measure students' motivation in learning English and students' speaking skills before the treatment process. This test is given to determine students' basic competencies and determine initial knowledge in the experimental class and in the control class. To measure students' initial learning motivation, researcher used a questionnaire consisted of 30 items which were then tested on all respondents and processed using SPSS 24, so that 23 items were found to be valid and reliable.

2. Treatment

English teachers teach reading texts about local wisdom-based reading materials followed by dialogue. In the first session, the teacher

opened the lesson, then the teacher distributed reading texts based on local wisdom. The students read and understand the text, then the students work in pairs to practice dialogue related to the material provided. Creating their own dialogue is an option for students. Monologues are also an option for students who prefer to perform alone. After carrying out dialogue exercises and practice with their partner, the teacher calls the students to the front of the class to carry out a speaking assessment. At the end of the session the teacher closes the lesson and monitors the students' progress, both their motivation to learn and the improvement of their speaking skills at each meeting. Four appointments are required to complete treatment. Each therapy is completed in two forty minutes periods. Treatment was only carried out in the experimental class.

3. Post-test

The post-test consisted of descriptive tests and t tests paired with questionnaires and tests, and was used to measure students' desire to learn English and speaking skills after therapy. This test was designed to compare students' desire to learn English and speaking skills between the experimental class and the control class after treatment. The time allocation is adjusted to the English teaching schedule at school.

Data Analysis

Researchers analyzed the data by comparing the average scores from experimental class and control class. For student motivation in learning English, the scores were analyzed based on the average questionnaire score while the speaking skill scores were analyzed by calculating the average of each skill in each test using statistics with the help of the SPSS 24 for Windows computer program.

RESULT AND DISCUSSION

In this chapter, the research description, results, discussion, and research limitations are discussed. The data collected for this research must be analyzed properly so that hypotheses can be tested and research questions can be answered. A descriptive format was used for data interpretation.

Description of Research Objects

This research aims to find out whether there is a significant influence of local wisdom-based reading materials on students' English learning motivation and Students' Speaking Skills. This research was conducted at the school where the researcher worked with an English teacher. The total population in this study was 40 students consisting of 20 males and 20 females spread across two classes, namely A and B. Proportional stratified random sampling is used with the aim of obtaining a sample representative by looking at the population of class VIII students at SMP Kartini 1 Batam which is stratified, namely consisting of two classes heterogeneous (not similar).

Result

To find out whether there is an influence of local wisdom based-reading materials on students' motivation to learn English and students' Speaking Skills, several research instruments, consisting of test scores and questionnaires, were used. Each is analyzed below.

Analysis of Student Questionnaire and Test Scores Statistical Package for Social Sciences (SPSS) for Windows version 24 was used as a tool to analyze the data. The descriptive test results can be seen in table 2 below:

Table 2. Descriptive statistics of motivation in the Pre-Test

	N	Minimum	Maximum	Mean	Remark
I am as motivated to learn English with Local Wisdom material as I am with other materials because English is my favorite subject.	40	2	5	3.30	Enough
I enjoy learning English with local wisdom material because I prefer to understand written or spoken texts	40	2	5	3.40	High
I am motivated to learn English with Local Wisdom material the same as when learning with other materials because English is my favorite subject.	40	2	5	3.15	Enough
I am motivated to learn English with Local Wisdom material because I want my English skills to continue to improve.	40	2	5	3.40	High
I am motivated to learn English with Local Wisdom material because I like learning English.	40	2	5	3.27	Enough
I like everything about culture so I enjoy learning English when done with Local Wisdom materials.	40	2	5	3.12	Enough
I like learning English with Local Wisdom materials as much as I do with other materials.	40	2	5	3.22	Enough
I am motivated to learn English with Local Wisdom material because with these materials I can easily find material sources for learning English in House.	40	3	5	3.15	Enough
I feel that learning English with Local Wisdom material is effective because I find it easier to understand it than with other materials.	40	2	5	3.27	Enough
I am motivated to learn English with Local Wisdom material because I want to be able to use English to interact with English speakers from abroad.	40	2	5	3.37	Enough
I am enthusiastic about learning English with Local Wisdom material because I want to convey as much information as possible using English to foreigners.	40	2	5	3.17	Enough

I am motivated to learn English with this Local Wisdom material because my family will be happy if my English score is good on my report card.	40	2	5	3.35	Enough
I am motivated to learn English with Local Wisdom material so I can get good grades on my report card.	40	2	5	3.32	Enough
I am enthusiastic about taking English lessons with Local Wisdom material because it can help improve my speaking skills which is very important for my future career	40	2	5	3.27	Enough
(I am motivated to learn English with Local Wisdom material because English will help me when I continue my studies at college.	40	2	5	3.32	Enough
I am motivated to learn English with Local Wisdom material because in my opinion, every student who is good at English at school will definitely be admired by other students and teachers at school.)	40	2	5	3.07	Enough
I am motivated to learn English with Local Wisdom material so that I can win the class and make my parents proud.	40	2	5	3.07	Enough
I am motivated to learn English with Local Wisdom material so as not to disappoint my parents who have paid for my school needs, especially	40	2	5	3.30	Enough
I am motivated to learn English during lessons with Local Wisdom materials, because my parents always encourage me when studying.	40	2	5	3.35	Enough
I am enthusiastic about taking English lessons with Local Wisdom material because my teacher shows the benefits of the material taught in students' real lives	40	2	5	3.12	Enough
I am motivated to learn English with Local Wisdom material because I want to live and work abroad.	40	2	5	3.22	Enough
I am motivated to learn English with Local Wisdom material because I want to get a good impression from my teacher.	40	2	5	3.25	Enough
(I am motivated to learn English with Local Wisdom material because I want to get a better English score than most of my friends in class.)	40	2	5	3.22	Enough
Total Mean Score				3.25	Enough

Table 2 above describes students' responses regarding their motivation in learning English before treatment on local wisdom based-reading materials. Most students answered undecided to statements number 1, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 21, 22, and 23 related to their motivation to learn English. They

answered agree in statements number 2 and 4 in intrinsic motivation. From their answers, it can be seen that the motivation of students towards learning English with local wisdom-based reading materials before treatment was mostly agreed but there were still students who answered undecided. The average score results show 3.25.

Table 3. Descriptive statistics of Speaking Skills in the Pre-Test

	N	Minimum	Maximum	Mean	Remark
GRAMM	40	1	4	2.48	low
VOCAB	40	1	4	2.55	low
COMPREHEN	40	1	4	2.55	low
FLUENCY	40	1	4	2.43	low
PRONUNCIA	40	1	4	2.43	low
TASK	40	1	4	2.38	low
Total Mean Score				2.47	low

Likewise with speaking skills, in table 3. It can be seen that in the pre-test their overall ability was at an average of 2.47. But per category there are still those in the sufficient category, namely grammar (2.48), pronunciation (2.43), and tasks (2.38).

Table 4. Paired Samples Statistics of motivation in the Post-Test

		Mean	N	Std. Deviation	Std. Error
Pair 1	MOT. EXPERIMENT CLASS	90.20	20	7.230	1.617
	MOT. CONTROL CLASS	84.40	20	6.747	1.509

Based on the results of the Paired Samples Statistics test in table 4. It can be explained that motivation in the experiment class has an average score of 90.20 and motivation in the control class has an average score of 84.40.

Table 5. Paired Samples Test of motivation in the Post-Test

		Paired Differences							
		Mean	Std. Remark	95% Confidence Interval of the Difference	Upper t	Sig. (2-tailed)			
			Error Mean	Lower		df			
Pair 1	MOT. EXPERIMENT CLASS - MOT. CONTROL CLASS	5.800	10.670	2.386	.806	10.794	2.431	19	.025

Test results in table 5. shows that there is a difference in Paired Samples Test motivation in the experimental class and the control class with a difference in scores of 5,800 with a significance level of 0.025. These results can be explained that there is a significant difference between motivation in the experimental class and the control class.

Table 6. Paired Samples Statistics of Speaking Skills in the Post-Test

		Mean	N	Std. Deviation	Std. Error
Pair 1	SPEAKING EXPERIMENT CLASS	22.70	20	2.408	.539
	SPEAKING CONTROL CLASS	13.95	20	3.017	.675

The results of the Paired Samples Statistics Speaking test in the experiment class and in control class can be seen in table 6. These results show that the average speaking score in the experiment class is 22.70 and in control class is 13.95.

Table 7. Paired Samples Test of Speaking Skills in the Post-Test

								Sig. (2-tailed)
Paired Differences								
								95% Confidence Interval of the Difference
		Mean	Std. Deviation	Std. Error	Lower	Upper	t	df
Pair 1	SPEAKING EXPERIMENT CLASS - SPEAKING CONTROL CLASS	8.750	3.959	.885	6.897	10.603	9.88519	.000

Test results in table 7. shows that there is a difference in Paired Samples Test speaking in the experimental class and the control class with a difference in scores of 8.750 with a significance level of 0.000. These results can be explained that there is a significant difference between speaking in the experimental class and the control class.

Discussion

Tables 1 and 2 above show that the average score of students' English learning motivation in the pre-test is 3.25 and the average score of Speaking Skills in the pre-test is 2.47. Meanwhile, the average value of students' English learning motivation calculated using the paired T test on the post-test in the control class was 84.40 and

in the experimental class it was 90.20. Meanwhile, the average post-test score for Speaking Skills in the control class was 13.95 and in the experimental class was 22.70. The post-test results also showed that there was a difference in motivation between the experimental class and the control class with a score difference of 5,800 with a significance level of 0.025. Meanwhile, the difference in speaking skills between the experimental class and the control class was 8,750 with a significance level of 0.000. This means that the average score obtained by the experimental class is higher than the control class.

1. The effect of local wisdom to students' learning motivation

The results of the Paired Samples Test in table 5 above show that there is a difference in the average Motivation score of students learning English between the experimental class and the control class of 5,800. The findings in this study reveal that there is a significant difference between motivation to learn English in the experimental class and in the control class. The findings in this study reveal that there is a significant difference between motivation to learn English in the experimental class and in the control class. This means that the presence of material based on local wisdom makes students in the experimental class more motivated than students in the control class who study material from regular textbooks. So, the application of local wisdom-based reading material has a significant effect on students' English learning motivation. The findings in this research are in line with previous research conducted by (Manuhutu et al., 2023). The research results show that Integrated local wisdom in English language learning statistically has a positive impact on students' skills in using English as a communication tool in everyday life compared to those taught using teaching materials that are far from their daily lives. Integrating local Maluku wisdom in English learning shows students' interest and motivation in learning English. Students find it very helpful in understanding vocabulary in English because the teaching materials used by teachers involve things they know and which are related to their daily lives. This is in line with the theory which states that intrinsic motivation is motivation that is included in learning situations which originates from the interests and needs of the students themselves." This means that someone is motivated to do something because of their interest or need, which is called intrinsic motivation. Intrinsic motivation comes from within and works without external stimulation. Intrinsic motivation includes interests, needs, desires and goals (Hamalik 1995 in Putra et al., 2017).

2. The effect of local wisdom and speaking skills

The results of the Paired Samples Test Speaking are in table 7. shows that there is a difference in the average speaking score between the experimental class and the control class of 8,750. The findings in this study revealed that there were significant differences between speaking skills in the experimental class and in the control class. This means that the presence of material based on local wisdom improves the speaking skills of students in the

experimental class compared to the speaking skills of students in the control class who study material from regular textbooks. So, the application of local wisdom-based reading material has a significant effect on students' English speaking skills. The research findings are in line with research conducted by (Prayudha, S, 2023) which states that the use of local wisdom can be a way to make students feel more confident when speaking English, this is because the material used is familiar and frequently encountered. making it easier for students to explain the description of a place, attraction or tourist attraction. other. Apart from that, the use of local wisdom materials is able to build students' cultural awareness of local culture. And in accordance with the theory which says that in the case of learning English at school, even though teachers have used various fun techniques and strategies, there are still many students who have not fully mastered English. This causes the problem of student fluency and mastery which is still very low. Teachers need to evaluate what is lacking and needs to be improved in determining appropriate teaching materials and techniques (Cheng et al., 2022). One method that teachers can use to make it easier for students to understand English material, especially practicing students' speaking skills, is by utilizing material based on local culture.

CONCLUSION AND RECOMMENDATION

Conclusion

Based on the problem formulation, hypothesis and research results, it can be concluded that there is a positive and significant influence on the research entitled "The Effect of Local Wisdom - Based Reading Materials on Students' Motivation in Learning English and Students' Speaking Skills". Based on the data that has been collected and the tests that have been carried out using Paired T Test, the following conclusions can be drawn:

1. From the results of testing the research hypothesis, there is a positive and significant influence of the using of Local Wisdom-Based Reading Materials to students' motivation in learning English. This means that students' motivation to learn English gets better with learning materials based on local wisdom. This is proven by the average score of student motivation in the experimental class is 90.20 and in control class is 84.40. So, it can be stated that the hypothesis H1 which states "The influence of Local Wisdom Based-Reading materials on student learning motivation" is accepted based on the assumptions of the previous hypothesis.
2. From the results of research hypothesis testing, there is a positive and significant influence of the use of local wisdom-based reading materials on students' speaking skills. This means that students' speaking skills become better with material based on local wisdom. This is proven by the average score of students' speaking skills in the experimental class of 22.70 and in the control class of 13.95. So, it can be stated that the hypothesis H1 which states

"The influence of local wisdom-based reading material on student learning motivation" is accepted based on the assumptions of the previous hypothesis.

3. The use of learning materials based on local wisdom increases students' motivation to learn English and Students' Speaking Skills at SMP Kartini 1.

Recommendation

1. In increasing students' learning motivation, it is necessary to pay attention to elements of local wisdom in learning considering the significant influence of local wisdom-based material on learning motivation. It is hoped that institutions or schools can include local wisdom material in learning to increase motivation to learn English.
2. Local wisdom material needs to receive more attention in order to improve speaking skills. Educational institutions are expected to include local wisdom material in the learning process to improve speaking skills. For SMP Kartini 1, it is hoped that this research can provide input and policy in an effort to make a decision to include local wisdom material in English learning in order to increase students' motivation in learning English and their speaking skills. In addition, for further research, it is recommended to conduct further research on research variables that have not been studied in this research, such as Reading Skills, Listening Skills, or other variables that influence students' motivation to learn English and students' speaking abilities. Skills. It is hoped that in the future it can be used as a source of data and reference for conducting further research based on more complete and extensive information.

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