

THESIS

STUDENTS' PERCEPTIONS AND ENGAGEMENT IN LEARNING
ENGLISH READING THROUGH PAPUAN LOCAL READING TEXTS:
(A CASE STUDY AT SMK MUHAMMADIYAH AIMAS)



Submitted by

Nurul Triwahyuni

NIM : 148820322029

ENGLISH EDUCATION DEPARTMENT

FACULTY OF LANGUAGE, SOCIAL, AND SPORT EDUCATION

EDUCATION UNIVERSITY OF MUHAMMADIYAH SORONG

2026

**STUDENTS' PERCEPTIONS AND ENGAGEMENT IN LEARNING
ENGLISH READING THROUGH PAPUAN LOCAL READING TEXTS:
(A CASE STUDY AT SMK MUHAMMADIYAH AIMAS)**

RESEARCH

Presented to English Education Department

Faculty of Language, Sport and Sosial Education

Education University of Muhammadiyah Sorong

In Partial to Fulfillment of Requirement for the

Degree of Sarjana Education (S1)

Defended in Research Examination

On May 16th 2026

By:

Nurul Triwahyuni

Born in :

Trenggalek, East Java

LEGITIMATION SHEET

LEGITIMATION SHEET

STUDENTS' PERCEPTIONS AND ENGAGEMENT IN LEARNING ENGLISH
READING THROUGH PAPUAN LOCAL READING TEXTS : (A CASE STUDY AT
SMK MUHAMMADIYAH AIMAS)

NAME : Nurul Triwahyuni

NIM : 148820322029

This thesis was approved by Dean of the Faculty of Education Language, Social, and Sport
Muhammadiyah University of Education Sorong.

On: May 16th, 2026

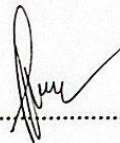

Dean
Dr. Roni Andri Paramita, M.Pd.
NIDN. 1411129001

Team of Examiners Thesis

1. Agus Setiawan, M.Pd.
NIDN. 1407029201


.....

2. Rizqi Claudia Wardani, H., M.Pd.
NIDN. 1404029501


.....

3. Nurteteng, M.Pd.
NIDN. 1418039201


.....

DECLARATION AUTHENCITY

DECLARATION AUTHENCITY

This is to certify that

Name : Nurul Triwahyuni

NIM : 148820322029

Title : Students' Perceptions and Engagement in Learning English Reading
Through Papuan Local Reading Texts : (A Case Study at SMK
Muhammadiyah Aimas).

I now declare that the thesis is the first and only submission for a degree in this college.
Furthermore, to the best of my knowledge, it is the first and only work of literature to be
written and published by me, except for the references cited in this text.

Sorong, May 18th 2026

My Sincerely



Nurul Triwahyuni
NIM. 148820322029

MOTTO AND DEDICATION

“Let it Flow, Let it Go, and Let Allah Handle it.”

DEDICATION :

I proudly dedicate this thesis specifically to :

I dedicate this thesis to my beloved parents, my mother, Sumini, and my father Sumarno, for their endless love, prayers, sacrifices, support, and encouragement throughout my journey. I also dedicate this thesis to my two beloved brothers, my dear sister, and my wonderful brothers-in-law and sisters-in-law for their support, motivation, care, and happiness they have brought into my life. My sincere gratitude also goes to all of my family members and friends who have always supported, encouraged, and accompanied me during the process of completing this thesis. Thank you for being an important part of my journey and for always believing in me.

ACKNOWLEDGMENT

Bismillahirrohmanirrohim

First of all, the researcher would like to express the deepest gratitude to Allah SWT for His endless blessings, mercy, strength, and guidance so that the researcher could finally complete this thesis entitled *“Students’ Engagement in English Reading Instruction Through Papuan Localized Reading Materials at SMK Muhammadiyah Aimas.”* Without His help and permission, this thesis would not have been completed successfully. This thesis is submitted as one of the requirements for obtaining a Bachelor’s Degree in English Education. During the process of conducting this research and writing this thesis, the researcher encountered many challenges, difficulties, and limitations. However, with the support, guidance, motivation, prayers, and encouragement from many people, the researcher was finally able to complete this thesis. Therefore, on this valuable occasion, the researcher would like to express sincere appreciation and deepest gratitude to the following people:

1. Dr. Rustamadji, M.Si., as the Rector of Education University of Muhammadiyah Sorong
2. Dr. Roni Andri Pramita, M.Pd., as the Dean of Faculty of Language, Social, and Sport Education.
3. Nurteteng, M.Pd., as the Head of the English Department and the first thesis advisor, who has given valuable guidance, endless patience, meaningful suggestions, constructive corrections, and continuous support

throughout the completion of this thesis. The writer would like to express deepest gratitude for all the kindness, motivation, and dedication given during every consultation process. Thank you very much for being such an inspiring lecturer and for guiding the writer with great care and sincerity like a parent.

4. All lectures in English Education Department for valuable knowledge, and advice during the years of my study.
5. My deepest gratitude and sincere appreciation are dedicated to my beloved parents, Sumarno and Sumini, for their endless love, prayers, sacrifices, support, and encouragement in every step of my life and academic journey.
6. Special thanks are also addressed to my two beloved brothers, my dear sister, and my wonderful brothers-in-law and sisters-in-law for their care, motivation, understanding, and support during the process of completing this thesis.
7. The writer also would like to express sincere thanks to all family members and beloved friends who always gave support, prayers, encouragement, and happiness throughout this journey. Their presence and kindness mean so much to the writer.
8. The writer would also like to express sincere gratitude to the beloved members of the “Ntahlah” group: Tri Devi Dian Lestari, Nurian Supriyatin, Nurmalia Gemor, and Aura Wida Rofahima, for their endless support, laughter, motivation, and togetherness during the process of

completing this thesis. Special thanks are also dedicated to Maria Riska Fantika for the support, encouragement, and kindness that have been given throughout this journey.

9. The writer also would like to express heartfelt thanks to all virtual friends who always gave support, motivation, and positive energy during the completion of this thesis.
10. Lastly, the writer would like to thank all students of the English Education Department batch 2022 for the togetherness, unforgettable memories, experiences, and support shared throughout the academic journey.

The researcher realizes that this thesis is still far from perfect due to the researcher's limitations in knowledge and experience. Therefore, constructive suggestions and criticisms are sincerely expected for the improvement of this thesis in the future. Finally, the researcher hopes that this thesis can provide useful contributions to English language teaching, especially in the use of Papuan localized reading materials in English reading instruction. Hopefully, this thesis can also be beneficial for readers, teachers, students, and future researchers who are interested in conducting similar studies.

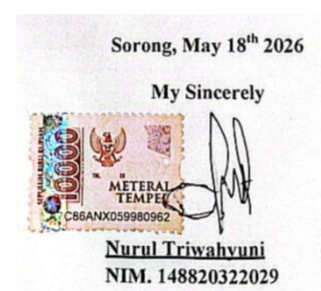


TABLE OF CONTENTS

LEGITIMATION SHEET	iii
DECLARATION AUTHENCITY	iv
MOTTO AND DEDICATION	v
ACKNOWLEDGMENT	vi
TABLE OF CONTENTS.....	ix
ABSTRACT	xii
<i>ABSTRAK</i>	xiii
CHAPTER I	1
INTRODUCTION	1
1.1 The Background of the Research	1
1.2. Formulation of the Problem.....	5
1.3 Objective of the Research.....	5
1.4 Significance of the Research	5
1.5. Operational Definition.....	7
1.5.1. Students' Perceptions.....	7
1.5.2. Student Engagement	8
1.5.3. Papuan Localized Teaching Materials	9
2.1 Students' Perceptions	11
2.1.1 Definition of Students' Perceptions.....	11
2.1.2 Indicators of Students' Perceptions	12
2.1.3 The Role of Students' Perceptions in English Reading Instruction through Localized Materials	13
2.2 Student Engagement.....	14
2.2.1 Definition of Student Engagement	14

2.2.2 Levels of Student Engagement	15
2.2.3 Student Engagement in English Reading Instruction	17
2.3 Papuan Localized Teaching Materials.....	18
2.3.1 Definition of Localized Teaching Materials.....	18
2.3.2 The Process of Localizing Teaching Materials.....	19
2.3.3 Papuan Localized Teaching Materials in English Reading Instruction	20
2.4 Previous Studies	21
2.5. Research Framework.....	26
RESEARCH METHODOLOGY	29
3.1 Research Design.....	29
3.2 Research Variables	29
3.3 Setting of the Research.....	31
3.4 Population and Sample of the Research	31
3.5 Research Instruments.....	33
3.6 Technique of Collecting Data.....	36
3.7 Technique of Data Analysis	38
CHAPTER IV	42
FINDINGS AND DISCUSSION.....	42
4.1. Findings	42
4.1.1. Findings of Students' Engagement Related to the Papuan Localized Reading Materials.....	42
4.1.2. Findings of Students' Preceptions Related to the Papuan Localized Reading Materials.....	47
4.2 Discussion.....	52
CHAPTER V.....	56

CONCLUSION AND SUGGESTION	56
5.1 Conclusion.....	56
5.2 Suggestion	57
REFERENCE.....	59
APPENDIXES	63
LETTERS.....	98

ABSTRACT

This research aimed to investigate students' engagement in English reading instruction through the use of Papuan localized reading materials at SMK Muhammadiyah Aimas. This study employed a descriptive qualitative research design using a case study approach. The participants of this research were 20 students of Grade XI Computer and Network Engineering (TKJ). The data were collected through questionnaires and semi-structured interviews. The questionnaire consisted of 20 items using a five-point Likert scale to measure students' behavioral, affective, and cognitive engagement. Meanwhile, the interviews were conducted to obtain deeper information regarding students' experiences and responses toward the use of Papuan localized reading materials in English reading lessons. The findings of the questionnaire showed that students demonstrated high engagement in all engagement dimensions. Behavioral engagement obtained a mean score of 4.17, affective engagement obtained 4.09, and cognitive engagement obtained 4.06. The interview findings revealed that most students considered Papuan localized reading materials interesting, easier to understand, and closely related to their daily lives and cultural background. The students also stated that localized reading materials helped them understand English vocabulary and reading texts more easily, increased their interest in learning, and made them feel more comfortable during English reading lessons. Based on the findings, it can be concluded that the use of Papuan localized reading materials positively contributed to students' engagement in English reading instruction. Therefore, integrating local cultural content into English reading materials can support students' learning experiences and classroom engagement.

Keywords: student engagement, English reading instruction, Papuan localized reading materials, local culture, qualitative research

ABSTRAK

Penelitian ini bertujuan untuk menyelidiki keterlibatan siswa dalam pembelajaran membaca bahasa Inggris melalui penggunaan bahan bacaan berbasis lokal Papua di SMK Muhammadiyah Aimas. Penelitian ini menggunakan desain penelitian deskriptif kualitatif dengan pendekatan studi kasus. Partisipan dalam penelitian ini adalah 20 siswa kelas XI Teknik Komputer dan Jaringan (TKJ). Data dikumpulkan melalui kuesioner dan wawancara semi-terstruktur. Kuesioner terdiri dari 20 butir pertanyaan menggunakan skala Likert lima poin untuk mengukur keterlibatan perilaku, afektif, dan kognitif siswa. Sementara itu, wawancara dilakukan untuk memperoleh informasi yang lebih mendalam mengenai pengalaman dan tanggapan siswa terhadap penggunaan bahan bacaan berbasis lokal Papua dalam pembelajaran membaca bahasa Inggris. Hasil kuesioner menunjukkan bahwa siswa memiliki tingkat keterlibatan yang tinggi pada seluruh dimensi keterlibatan. Behavioral engagement memperoleh skor rata-rata 4.17, affective engagement memperoleh 4.09, dan cognitive engagement memperoleh 4.06. Hasil wawancara menunjukkan bahwa sebagian besar siswa menganggap bahan bacaan berbasis lokal Papua menarik, lebih mudah dipahami, dan berkaitan erat dengan kehidupan sehari-hari serta latar belakang budaya mereka. Para siswa juga menyatakan bahwa bahan bacaan lokal membantu mereka memahami kosa kata bahasa Inggris dan isi bacaan dengan lebih mudah, meningkatkan minat belajar, serta membuat mereka lebih nyaman selama pelajaran membaca bahasa Inggris. Berdasarkan hasil penelitian, dapat disimpulkan bahwa penggunaan bahan bacaan berbasis lokal Papua memberikan kontribusi positif terhadap keterlibatan siswa dalam pembelajaran membaca bahasa Inggris. Oleh karena itu, pengintegrasian konten budaya lokal ke dalam bahan bacaan bahasa Inggris dapat mendukung pengalaman belajar dan keterlibatan siswa di kelas.

Kata Kunci: *keterlibatan siswa, pembelajaran membaca bahasa Inggris, bahan bacaan berbasis lokal Papua, budaya lokal, penelitian kualitatif*

CHAPTER I

INTRODUCTION

1.1 The Background of the Research

English language learning in Indonesia generally still relies on national textbooks that are designed in a generalized manner and do not fully consider the cultural diversity and local contexts of each region. As a result, the learning materials often present stories, characters, and social situations that are more closely related to regions such as Java, Sumatra, or Bali, while local cultures from eastern Indonesia, including Papua, are rarely represented (Ministry of Education and Culture, 2020). This condition may cause English learning to become less relevant for students, as the materials do not always reflect their daily lives and cultural backgrounds, thereby limiting students' emotional and cultural connection to the learning content.

In the context of the current curriculum, including the Merdeka Curriculum that emphasizes meaningful learning, cultural inclusiveness, and deep learning, English instruction in schools is expected not only to follow curriculum standards but also to provide learning experiences that are contextual and relevant to students' social and cultural environments. However, in practice, the availability of English teaching materials that meaningfully integrate local cultural contexts remains limited, particularly in regions with rich local cultures such as Papua.

Based on the researcher's observation and experience at SMK Muhammadiyah Aimas, English language learning at the school has been implemented in accordance with the curriculum and has adopted deep learning principles in classroom instruction. The English teacher follows the prescribed curriculum materials and learning objectives. Nevertheless, the reading materials used in English lessons are still predominantly taken from national textbooks, which largely present cultural contexts from regions outside Papua. As a result, elements of local Papuan culture, such as local folklore, traditions, and familiar social contexts, are rarely incorporated into the English reading materials used in the classroom.

This condition indicates that while the instructional approach aligns with curriculum demands, the learning materials themselves may not fully support contextual learning for students. Some students experience difficulties in understanding reading texts and show limited enthusiasm during reading activities, which may be influenced by the lack of cultural relevance in the materials. Therefore, there is a need to explore alternative teaching materials that align with curriculum objectives while also reflecting students' local cultural contexts.

In response to this issue, Papuan localized teaching materials are proposed as a potential solution. These materials integrate elements of Papuan culture, such as local folklore, daily activities, and social contexts familiar to students, into English reading texts. Context-based materials are expected to help students better

understand the content, increase their interest in learning, and encourage active participation in classroom activities. Accordingly, this study focuses on examining students' perceptions and engagement in English language learning through the use of Papuan localized teaching materials at SMK Muhammadiyah Aimas.

This research is important because English language learning in many Indonesian schools, including those in Papua, is still dominated by generalized national textbooks that may not fully support culturally responsive learning. When students perceive learning materials as irrelevant to their lives, their motivation and engagement in learning activities may decrease. Therefore, investigating students' perceptions of localized materials is essential to understanding how culturally relevant content influences students' learning experiences and engagement in English reading lessons.

Previous studies have highlighted the importance of integrating local culture into English language learning in Papua; however, most of these studies focus primarily on reading comprehension outcomes, with limited attention to students' perceptions, engagement, and learning experiences, particularly at the secondary school level (Romrome & Ena, 2022; Rachman & Jamilah, 2025). In addition, the development of Papuan localized teaching materials that integrate local, national, and international cultural elements remains limited, especially in non-remote educational contexts (Gultom, 2019).

Furthermore, although collaborative learning methods and technology-supported instruction have been applied in some Papuan schools, documentation of students' perceptions, engagement, and challenges in using Papuan localized materials is still scarce (Butarbutar et al., 2023). Studies that specifically examine indigenous Papuan students' perceptions and engagement toward localized teaching materials combined with collaborative learning strategies, such as Kagan's Fan-N-Pick structure, are also limited (Saputro et al., 2024). This gap highlights the need for in-depth research that evaluates Papuan localized teaching materials not only in terms of learning outcomes but also students' perceptions and engagement.

This study offers a novel contribution by examining the implementation of Papuan localized teaching materials that integrate local Papuan cultural values with English learning materials designed for senior high school students. The novelty of this research lies in its focus on students' perceptions and engagement in English reading lessons using localized materials within a curriculum-aligned and deep learning-oriented instructional context. By exploring how students perceive and engage with Papuan localized teaching materials, this study is expected to provide valuable insights for teachers, researchers, and policymakers in developing contextual, inclusive, and culturally responsive English teaching materials for Papua.

1.2. Formulation of the Problem

Based on the background described above, this research focuses on exploring students' responses toward the use of local-based materials in English reading learning. Therefore, the research questions are formulated as follows:

- a. What are the students' perceptions of learning English reading through Papuan Localized Teaching Materials?
- b. What is the level of students' engagement in learning English reading through Papuan Localized Teaching Materials?

1.3 Objective of the Research

This objective of the research are :

- a. To identify the students' perceptions of learning English reading through Papuan Localized Teaching Materials.
- b. To examine the level of students' engagement in learning English reading through Papuan Localized Teaching Materials.

1.4 Significance of the Research

This research is expected to provide both theoretical and practical contributions.

- a. Theoretical Significance

The findings of this study are expected to enrich the existing literature on the use of localized teaching materials in English reading instruction. This study contributes to a deeper understanding of how

students' perceptions and engagement are influenced by culturally relevant reading materials, particularly in the context of Papua. In addition, the results of this research may serve as a reference for future researchers who are interested in investigating the integration of local culture into English reading teaching and learning.

b. Practical Significance

a. For Students

This research is expected to help students experience a more meaningful and engaging English reading learning process, as the reading materials are closely related to their cultural background and daily life. For students from other regions, the use of Papuan localized reading texts may also provide opportunities to develop cultural awareness and appreciation of Papuan culture while learning English.

b. For Teachers

The findings of this study may provide useful insights for English teachers, particularly in designing and implementing localized reading materials that support students' comprehension, increase engagement, and encourage active participation during English reading lessons.

c. For Schools and Curriculum Developers

The results of this research may serve as valuable input for schools and curriculum developers in developing contextual and culturally responsive English reading materials that are aligned with students' local contexts and support cultural diversity in education.

1.5. Operational Definition

1.5.1. Students' Perceptions

Students' perceptions in English reading instruction through localized teaching materials refer to how students view, assess, and feel about the use of these materials during the reading learning process. *View* refers to how students understand and interpret localized reading materials, particularly in relation to their daily lives, cultural background, and reading experiences. The way students view the reading materials shapes their initial impressions of the relevance and meaningfulness of English reading activities.

Furthermore, *assess* refers to students' evaluations of the benefits and effectiveness of localized teaching materials in supporting English reading comprehension. At this stage, students consider whether the reading materials help them understand texts more easily, enrich their vocabulary, and support the achievement of reading learning objectives. This assessment is formed through students' direct experiences with the materials during reading activities in the classroom, including the clarity, language level, and accessibility of the texts.

Meanwhile, *feel* reflects students' emotional responses during English reading instruction when localized teaching materials are used. These feelings may include interest, comfort, enthusiasm, or boredom. Emotional responses influence students' level of involvement in reading activities. When students develop positive feelings toward the reading materials, they

tend to be more motivated and actively engaged in reading tasks. Conversely, negative feelings may reduce students' interest and participation. Therefore, students' perceptions represent a combination of how students view, assess, and feel about localized English reading materials, which together shape their overall reading learning experiences.

1.5.2. Student Engagement

Student engagement refers to the level of students' involvement in English reading instruction when localized teaching materials are implemented. Engagement is reflected in students' participation in reading activities, their interest in the reading materials, their focus during the lesson, and the effort they invest in understanding reading texts. In this study, student engagement is conceptualized as a multidimensional construct consisting of behavioral, affective, and cognitive aspects.

Behavioral engagement relates to students' observable actions during English reading activities. It can be identified through students' attention to the reading lesson, participation in reading-related discussions, responses to teachers' instructions, and involvement in assigned reading tasks when localized materials are used. Students who demonstrate behavioral engagement tend to be actively involved in the reading process rather than remaining passive during classroom interactions.

Affective engagement refers to students' emotional responses toward English reading instruction using localized teaching materials. This aspect

includes feelings of interest, enthusiasm, enjoyment, and comfort during reading activities. Positive affective engagement is reflected in students' favorable attitudes toward reading lessons and their willingness to engage with reading tasks. Emotional involvement plays an important role in maintaining students' motivation and interest in reading English texts.

Cognitive engagement involves students' mental effort and willingness to invest in understanding English reading materials at a deeper level. This aspect is reflected in students' attempts to comprehend texts, think critically, connect new information with prior knowledge, and persist in completing reading tasks or solving comprehension problems. Students with high cognitive engagement tend to demonstrate seriousness and responsibility in the reading learning process and actively seek to improve their understanding of English texts.

1.5.3. Papuan Localized Teaching Materials

Papuan Localized Teaching Materials refer to English teaching materials that are designed or adapted to reflect the cultural context, social environment, and daily lives of Papuan students. In this study, these materials are presented in the form of English reading texts derived from Papuan local stories, including folktales, legends, traditions, local figures, and familiar environmental settings. The materials function as the main instructional input in classroom learning activities to support students' understanding of reading texts.

The use of Papuan Localized Teaching Materials in this study is limited to their implementation during English reading instruction conducted over several meetings. The materials are applied through various text-based learning activities, including pre-reading activities, reading comprehension activities, vocabulary enrichment drawn from the texts, and simple post-reading reflection activities. Thus, Papuan Localized Teaching Materials are operationally defined as culturally contextualized English reading materials based on Papuan culture that are used to examine students' perceptions and engagement during the reading learning process.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Students' Perceptions

2.1.1 Definition of Students' Perceptions

Students' perceptions can be understood as the way students interpret, evaluate, and emotionally respond to learning experiences in the classroom. In the context of English reading instruction, students' perceptions are formed through their interactions with reading materials, classroom reading activities, and instructional practices. Perception is shaped not only by what students learn, but also by how reading materials relate to their experiences, needs, and cultural background.

Shafira and Rosita (2022) explain that students' perceptions reflect learners' responses toward learning materials in terms of relevance, attractiveness, and usefulness. This suggests that students tend to develop positive perceptions when reading materials are meaningful and closely related to their learning context. In a similar vein, Ginting et al. (2024) argue that students' perceptions influence how learners experience reading activities, particularly in relation to motivation and reading comprehension. Students who perceive reading texts as relevant and familiar are more likely to be motivated and actively involved in English reading instruction.

Based on these perspectives, students' perceptions in this study refer to how students view, assess, and feel about the use of Papuan local reading materials in English reading instruction. This definition is adapted from the concepts of students' perceptions proposed by Shafira and Rosita (2022) and supported by Ginting et al. (2024), which emphasize learners' cognitive, evaluative, and affective responses toward learning materials. These perceptions are formed through students' direct involvement in classroom activities that use localized reading texts derived from Papuan local stories.

2.1.2 Indicators of Students' Perceptions

In this research, students' perceptions are identified through indicators that represent how students view, assess, and feel about the use of Papuan local reading materials in English reading instruction. These indicators are adapted from recent studies on students' perceptions in English reading contexts.

- a) Students' views are closely related to how students perceive the relevance of localized reading materials to their cultural background and everyday experiences (Ginting et al., 2024). This aspect shows how students make sense of English reading texts by connecting them with situations, places, or experiences that are familiar to them. When students feel that the reading materials reflect their own environment and culture, they are more likely to understand the content and consider the learning activities meaningful.

- b) Students' assessments refer to the way students evaluate the clarity, usefulness, and suitability of the materials for English reading instruction (Warda & Dalimunte, 2022). Through this assessment, students judge whether the localized reading materials help them comprehend the texts, support their learning goals, and match their level of English proficiency. Positive assessments suggest that students view the materials as appropriate and beneficial for their learning process.
- c) Students' feelings describe students' emotional responses during the learning process, such as interest, enjoyment, and a sense of comfort when engaging with English reading texts (Shafira & Rosita, 2022; Maretha et al., 2023). These feelings play an important role in shaping students' learning experiences. When students feel interested and comfortable with the reading materials, they tend to participate more actively and stay focused during English reading instruction, especially when the texts are culturally familiar and relatable.

These indicators help describe students' perceptions in a structured yet flexible manner.

2.1.3 The Role of Students' Perceptions in English Reading Instruction through Localized Materials

Students' perceptions play a significant role in determining how effectively learning takes place in the classroom, particularly in English reading instruction. When students perceive reading materials as relevant and meaningful,

they are more likely to participate actively and show greater motivation. Recent studies suggest that reading materials connected to students' cultural context can support positive learning experiences.

Ginting et al. (2024) report that students demonstrate higher engagement when they perceive reading materials as relevant to their lives. Similarly, Maretha et al. (2023) found that the use of familiar local stories in English reading activities helps students develop positive perceptions and reduces learning anxiety. Positive perceptions, therefore, encourage students to engage more deeply in reading activities and make greater efforts to understand English reading texts.

Based on these considerations, examining students' perceptions toward the use of Papuan local reading materials is essential in this study. Understanding how students view, assess, and feel about localized reading materials provides insight into how such materials influence students' learning experiences and engagement in English reading instruction.

2.2 Student Engagement

2.2.1 Definition of Student Engagement

Student engagement refers to the degree to which students are involved in the learning process, both in terms of their actions and their internal responses. In recent educational studies, engagement is no longer seen as mere classroom participation, but as a combination of students' behavioral, emotional, and

cognitive involvement during learning activities. Fredricks et al. (2016) describe student engagement as students' active involvement in learning, which includes observable participation as well as emotional and cognitive investment.

In the context of English reading instruction, student engagement plays a crucial role because reading comprehension requires sustained attention, motivation, and mental effort. Oga-Baldwin and Fryer (2020) explain that engaged students tend to show stronger motivation, persistence, and willingness to participate in learning activities. This suggests that engagement influences not only how students learn, but also how they respond to reading tasks and instructional materials.

In this study, student engagement refers to how actively students are involved in English reading instruction when Papuan local reading materials are used. Engagement is reflected through students' participation in reading activities, their interest in the reading materials, and their effort to understand the texts.

2.2.2 Levels of Student Engagement

Student engagement is commonly understood as having three interconnected levels: behavioral, affective, and cognitive engagement. These levels represent different aspects of how students are involved in the learning process.

- a) Behavioral engagement refers to students' visible participation during classroom activities. This includes behaviors such as paying attention to

the lesson, participating in reading activities, responding to questions, and completing assignments. Fredricks et al. (2016) state that behavioral engagement shows students' willingness to be involved in learning tasks and follow classroom routines. In English reading instruction, behavioral engagement can be observed when students actively read texts and take part in classroom discussions.

- b) Affective engagement relates to students' emotional responses toward learning activities. This includes feelings such as interest, enjoyment, and attitudes toward English reading lessons. Oga-Baldwin and Fryer (2020) emphasize that positive emotions in language learning help students remain engaged and reduce negative feelings such as boredom or anxiety. In this study, affective engagement is reflected in students' interest and enjoyment when reading English texts that are related to Papuan local culture.
- c) Cognitive engagement refers to the mental effort students put into understanding learning materials. According to Wang et al. (2019), cognitively engaged students are willing to invest effort, think deeply, and try to understand learning content beyond surface-level comprehension. In English reading activities, cognitive engagement can be seen when students attempt to interpret meanings, connect ideas, and understand unfamiliar vocabulary in the texts.

These three levels of engagement work together to describe students' overall involvement in English reading instruction.

2.2.3 Student Engagement in English Reading Instruction

In the field of English language teaching, student engagement is considered an essential element for effective learning, particularly in English reading instruction. Reading in a foreign language requires students to actively process texts and remain motivated throughout the learning process. Mercer and Dörnyei (2020) argue that students are more engaged when learning materials and activities are meaningful and relevant to their lives.

Several studies suggest that contextualized and culturally relevant reading materials can enhance student engagement. Sato and Loewen (2019) found that students showed higher levels of engagement when learning tasks were connected to real-life contexts. Similarly, Oga-Baldwin et al. (2017) report that students tend to be more engaged when learning activities support relevance and meaningful content.

In relation to this study, the use of Papuan local reading materials is expected to encourage student engagement by presenting reading texts that reflect students' cultural background and daily experiences. When students feel familiar with the content, they are more likely to participate actively, show interest, and invest effort in understanding English reading texts.

2.3 Papuan Localized Teaching Materials

2.3.1 Definition of Localized Teaching Materials

Localized teaching materials refer to learning materials that are adapted to suit students' cultural background, social environment, and daily experiences. In the context of English reading instruction, localization aims to make reading activities more meaningful by connecting the content of reading texts with students' real-life experiences. Tomlinson (2018) explains that teaching materials become more effective when learners are able to relate the content to their own experiences, as this connection supports comprehension and learning.

In English language teaching, localization does not mean eliminating global content, but rather adapting it to fit the local context. McKay (2018) states that English materials can maintain their learning objectives while incorporating local elements such as culture, values, and familiar situations. Through localization, students are able to view English not as a distant foreign subject, but as a language that can be used to describe their own environment and experiences.

In this study, Papuan local reading materials refer to English reading texts that include Papuan cultural elements, such as local stories, traditions, places, and social life, presented in a form that is appropriate to students' language proficiency and reading level.

2.3.2 The Process of Localizing Teaching Materials

Localizing teaching materials is a gradual process that allows teachers to maintain the main objectives of English reading instruction while making the materials more relevant to students' local context. This process does not require creating new materials from the beginning, but rather adapting existing reading materials to better reflect students' cultural background and learning needs.

a) Inserting local elements into reading texts

At this stage, familiar local content is added to existing reading texts without changing their overall structure. Widodo and Savova (2019) note that teachers may replace foreign names, places, or situations with local ones that students recognize. In reading instruction, this adjustment helps students activate background knowledge and reduces difficulty caused by unfamiliar cultural references.

b) Adapting the content of reading materials

This process focuses on adjusting the level of difficulty and selecting reading texts that are suitable for students' language ability and cultural background. Tomlinson (2018) explains that adaptation allows materials to better match students' interests and learning needs. In English reading lessons, this can be done by using Papuan folktales or local community stories written in English and by simplifying vocabulary or sentence structures when necessary.

c) Modifying reading activities and tasks

At this stage, the focus is not on changing the reading text itself, but on how students interact with the text. McKay (2018) suggests that learning activities should encourage students to connect what they read with their own experiences. For example, after reading a localized text, students may be asked to relate the story to their daily lives or reflect on the text based on their local environment. This process encourages deeper reading comprehension and meaningful use of English.

2.3.3 Papuan Localized Teaching Materials in English Reading Instruction

In English reading instruction, localized teaching materials play an important role in supporting students' reading comprehension. Reading comprehension is strongly influenced by students' background knowledge and familiarity with the topic. Nation (2017) explains that students understand reading texts more easily when the content is connected to what they already know, as familiar topics reduce cognitive load and allow students to focus on language understanding.

Similarly, Grabe and Stoller (2019) emphasize that effective reading instruction should activate students' prior knowledge to support meaning-making processes. When reading materials reflect students' cultural background, students are more likely to engage in deeper comprehension strategies such as making inferences, predicting content, and connecting ideas.

Several studies have shown that students respond more positively to localized reading materials. Widodo et al. (2020) found that students showed greater interest and involvement when English reading materials included local cultural content. Familiar topics allow students to concentrate on understanding vocabulary, sentence structure, and meaning rather than struggling with unfamiliar cultural concepts.

In this research, Papuan local reading materials are applied specifically in English reading lessons. The learning activities include pre-reading activities to activate background knowledge, reading comprehension tasks, vocabulary enrichment based on the texts, and simple post-reading reflection activities. Through these reading-focused activities, localized materials are expected to improve students' reading comprehension and support positive learning experiences.

2.4 Previous Studies

Several previous studies have investigated the use of localized teaching materials and their relationship with students' perceptions and engagement, particularly in English reading instruction. These studies provide important theoretical and empirical foundations for the present research, especially in understanding how culturally relevant reading texts support comprehension, motivation, and engagement in reading activities.

The first study was conducted by Widodo, Perfecto, Van Canh, and Buripakdi (2020) entitled *“Situating Moral and Cultural Values in ELT Materials: The Indonesian Context.”* Using a qualitative approach, the study found that localized materials helped students feel more connected to learning content and encouraged positive attitudes toward English learning. Although the study focused on ELT materials in general, its findings support reading theories which emphasize that comprehension is enhanced when reading texts are culturally familiar and meaningful to learners. According to Nation (2017), reading materials that relate to learners’ background knowledge help students process information more effectively and reduce comprehension difficulties.

The second study was carried out by Setyono and Widodo (2019) in *“The Representation of Local Cultures in Indonesian ELT Textbooks.”* The study revealed that local cultural content in English textbooks was limited and often dominated by foreign cultures. From a reading perspective, this lack of local context may negatively affect students’ reading comprehension and engagement. Schema theory suggests that readers understand texts better when they can activate prior knowledge related to the topic and cultural context of the text (Anderson, 2014). When students encounter unfamiliar cultural references, they may struggle to construct meaning, which can reduce interest and engagement during reading activities.

The third relevant study was conducted by Ginting, Siregar, and Manurung (2024) entitled *“Students’ Perceptions toward the Use of Local Culture-Based*

Reading Materials in EFL Classrooms.” The study specifically examined students’ perceptions of localized reading materials. The findings showed that students perceived local culture-based reading texts as more meaningful, interesting, and easier to understand, leading to higher participation in reading activities. These results are consistent with reading instruction theories stating that meaningful and relevant texts can increase students’ reading motivation and support deeper comprehension (Grabe & Stoller, 2019).

The similarity between the present study and previous research lies in the focus on localized materials and students’ responses, particularly perceptions and engagement. However, the present study differs in several important aspects. First, it focuses specifically on Papuan local reading materials, which have rarely been explored in previous studies. Second, this research is conducted as a case study at SMK Muhammadiyah Aimas, focusing on second-grade students. Finally, this study integrates students’ perceptions and student engagement within English reading instruction, rather than examining ELT materials in a general context. By emphasizing reading comprehension processes, reading engagement, and culturally relevant texts, the present study extends previous research and provides deeper insights into English reading instruction in a Papuan educational context.

Several previous studies have investigated the use of localized teaching materials and their relationship with students’ perceptions and engagement, particularly in English reading instruction. These studies provide important

theoretical and empirical foundations for the present research, especially in understanding how culturally relevant reading texts support comprehension, motivation, and engagement in reading activities.

The first study was conducted by Widodo, Perfecto, Van Canh, and Buripakdi (2020) entitled “*Situating Moral and Cultural Values in ELT Materials: The Indonesian Context.*” Using a qualitative approach, the study found that localized materials helped students feel more connected to learning content and encouraged positive attitudes toward English learning. Although the study focused on ELT materials in general, its findings support reading theories which emphasize that comprehension is enhanced when reading texts are culturally familiar and meaningful to learners. According to Nation (2017), reading materials that relate to learners’ background knowledge help students process information more effectively and reduce comprehension difficulties.

The second study was carried out by Setyono and Widodo (2019) in “*The Representation of Local Cultures in Indonesian ELT Textbooks.*” The study revealed that local cultural content in English textbooks was limited and often dominated by foreign cultures. From a reading perspective, this lack of local context may negatively affect students’ reading comprehension and engagement. Schema theory suggests that readers understand texts better when they can activate prior knowledge related to the topic and cultural context of the text (Anderson, 2014). When students encounter unfamiliar cultural references, they

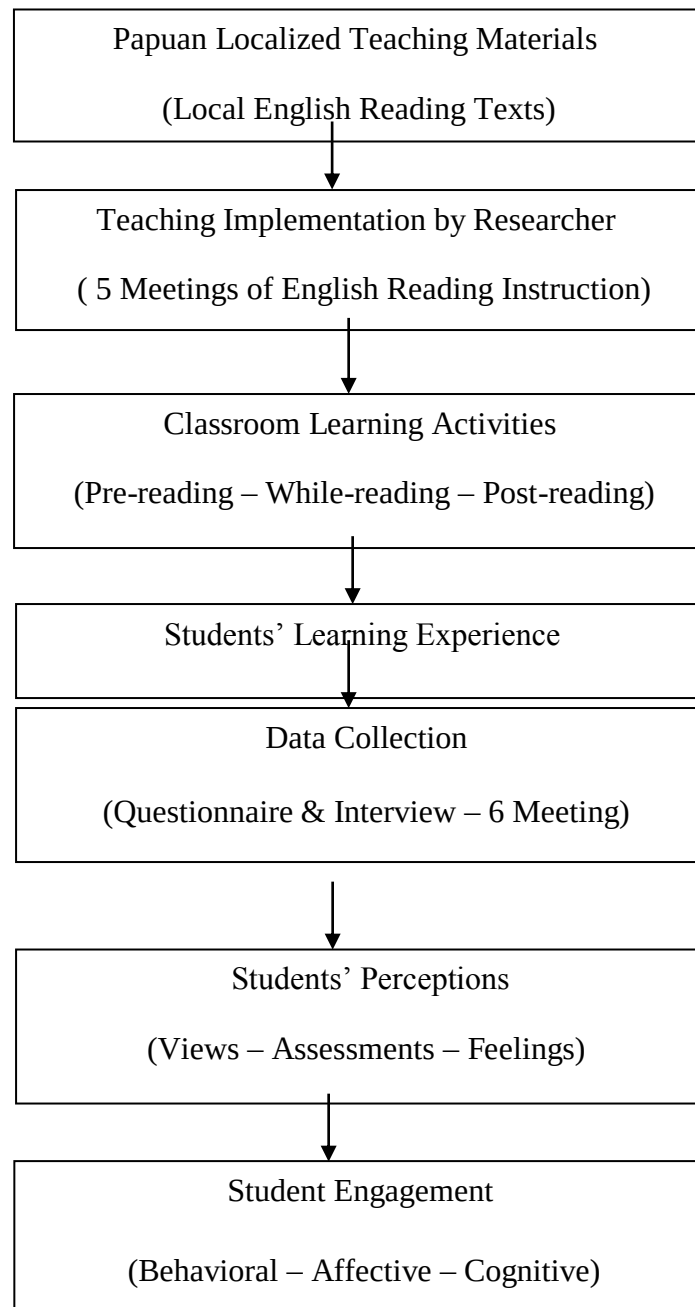
may struggle to construct meaning, which can reduce interest and engagement during reading activities.

The third relevant study was conducted by Ginting, Siregar, and Manurung (2024) entitled “*Students’ Perceptions toward the Use of Local Culture-Based Reading Materials in EFL Classrooms.*” The study specifically examined students’ perceptions of localized reading materials. The findings showed that students perceived local culture-based reading texts as more meaningful, interesting, and easier to understand, leading to higher participation in reading activities. These results are consistent with reading instruction theories stating that meaningful and relevant texts can increase students’ reading motivation and support deeper comprehension (Grabe & Stoller, 2019).

The similarity between the present study and previous research lies in the focus on localized materials and students’ responses, particularly perceptions and engagement. However, the present study differs in several important aspects. First, it focuses specifically on Papuan local reading materials, which have rarely been explored in previous studies. Second, this research is conducted as a case study at SMK Muhammadiyah Aimas, focusing on second-grade students. Finally, this study integrates students’ perceptions and student engagement within English reading instruction, rather than examining ELT materials in a general context. By emphasizing reading comprehension processes, reading engagement, and culturally relevant texts, the present study extends previous research and

provides deeper insights into English reading instruction in a Papuan educational context.

2.5. Research Framework



This research framework describes the process through which Papuan local reading materials are implemented in English reading instruction and how students' learning responses are examined.

The framework begins with the use of Papuan local reading materials, which consist of localized reading texts reflecting Papuan culture, daily life, and familiar contexts. These materials serve as the main instructional input in the English reading classroom.

The materials are then implemented through English reading instruction conducted by the researcher over five meetings. During this stage, the researcher teaches reading using localized texts through structured classroom activities. The teaching process includes pre-reading activities to activate students' background knowledge, while-reading activities to support reading comprehension, and post-reading activities such as vocabulary enrichment and simple reflection.

Through these five instructional meetings, students gain direct learning experiences using Papuan local reading materials. These learning experiences form the basis for students' responses toward the reading instruction.

After the instructional phase is completed, data collection is conducted in the sixth meeting. Data are collected using questionnaires and interviews to capture students' responses to the learning process. The questionnaire is used to obtain a general description of students' responses, while the interviews provide

deeper insights into students' learning experiences during English reading instruction.

The collected data are then analyzed based on two main analytical constructs: students' perceptions and student engagement. Students' perceptions refer to how students view, assess, and feel about the use of Papuan local reading materials in English reading instruction. Meanwhile, student engagement refers to students' behavioral, affective, and cognitive involvement during the reading activities.

Overall, this framework shows that the implementation of Papuan local reading materials through structured English reading instruction across five meetings creates learning experiences that are reflected in students' perceptions and levels of engagement, as revealed through data collected in the final meeting.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research employs a descriptive qualitative research design using a case study approach. The case study design is chosen because this research focuses on an in-depth exploration of students' perceptions and engagement in English reading instruction through the use of Papuan local reading materials within a specific context, namely SMK Muhammadiyah Aimas. This design allows the researcher to gain a deeper understanding of students' learning experiences, responses, and engagement in a real classroom setting.

A qualitative approach is considered appropriate because the purpose of this study is to describe and interpret students' perceptions and student engagement rather than to test hypotheses or conduct statistical analysis. The data are collected through questionnaires and interviews. The data are then analyzed descriptively to identify patterns and themes related to students' perceptions and engagement during English reading instruction.

3.2 Research Variables

Although this study adopts a qualitative approach, the research focuses on three main analytical variables to guide the data collection and analysis:

a. Papuan Local Reading Materials

Papuan local reading materials refer to English reading texts that integrate Papuan cultural elements, such as local folklore, traditions, daily activities, places, and social contexts that are familiar to the students. These materials are used as instructional input in English reading lessons.

b. Students' Perceptions

Students' perceptions refer to how students view, assess, and feel about the use of Papuan local reading materials in English reading instruction. These perceptions include students' responses regarding the relevance, attractiveness, ease of understanding, and usefulness of the reading materials.

c. Student Engagement

Student engagement refers to students' involvement in English reading instruction, which includes behavioral, affective, and cognitive engagement. This engagement can be identified through students' participation in reading activities, their interest and enthusiasm during the lessons, their attention to the texts, and their effort to understand the reading materials.

3.3 Setting of the Research

a. Location of This Research

This research was conducted at SMK Muhammadiyah Aimas, Papua. The school was selected because English learning in this institution still relied mainly on national textbooks, with limited integration of local cultural content in the teaching materials. This situation made the school a relevant setting for the study, as it represented a vocational high school context in which Papuan localized English teaching materials were not yet widely implemented. In addition, the researcher's background as an alumnus of the school provided contextual understanding and **facilitated** access to the research site.

b. Time of Research

This research was conducted in six meetings from April 23 to May 7, 2026. The researcher taught the students during the first five meetings using Papuan Localized Teaching Materials in English reading lessons. The sixth meeting was used to collect research data through the administration of questionnaires and the conducting of interviews.

3.4 Population and Sample of the Research

a. Population

The researcher determined the population in order to collect data for this research. John W. Creswell (2008) defines a population as “a group of individuals

who have the same characteristics.” Based on this definition, the population of this research consisted of all second-grade students (Grade XI) of SMK Muhammadiyah Aimas who took English subjects.

The population was limited to second-grade students because they were considered to have sufficient experience in learning English using national textbooks and were able to express their perceptions and engagement in English learning clearly.

b. Sample

This research selected one second-grade class, namely Class XI Computer and Network Engineering (TKJ), as the sample. The sampling technique used was purposive sampling, which was appropriate for the qualitative nature of the study.

Class XI TKJ was chosen because the students were actively involved in English reading instruction and were directly exposed to Papuan Localized Teaching Materials during the research implementation. The class consisted of 20 students, comprising 8 female students and 12 male students.

The number of participants was determined based on the relevance and richness of the data needed to address the research objectives. Data collection was considered sufficient when the information obtained from participants adequately represented students’ perceptions and engagement in learning English through Papuan localized reading materials.

3.5 Research Instruments

This study employs two main research instruments, namely a questionnaire and interviews, to collect data on students' engagement in English reading instruction using Papuan local reading materials. The instruments are developed based on the research framework and theories of student engagement, ensuring alignment between the research objectives, variables, and data collection techniques.

a. Questionnaire

The questionnaire is used to obtain data related to students' engagement after they participate in English reading activities using Papuan local reading materials. It is administered at the end of the instructional phase so that students respond based on their actual learning experiences.

The questionnaire consists of 20 items arranged in a five-point Likert-scale format. This format is commonly used to explore students' engagement and learning responses in educational research (Dörnyei & Taguchi, 2010). The questionnaire focuses exclusively on student engagement, which is conceptualized as a multidimensional construct consisting of behavioral, affective, and cognitive engagement.

The development of the questionnaire items is guided by the engagement framework proposed by Fredricks, Blumenfeld, and Paris (2004) and supported by

relevant studies in English language education (Ginting, 2021; Firdaus & Fatimah, 2021).

- a. Behavioral engagement items examine students' participation, attention, and involvement during English reading activities.
- b. Affective engagement items focus on students' interest, enjoyment, enthusiasm, and emotional responses toward reading texts based on Papuan local culture.
- c. Cognitive engagement items explore students' effort to understand the texts, their willingness to think deeply, and their persistence in completing reading tasks.

Through this questionnaire, the researcher obtains a general description of students' engagement across behavioral, affective, and cognitive dimensions after the implementation of Papuan local reading materials.

Table 3.1 Blueprint of Questionnaire for Student Engagement

No	Engagement Level	Indicators	Number of Item
1	Behavioral engagement	Participation in reading activities, attention during lessons, involvement in tasks	7 Items
2	Affective engagement	Interest in learning, enthusiasm,	6 Items

		enjoyment, comfort during learning	
3	Cognitive engagement	Effort to understand texts, persistence, willingness to think deeply	7 Items
	Total		20 tems

b. Interview

Interviews are conducted to obtain in-depth information that cannot be fully captured through the questionnaire. This study employs semi-structured interviews, which allow flexibility while maintaining focus on the research objectives (Creswell, 2014).

The interviews consist of 8–10 open-ended questions and are conducted with selected students from Grade XI Computer and Network Engineering (TKJ). The class consists of 20 students, comprising 8 female students and 12 male students. The interview questions are developed based on theories of student engagement and localized materials in English reading instruction (Tomlinson, 2018; Ginting, 2021). The questions explore students' learning experiences during English reading lessons using Papuan localized reading texts, including their participation in reading activities, emotional responses, and efforts to understand the texts.

Students are also encouraged to share their opinions, difficulties, and suggestions regarding the use of Papuan localized reading materials. With

students' permission, the interviews are audio-recorded and transcribed for analysis. The interview data are used to support and deepen the findings obtained from the questionnaire through data triangulation, which enhances the credibility of the study (Miles, Huberman, & Saldaña, 2014).

3.6 Technique of Collecting Data

This study applies two data collection techniques, namely questionnaires and interviews, which are implemented sequentially to obtain comprehensive data on students' engagement in learning English through Papuan Localized Teaching Materials.

a. Questionnaire

The questionnaire is administered as the first data collection technique after the instructional process using Papuan Localized Teaching Materials has been completed. The researcher distributes the questionnaire during the final meeting to ensure that students respond based on their actual learning experiences across the instructional sessions. Before distributing the questionnaire, the researcher explains the purpose of the questionnaire and provides clear instructions on how to respond to each statement.

Students complete the questionnaire individually in the classroom to minimize discussion and ensure that responses reflect their personal experiences and opinions. The use of a Likert-scale questionnaire allows students to express their level of agreement with each statement in a structured and systematic way.

According to Dörnyei and Taguchi (2010), questionnaires are effective tools for collecting learners' responses related to engagement, attitudes, and learning experiences in language research.

After all questionnaires are collected, the responses are checked for completeness and prepared for data analysis. The data obtained from the questionnaire provide an overview of students' engagement levels, including behavioral, affective, and cognitive engagement during English learning using localized materials.

b. Interview

After the questionnaire data have been collected, interviews are conducted as the second technique to gain deeper and more detailed information. The interviews are carried out with selected students to clarify and expand the findings from the questionnaire results. This step allows the researcher to explore students' experiences, feelings, and learning behaviors more thoroughly.

Semi-structured interviews are employed to balance flexibility and focus. This type of interview enables the researcher to ask predetermined questions while allowing students to elaborate on their answers freely (Creswell, 2014). The interview sessions are conducted in a comfortable setting to encourage students to speak openly about their learning experiences using Papuan localized reading texts.

With students' permission, the interviews are audio-recorded to ensure accuracy in data capture. The recordings are then transcribed verbatim to prepare the data for analysis. According to Miles, Huberman, and Saldaña (2014), interviews are particularly useful in qualitative research to understand participants' perspectives and to support data triangulation. By combining questionnaire and interview data, this study strengthens the credibility of the findings through multiple sources of evidence.

3.7 Technique of Data Analysis

The data analysis in this study is conducted by applying different techniques for each type of data collected. Questionnaire data are analyzed using descriptive statistical analysis, while interview data are analyzed using the interactive qualitative analysis model proposed by Miles, Huberman, and Saldaña (2014). The use of different analysis techniques ensures that each type of data is analyzed appropriately based on its characteristics.

a. Data Analysis of Questionnaire

The data obtained from the questionnaire are analyzed using descriptive statistical analysis, which is commonly used to summarize and describe learners' responses in educational research (Dörnyei & Taguchi, 2010). The questionnaire responses are first tabulated based on students' answers to each statement. Each response is then scored according to the five-point Likert scale, ranging from *Strongly Disagree* to *Strongly Agree*.

After scoring, the data are analyzed by calculating the frequency, percentage, and mean score for each item. According to Pallant (2020), descriptive statistics such as percentages and mean scores are appropriate for identifying general tendencies and patterns in questionnaire data without conducting inferential statistical testing. Therefore, this analysis focuses on describing students' engagement levels rather than testing hypotheses.

The results of the questionnaire analysis are presented in the form of tables followed by descriptive explanations. This presentation provides a clear picture of students' engagement in learning English through Papuan Localized Teaching Materials across behavioral, affective, and cognitive dimensions.

Likert Scale Range

Likert Scale Scoring

Table 3.2 The questionnaire uses a five-point Likert scale with the following score range:

Score	Category
5	Strongly Agree
4	Agree
3	Neutral
2	Disagree
1	Strongly Disagree

After scoring, the mean score for each item and each engagement dimension (behavioral, affective, and cognitive) is calculated. The interpretation of engagement levels is based on mean score ranges, as follows:

Table 3.3 Mean Score Range

Mean Score Range	Interpretation
4.21-5.00	Very High Engagement
3.41-4.20	High Engagement
2.61-3.40	Moderate Engagement
1.81-2.60	Low Engagement
1.00-1.80	Very Low Engagement

b.Data Analysis of Interview

The interview data are analyzed using the interactive model of qualitative data analysis proposed by Miles, Huberman, and Saldaña (2014). This model is widely applied in qualitative educational research and consists of three interrelated steps, namely data reduction, data display, and conclusion drawing/verification.

- a. Data reduction is conducted by selecting, focusing, and simplifying the interview data. The researcher reviews the interview transcripts and identifies relevant statements related to students' engagement in learning English through Papuan Localized Teaching Materials. Irrelevant

information is excluded, while meaningful data are coded and categorized based on behavioral, affective, and cognitive engagement.

- b. Data display is carried out by organizing the reduced data into systematic forms, such as narrative descriptions and thematic groupings. This step allows the researcher to identify patterns, relationships, and recurring themes emerging from students' responses.
- c. Conclusion drawing and verification involves interpreting the displayed data to draw conclusions regarding students' engagement levels. The conclusions are continuously verified by revisiting the data to ensure consistency and credibility. According to Miles et al. (2014), this iterative process strengthens the trustworthiness of qualitative findings.

By applying the Miles and Huberman interactive model (2014 edition), the interview data are analyzed in a systematic and rigorous manner, enabling the researcher to gain an in-depth understanding of students' learning experiences.

CHAPTER IV

FINDINGS AND DISCUSSION

4.1. Findings

This chapter presents the findings of the research conducted at SMK Muhammadiyah Aimas. The findings were obtained from questionnaires and interviews administered to Grade XI students after the implementation of Papuan localized reading materials in English reading instruction. The data were analyzed to identify students' engagement during the learning process.

4.1.1. Findings of Students' Engagement Related to the Papuan Localized Reading Materials

The questionnaire was distributed to 20 students of Grade XI TKJ after the implementation of Papuan localized reading materials in English reading lessons. The questionnaire consisted of 20 items using a five-point Likert scale ranging from Strongly Agree to Strongly Disagree.

The questionnaire focused on three dimensions of student engagement, namely behavioral engagement, affective engagement, and cognitive engagement.

The following table presents the mean scores of each questionnaire item.

Tabel 4.1 Mean Score of Questionnaire Items

No	Questionnaire Item	Mean Score
1.	Item 1	4,30

2.	Item 2	4,05
3.	Item 3	4,30
4.	Item 4	4,25
5.	Item 5	3,95
6.	Item 6	4,15
7.	Item 7	4,25
8.	Item 8	4,15
9.	Item 9	4,25
10.	Item 10	4,15
11.	Item 11	4,05
12.	Item 12	3,95
13.	Item 13	4,00
14.	Item 14	3,85
15.	Item 15	4,05
16.	Item 16	3,70
17.	Item 17	4,10
18.	Item 18	4,40
19.	Item 19	4,00
20.	Item 20	4,35

Based on the table above, most questionnaire items obtained mean scores above 4.00, indicating that students showed positive engagement during English reading instruction using Papuan localized reading materials. Item 18 obtained the

highest mean score (4.40), while Item 16 obtained the lowest mean score (3.70).

However, all items were still categorized as high engagement.

The following table presents the mean scores of each engagement dimension.

Tabel 4.2 Students' Engagement Levels

No	Engagement Dimension	Mean Score	Interpretation
1.	Behavioral Engagement	4,17	High Engagement
2.	Affective Engagement	4,09	High Engagement
3.	Cognitive Engagement	4,06	High Engagement

Based on Table 4.2, behavioral engagement obtained the highest mean score (4.17), followed by Affective engagement (4.09), while Cognitive engagement obtained a mean score of 4,06. These findings indicate that students actively participated in classroom activities, paid attention during lessons, and showed effort in understanding the reading texts.

Overall, the findings revealed that students demonstrated high engagement during English reading instruction using Papuan localized reading materials.

a. Behavioral Engagement

Behavioral engagement refers to students' participation, attention, and involvement during English reading activities. The findings showed that behavioral engagement obtained the highest mean score (4.17),

indicating that students actively participated during the learning process using Papuan localized reading materials.

The students paid attention during classroom activities, participated in discussions, and became more involved in reading tasks because the materials were related to their daily lives and cultural background. The familiarity of the reading texts encouraged students to become more active during English lessons.

In addition, the students showed positive participation during reading activities because they found the texts easier and more enjoyable to understand. This finding indicates that the use of localized reading materials successfully increased students' classroom participation and learning involvement.

b. Affective Engagement

Affective engagement refers to students' feelings, interest, enthusiasm, and emotional responses during learning activities. The findings showed that affective engagement obtained a mean score of 4.09, which was categorized as high engagement.

The students felt happy, interested, and more comfortable during English reading lessons because the texts discussed familiar Papuan stories, culture, traditions, and environments. The use of culturally relevant reading materials helped students enjoy the learning process and reduced their anxiety when reading English texts.

Although several students still experienced difficulties with some English vocabulary, most students stated that the learning activities remained interesting and enjoyable. This finding suggests that Papuan localized reading materials positively influenced students' emotional engagement during English reading instruction.

c. Cognitive Engagement

Cognitive engagement refers to students' effort, persistence, and willingness to understand the reading materials deeply. The findings showed that cognitive engagement obtained a mean score of 4.06, which was categorized as high engagement.

The students demonstrated effort in understanding English reading texts because they were already familiar with the context of the stories. Familiar cultural contexts helped students understand English vocabulary and reading content more easily. As a result, students became more motivated to read and complete reading activities.

Furthermore, the students showed persistence in understanding difficult vocabulary and reading passages. Some students stated that although certain English words were still difficult, they could understand the meaning gradually after receiving explanations from the teacher. This finding indicates that localized reading materials supported students' comprehension and learning efforts during English reading instruction.

4.1.2. Findings of Students' Preceptions Related to the Papuan Localized Reading Materials

The interview findings revealed that students had positive perceptions toward the use of Papuan localized reading materials in English reading instruction. Based on the analysis of the interview data, several important themes emerged from students' responses. The findings indicated that students perceived Papuan localized reading materials as interesting, relevant, understandable, helpful for vocabulary learning, and able to increase their motivation and comfort during English reading lessons.

a. Students' Perceived Papuan Local Reading Materials as Interesting and Easy to Understand.

Most students stated that Papuan localized reading materials were more interesting and easier to understand compared to reading texts found in textbooks. The students believed that the stories were closely related to their daily lives, culture, and surrounding environment, making the texts more meaningful and understandable.

"Menurut saya, kegiatan pembelajaran ini sangat menarik karena teksnya sangat berkaitan dengan kehidupan saya sehingga lebih mudah dipahami.."

(In my opinion, this learning activity is very interesting because the texts are closely related to my life, making them easier to understand.)

Student 1, Interview Question No. 1

"Teks tersebut lebih menarik dan lebih mudah dipahami."
(They are more interesting and easier to understand.)

Student 2 Interview Question No. 3

“Teks lokal Papua lebih mudah dan lebih menyenangkan dibandingkan teks dalam buku pelajaran karena lebih relevan dengan kehidupan kami.”
(Papuan local texts are easier and more enjoyable than the texts in textbooks because they are more relevant to our lives.)
Student 4 Interview Question No. 3

These findings indicate that students perceived localized reading materials positively because the texts reflected their own culture and daily experiences. Familiar content helped students understand the reading materials more easily and made the learning activities more enjoyable.

b. Students’ Felt More Interested, Happy and Comfortable During English Reading Lesson

The interview findings showed that students experienced positive emotional responses during English reading instruction using Papuan localized reading materials. Most students stated that they felt happy, interested, and more comfortable when reading English texts related to Papuan culture and local stories.

“Saya merasa senang karena ceritanya berkaitan dengan budaya saya sendiri.”
(We feel happy and interested because the stories are related to our own culture.)
Student 1 Interview Question No. 7

“Kami merasa senang karena dapat mempelajari budaya Papua melalui bahasa Inggris.”
(We feel happy because we can learn Papuan culture Through English.)
Student 8 Interview Question No. 7

“Ya, teks tersebut membuat kami lebih nyaman saat belajar.”
(Yes, they make us feel more comfortable while learning.)
Student 7 Interview Question No. 8

These responses indicate that localized reading materials created a more enjoyable and comfortable learning atmosphere. The students

became more emotionally engaged because the reading materials discussed familiar cultural topics and local environments.

c. Students' Believed Papuan Local Reading Materials Helped Them Understand English Vocabulary and English Content.

Most students stated that Papuan localized reading materials helped them understand English vocabulary and reading texts more easily because they already understood the context of the stories. Familiar cultural contexts supported students in comprehending difficult words and reading passages.

"Ya, karena kami sudah memahami konteks ceritanya sehingga lebih mudah memahami kosa kata bahasa Inggris."
(Yes, because we already understand the context of the story, so it is easier to understand the English vocabulary.)
Student 2 Interview Question No. 4

"Ya, karena saya senang mempelajari cerita dari berbagai budaya lokal yang berbeda."
(Yes, because I enjoy learning stories from different local cultures.)
Student 9 Interview Question No. 4

"Ya, karena kosa katanya tidak terlalu sulit dan isi teksnya mudah dipahami."
(Yes, because the vocabulary is not too difficult and the content is easy to understand.)
Student 1 Interview Question No. 6

These findings indicate that localized reading materials supported students' reading comprehension and vocabulary understanding because the students were already familiar with the story contexts and cultural background presented in the texts.

d. Students' Perceived Papuan Local Reading Materials as Relevant to Their Cultural Background and Daily Lives.

Several students stated that Papuan localized reading materials were closely related to their cultural background, traditions, and daily lives. The students believed that learning English through local stories helped them connect classroom learning with real-life experiences.

“Teks tersebut berkaitan dengan kehidupan saya karena membahas budaya, tradisi, dan lingkungan yang sudah saya kenal.”

(The texts are related to my life because they discuss culture, traditions, and environments that I am already familiar with.)

Student 1 Interview Question No. 2

“Teks tersebut sangat sesuai dan berkaitan erat dengan kehidupan serta budaya kami.”

(They are very suitable and closely related to our lives and culture.)

Student 5 Interview Question No. 2

“Kami menjadi lebih mengenal budaya papua, khususnya budaya dari daerah kami.”

(We become more familiar with Papuan culture, especially the culture from our region.)

Student 7 Interview Question No. 2

Although Student 9 came from a different cultural background, the student still showed positive perceptions toward the localized materials.

“Saya berasal dari latar belakang budaya Jawa, tetapi saya senang mempelajari budaya dari daerah lain.”

(I come from a Javanese cultural background, but I enjoy learning about cultures from other regions.)

Student 9 Interview Question No. 2

These findings show that localized reading materials not only supported students’ comprehension but also increased their cultural awareness and appreciation of local culture.

e. Students’ Suggested Wider Development and Use of Papuan Local Reading Materials.

The interview findings further revealed that students expected Papuan localized reading materials to be developed and used more widely in English learning activities. Most students believed that local stories and cultural content should continue to be integrated into English reading lessons.

“Sebaiknya lebih banyak menggunakan cerita-cerita lokal dari budaya Papua.”
(There should be more use of local stories from Papuan culture.)
Student 1 Interview Question No. 10

“Di masa depan, lebih banyak bahan ajar lokal yang sebaiknya digunakan.”
(More local teaching materials should be used in the future.)
Student 4 Interview Question No. 10

“Bahan ajar lokal Papua sebaiknya diperluas dan dikembangkan lebih lanjut.”
(Papuan local reading materials should be expanded and developed further.)
Student 8 Interview Question No. 10

“Sebaiknya ada lebih banyak latihan dan penggunaan bahan bacaan lokal papua yang lebih luas dalam kegiatan pembelajaran.”
(There should be more practice and wider use of Papuan local reading materials in learning activities.)
Student 9 Interview Question No. 10

These responses indicate that students supported the continued implementation of localized reading materials because they considered the materials beneficial, meaningful, and relevant to their learning experiences.

4.2 Discussion

The findings of this study revealed that the use of Papuan localized reading materials positively contributed to students' engagement and perceptions during English reading instruction at SMK Muhammadiyah Aimas. Based on the questionnaire findings, students demonstrated high engagement across behavioral, affective, and cognitive dimensions. Behavioral engagement obtained the highest mean score (4.17), followed by affective engagement (4.09), while cognitive engagement obtained a mean score of 4.06. These findings indicate that students actively participated in classroom activities, showed positive emotional responses during learning, and made efforts to understand the reading materials.

The findings of this study are closely related to the problems identified in Chapter I, where students were described as having difficulties understanding English reading texts and showing low interest during reading activities because the learning materials were not closely related to their daily lives and cultural background. Through the implementation of Papuan localized reading materials, students became more interested and actively involved in English reading instruction because the texts discussed familiar stories, traditions, and local environments. The use of familiar cultural contexts helped students connect their background knowledge with the reading materials, making the learning process more meaningful and contextual.

These findings support the theory proposed by Jennifer Fredricks et al. (2004), which was discussed in Chapter II. According to the theory, student

engagement consists of behavioral, affective, and cognitive dimensions. In this study, behavioral engagement was reflected in students' active participation during classroom activities and discussions. Affective engagement was reflected in students' feelings of interest, enjoyment, and comfort during English learning activities. Meanwhile, cognitive engagement was reflected in students' effort and willingness to understand English vocabulary and reading texts. The findings indicate that Papuan localized reading materials positively supported all dimensions of student engagement during English reading instruction.

The findings also support the theory proposed by Brian Tomlinson (2018), which emphasizes that learning materials should be meaningful, relevant, and connected to learners' experiences. The localized reading materials used in this study contained cultural and environmental contexts familiar to students, which helped them understand the texts more easily and increased their engagement during learning activities. This finding indicates that contextualized learning materials can create more effective and meaningful English learning experiences.

Furthermore, the findings are also related to the sociocultural learning theory proposed by Lev Vygotsky, which was discussed in Chapter II. Vygotsky explained that learning is influenced by social and cultural contexts. In this study, students showed positive emotional responses and greater learning participation because the reading materials were connected to their own culture and environment. Familiar cultural contexts helped students feel more comfortable and confident during English reading activities.

In addition, the findings support the concept of culturally responsive teaching proposed by Geneva Gay (2018). The integration of Papuan culture into English reading materials helped students feel more connected to the learning process and increased their appreciation of local culture. The findings indicate that integrating students' cultural backgrounds into classroom instruction can improve students' learning experiences, motivation, and engagement.

The findings of this study are also consistent with previous studies discussed in Chapter II. Previous research found that localized and culturally relevant materials positively influenced students' reading comprehension, learning motivation, classroom participation, and engagement. Similarly, this study found that Papuan localized reading materials helped students understand English reading texts more easily and created a more enjoyable and meaningful learning atmosphere.

The implementation of this study was also conducted based on the procedures described in Chapter III. The researcher used questionnaires and semi-structured interviews to obtain data regarding students' engagement and perceptions toward Papuan localized reading materials. The questionnaire findings showed high engagement scores in all dimensions, while the interview findings strengthened the questionnaire results by showing that students perceived localized reading materials as interesting, meaningful, and easier to understand. Therefore, the use of two instruments helped the researcher obtain more

comprehensive data regarding students' learning experiences during English reading instruction.

However, this study also had several limitations. First, the study was conducted only in one class with a limited number of participants, so the findings may not fully represent students in different educational contexts. Second, the study focused only on students' engagement and perceptions and did not measure students' reading achievement or long-term learning outcomes. Third, the duration of the implementation was relatively limited, which may have influenced students' responses during the research process.

Despite these limitations, this study provides important implications for English language teaching, especially in the use of localized learning materials. The findings suggest that English teachers can use localized reading materials to create more meaningful, contextual, and engaging learning experiences for students. In addition, integrating local cultural content into English learning activities may help students become more active, motivated, and confident during the learning process. This study may also serve as a reference for future researchers who are interested in investigating localized teaching materials in different English skills, educational levels, or educational contexts.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the findings and discussion presented in the previous chapter, it can be concluded that the use of Papuan localized reading materials positively contributed to students' engagement in English reading instruction at SMK Muhammadiyah Aimas.

The questionnaire findings showed that students demonstrated high engagement across the three dimensions of engagement, namely behavioral engagement, affective engagement, and cognitive engagement. Behavioral engagement obtained the highest mean score (4.17), followed by cognitive engagement (4.06), while affective engagement also showed a high level of engagement (3.50). These findings indicate that students actively participated in classroom activities, paid attention during lessons, and showed effort in understanding English reading texts.

The interview findings also revealed that students responded positively toward the use of Papuan localized reading materials. Most students stated that the texts were interesting, easier to understand, and closely related to their daily lives and cultural background. The students also felt more comfortable and motivated during English reading lessons because they were already familiar with the context of the stories.

In addition, the findings showed that localized reading materials helped students understand English vocabulary and reading content more easily. The familiarity of the cultural context supported students' comprehension and encouraged them to participate more actively during learning activities.

Therefore, this study concludes that the use of Papuan localized reading materials can support students' engagement in English reading instruction and create more meaningful learning experiences for students.

5.2 Suggestion

Based on the findings and limitations of this study, several suggestions are proposed for English teachers, future researchers, and educational institutions.

a. For English Teachers

For English teachers, it is suggested to use more localized reading materials in English learning activities because the findings of this study showed that Papuan localized reading materials positively influenced students' engagement and perceptions during English reading instruction. Since this study only focused on one class with a limited number of participants, teachers are encouraged to apply localized reading materials in different classes and educational levels in order to create more meaningful, contextual, and engaging learning experiences for students.

b. For Future Researchers

For future researchers, it is suggested to conduct similar studies with a larger number of participants and in different educational contexts because

this study was limited to one class at SMK Muhammadiyah Aimas. Future researchers are also encouraged to investigate other English skills such as speaking, writing, listening, or vocabulary learning using localized materials. In addition, since this study only focused on students' engagement and perceptions, future studies may investigate the effect of localized reading materials on students' reading achievement, motivation, or long-term learning outcomes in order to provide more comprehensive findings.

c. For Educational Institutions and Schools

For educational institutions and schools, it is recommended to support the development and implementation of localized learning materials in classroom instruction. The findings of this study indicate that integrating local cultural content into English learning activities can help students feel more connected to the learning materials and improve their classroom engagement. Therefore, schools may encourage teachers to develop culturally relevant teaching materials that are appropriate to students' backgrounds and learning needs.

Finally, because the implementation of this study was conducted within a limited period of time, future studies are suggested to conduct longer classroom implementations in order to obtain deeper and more comprehensive data regarding students' engagement and learning experiences during English reading instruction through localized materials.

REFERENCE

- Bawawa, M., Purwanti, R., & Pertiwi, S. A. (2025). *Development of a basic English board game on local culture as an interactive learning media for elementary students in rural Papua. Jurnal Kependidikan: Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran*, 11(1), 156–166.
- Butarbutar, R., Ruing, F. H., Basri, N., Tuharea, V. U., & Leba, S. M. R. (2023). *Unpacking online collaborative learning in teaching EFL speaking: Insights from three rural area case studies. The Qualitative Report*, 28(12), 3379–3401.
- Creswell, J. W. (2008). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (3rd ed.). Pearson Education, Inc.
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Thousand Oaks, CA: SAGE Publications.
- Dörnyei, Z., & Taguchi, T. (2010). *Questionnaires in second language research: Construction, administration, and processing* (2nd ed.). Routledge.
- Firdaus, D., & Fatimah, S. (2021). Exploring students' engagement and motivation in learning English through localized materials. *Indonesian Journal of Applied Linguistics*, 11(3), 553–564.

- Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). *School engagement: Potential of the concept, state of the evidence. Review of Educational Research, 74*(1), 59–109.
- Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice* (3rd ed.). Teachers College Press.
- Ginting, D. (2021). *Student engagement and factors affecting active learning in English language teaching. Voices of English Language Education Society, 5*(2), 215–228.
- Ginting, M. (2021). Students' engagement in EFL reading classrooms: A case study at a senior high school in Indonesia. *Journal of English Language Teaching and Learning, 11*(2), 85–96.
- Ginting, Y. F. A., Liana, F. S., Liana, & Prayuda, M. S. (2025). *Students' perspectives on teaching materials for English reading comprehension. Jurnal Pendidikan dan Pengajaran, 58*(2), 292–304.
- Ginting, Y. F. A., Siregar, M., & Manurung, E. (2024). *Students' perceptions toward the use of local culture-based reading materials in EFL classrooms. Jurnal Pendidikan dan Pengajaran, 57*(2), 292–304.
- Idrus, A., Abidin, D., Saputra, N., Rahman, A., & Shobri, M. (2022). Implementation of Minister of Education and Culture Policy Number 84 of

2013 Article 11. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 3(2), 175-182.

McKay, S. L. (2005). *Teaching English as an international language: Rethinking goals and approaches*. Oxford University Press.

Mercer, S., & Dörnyei, Z. (2020). *Engaging language learners in contemporary classrooms*. Cambridge University Press.

Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). Thousand Oaks, CA: SAGE Publications.

Nation, I. S. P. (2017). *Learning vocabulary in another language* (2nd ed.). Cambridge University Press.

Nunan, D. (1991). *Language teaching methodology: A textbook for teachers*. Prentice Hall.

Oga-Baldwin, W. L. Q., & Fryer, L. K. (2020). *Self-determination for all language learners: New applications for formal language education*. *System*, 91, 102-135.

Oga-Baldwin, W. L. Q., Nakata, Y., Parker, P., & Ryan, R. M. (2017). *Motivating young language learners: A longitudinal model of self-determined motivation in elementary school foreign language classes*. *Contemporary Educational Psychology*, 49, 140–150.

- Pallant, J. (2020). *SPSS survival manual: A step-by-step guide to data analysis using IBM SPSS* (7th ed.). Maidenhead, UK: McGraw-Hill Education.
- Rachman, P. F. I. Y., & Jamilah, J. (2025). *Integrating intercultural values in English reading materials for Jayapura high school students. Eralingua: Jurnal Pendidikan Bahasa Asing dan Sastra*, 9(1), 141–162.
- Romrome, A. Y., & Ena, O. T. (2022). *Incorporating local culture in English language teaching for Papuan junior high school students. Journal of English Education and Teaching*, 6(2), 207–221.
- Saputro, I. E., Hartono, R., Saleh, M., & Faridi, A. (2024). *Vocabulary acquisition perceptions using Kagan's Fan-N-Pick among Papua and non-Papua students for Sustainable Development Goals in Indonesia. Evolutionary Studies in Imaginative Culture*, 8(2), 373–387.
- Sato, M., & Loewen, S. (2019). *Do corrective feedback and elaboration foster learner engagement and L2 development? Language Teaching Research*, 23(5), 583–606.
- Setyono, B., & Widodo, H. P. (2019). *The representation of local cultures in Indonesian EFL textbooks: Rationales, impacts, and implications. Asian Englishes*, 21(3), 268–283.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

APPENDIXES

Interview Test

Transcript 1

Interviewer: What is your name?

Pewawancara: Siapa nama kamu?

Respondent: Baim.

Responden: Baim.

Interviewer: What is your opinion about learning English reading using Papuan local-based texts?

Pewawancara: Apa pendapat kamu tentang pembelajaran membaca bahasa Inggris menggunakan teks berbasis lokal Papua?

Respondent: In my opinion, this learning activity is very interesting because the texts are closely related to my life, making them easier to understand.

Responden: Menurut saya, kegiatan pembelajaran ini sangat menarik karena teksnya sangat berkaitan dengan kehidupan saya sehingga lebih mudah dipahami.

Interviewer: How are Papuan local reading texts related to your daily life or cultural background?

Pewawancara: Bagaimana teks bacaan lokal Papua berkaitan dengan kehidupan sehari-hari atau latar belakang budaya kamu?

Respondent: The texts are related to my life because they discuss culture, traditions, and environments that I am already familiar with.

Responden: Teks tersebut berkaitan dengan kehidupan saya karena membahas budaya, tradisi, dan lingkungan yang sudah saya kenal.

Interviewer: Compared to the reading texts in textbooks, what do you think about Papuan local reading texts?

Pewawancara: Dibandingkan dengan teks bacaan dalam buku pelajaran, bagaimana pendapat kamu tentang teks bacaan lokal Papua?

Respondent: Papuan local texts are easier and more enjoyable than the texts in textbooks because they are more relevant to my life.

Responden: Teks lokal Papua lebih mudah dan lebih menyenangkan dibandingkan teks dalam buku pelajaran karena lebih relevan dengan kehidupan saya.

Interviewer: Do Papuan local reading texts help you understand English reading lessons more easily? Why?

Pewawancara: Apakah teks bacaan lokal Papua membantu kamu memahami pelajaran membaca bahasa Inggris dengan lebih mudah? Mengapa?

Respondent: Yes, because I already understand the context of the story, so it is easier to understand the English vocabulary.

Responden: Ya, karena saya sudah memahami konteks ceritanya sehingga lebih mudah memahami kosa kata bahasa Inggris.

Interviewer: How do you evaluate the clarity of the language and content in Papuan local reading texts?

Pewawancara: Bagaimana kamu menilai kejelasan bahasa dan isi dalam teks bacaan lokal Papua?

Respondent: The language is quite clear and simple, so I can follow the story well.

Responden: Bahasanya cukup jelas dan sederhana sehingga saya dapat mengikuti isi cerita dengan baik.

Interviewer: Do you think Papuan local reading texts are suitable for your English reading ability level?

Pewawancara: Menurut kamu, apakah teks bacaan lokal Papua sesuai dengan tingkat kemampuan membaca bahasa Inggris kamu?

Respondent: Yes, because the vocabulary is not too difficult and the content is easy to understand.

Responden: Ya, karena kosa katanya tidak terlalu sulit dan isi teksnya mudah dipahami.

Interviewer: How do you feel when reading English texts based on Papuan local stories or contexts?

Pewawancara: Bagaimana perasaan kamu saat membaca teks bahasa Inggris yang berbasis cerita atau konteks lokal Papua?

Respondent: I feel happy and interested because the stories are related to my own culture.

Responden: Saya merasa senang dan tertarik karena ceritanya berkaitan dengan budaya saya sendiri.

Interviewer: Do Papuan local reading texts make you feel more comfortable during English reading lessons? Why?

Pewawancara: Apakah teks bacaan lokal Papua membuat kamu lebih nyaman selama pelajaran membaca bahasa Inggris? Mengapa?

Respondent: Yes, because it is easier to understand the text, so I do not feel confused.

Responden: Ya, karena lebih mudah memahami isi teks sehingga saya tidak merasa bingung.

Interviewer: What do you like most about using Papuan local-based reading materials in English reading lessons?

Pewawancara: Apa yang paling kamu sukai dari penggunaan bahan bacaan berbasis lokal Papua dalam pelajaran membaca bahasa Inggris?

Respondent: I like it most because the stories are close to my life and easier to understand.

Responden: Saya paling menyukainya karena ceritanya dekat dengan kehidupan saya dan lebih mudah dipahami.

Interviewer: What are your suggestions for improving the use of Papuan local-based reading materials in the future?

Pewawancara: Apa saran kamu untuk meningkatkan penggunaan bahan bacaan berbasis lokal Papua di masa depan?

Respondent: There should be more use of local stories from Papuan culture.

Responden: Sebaiknya lebih banyak menggunakan cerita-cerita lokal dari budaya Papua.

Transcript 2

Interviewer: What are your names?

Pewawancara: Siapa nama kalian?

Respondent 1: Ella.

Responden 1: Ella.

Respondent 2: Ida.

Responden 2: Ida.

Interviewer: What are your opinions about learning English reading using Papuan local-based texts?

Pewawancara: Apa pendapat kalian tentang pembelajaran membaca bahasa Inggris menggunakan teks berbasis lokal Papua?

Respondents: It is very easy to understand.

Responden: Sangat mudah dipahami.

Interviewer: How are Papuan local reading texts related to your daily life or cultural background?

Pewawancara: Bagaimana teks bacaan lokal Papua berkaitan dengan kehidupan sehari-hari atau latar belakang budaya kalian?

Respondents: Because the texts discuss culture and traditions that are close to our daily lives.

Responden: Karena teks tersebut membahas budaya dan tradisi yang dekat dengan kehidupan sehari-hari kami.

Interviewer: Compared to the reading texts in textbooks, what do you think about Papuan local reading texts?

Pewawancara: Dibandingkan dengan teks bacaan dalam buku pelajaran, bagaimana pendapat kalian tentang teks bacaan lokal Papua?

Respondents: They are more interesting and easier to understand.

Responden: Teks tersebut lebih menarik dan lebih mudah dipahami.

Interviewer: Do Papuan local reading texts help you understand English reading lessons more easily? Why?

Pewawancara: Apakah teks bacaan lokal Papua membantu kalian memahami pelajaran membaca bahasa Inggris dengan lebih mudah? Mengapa?

Respondents: Yes, because we already understand the context of the story, so it is easier to understand the English vocabulary.

Responden: Ya, karena kami sudah memahami konteks ceritanya sehingga lebih mudah memahami kosa kata bahasa Inggris.

Interviewer: How do you evaluate the clarity of the language and content in Papuan local reading texts?

Pewawancara: Bagaimana kalian menilai kejelasan bahasa dan isi dalam teks bacaan lokal Papua?

Respondents: The language is clear and simple, so we can follow the story well.

Responden: Bahasanya jelas dan sederhana sehingga kami dapat mengikuti isi cerita dengan baik.

Interviewer: Are Papuan local reading texts suitable for your English reading ability level?

Pewawancara: Apakah teks bacaan lokal Papua sesuai dengan tingkat kemampuan membaca bahasa Inggris kalian?

Respondents: Yes, because the vocabulary is not too difficult and the content is easy to understand.

Responden: Ya, karena kosa katanya tidak terlalu sulit dan isi teksnya mudah dipahami.

Interviewer: How do you feel when reading English texts based on Papuan local stories or contexts?

Pewawancara: Bagaimana perasaan kalian saat membaca teks bahasa Inggris yang berbasis cerita atau konteks lokal Papua?

Respondents: We feel happy and interested because the stories are related to our own culture.

Responden: Kami merasa senang dan tertarik karena ceritanya berkaitan dengan budaya kami sendiri.

Interviewer: Do Papuan local reading texts make you feel more comfortable during English reading lessons?

Pewawancara: Apakah teks bacaan lokal Papua membuat kalian lebih nyaman selama pelajaran membaca bahasa Inggris?

Respondents: Yes, because the texts are easier to understand, so we do not feel confused.

Responden: Ya, karena teksnya lebih mudah dipahami sehingga kami tidak merasa bingung.

Interviewer: What do you like most about using Papuan local-based reading materials in English reading lessons?

Pewawancara: Apa yang paling kalian sukai dari penggunaan bahan bacaan berbasis lokal Papua dalam pelajaran membaca bahasa Inggris?

Respondents: We like the stories because they are close to our daily lives and easy to understand.

Responden: Kami menyukai ceritanya karena dekat dengan kehidupan sehari-hari kami dan mudah dipahami.

Interviewer: What are your suggestions for improving the use of Papuan local-based reading materials in the future?

Pewawancara: Apa saran kalian untuk meningkatkan penggunaan bahan bacaan berbasis lokal Papua di masa depan?

Respondents: In the future, more Papuan local reading materials should be used.

Responden: Di masa depan, bahan bacaan lokal Papua sebaiknya lebih banyak digunakan.

Transcript 3

Interviewer: What is your name?

Pewawancara: Siapa nama kamu?

Respondent: Ali.

Responden: Ali.

Interviewer: What is your opinion about learning English reading using Papuan local-based texts?

Pewawancara: Apa pendapat kamu tentang pembelajaran membaca bahasa Inggris menggunakan teks berbasis lokal Papua?

Respondent: It is interesting.

Responden: Pembelajaran tersebut menarik.

Interviewer: How are Papuan local reading texts related to your daily life or cultural background?

Pewawancara: Bagaimana teks bacaan lokal Papua berkaitan dengan kehidupan sehari-hari atau latar belakang budaya kamu?

Respondent: They are not really related.

Responden: Teks tersebut tidak terlalu berkaitan.

Interviewer: Compared to the reading texts in textbooks, what do you think about Papuan local reading texts?

Pewawancara: Dibandingkan dengan teks bacaan dalam buku pelajaran, bagaimana pendapat kamu tentang teks bacaan lokal Papua?

Respondent: They are easier to understand.

Responden: Teks tersebut lebih mudah dipahami.

Interviewer: Do Papuan local reading texts help you understand English reading lessons more easily? Why?

Pewawancara: Apakah teks bacaan lokal Papua membantu kamu memahami pelajaran membaca bahasa Inggris dengan lebih mudah? Mengapa?

Respondent: Yes, because they are easier to understand and related to daily life.

Responden: Ya, karena lebih mudah dipahami dan berkaitan dengan kehidupan sehari-hari.

Interviewer: How do you evaluate the clarity of the language and content in Papuan local reading texts?

Pewawancara: Bagaimana kamu menilai kejelasan bahasa dan isi dalam teks bacaan lokal Papua?

Respondent: The language is clear.

Responden: Bahasanya jelas.

Interviewer: Are Papuan local reading texts suitable for your English reading ability level?

Pewawancara: Apakah teks bacaan lokal Papua sesuai dengan tingkat kemampuan membaca bahasa Inggris kamu?

Respondent: Yes, because the vocabulary is easy.

Responden: Ya, karena kosa katanya mudah.

Interviewer: How do you feel when reading English texts based on Papuan local stories or contexts?

Pewawancara: Bagaimana perasaan kamu saat membaca teks bahasa Inggris yang berbasis cerita atau konteks lokal Papua?

Respondent: I feel happy because the stories are related to my own culture.

Responden: Saya merasa senang karena ceritanya berkaitan dengan budaya saya sendiri.

Interviewer: Do Papuan local reading texts make you feel more comfortable during English reading lessons?

Pewawancara: Apakah teks bacaan lokal Papua membuat kamu lebih nyaman selama pelajaran membaca bahasa Inggris?

Respondent: Yes, because they are easier to understand.

Responden: Ya, karena lebih mudah dipahami.

Interviewer: What do you like most about using Papuan local-based reading materials in English reading lessons?

Pewawancara: Apa yang paling kamu sukai dari penggunaan bahan bacaan berbasis lokal Papua dalam pelajaran membaca bahasa Inggris?

Respondent: The stories are easy to understand.

Responden: Ceritanya mudah dipahami.

Interviewer: What are your suggestions for improving the use of Papuan local-based reading materials in the future?

Pewawancara: Apa saran kamu untuk meningkatkan penggunaan bahan bacaan berbasis lokal Papua di masa depan?

Respondent: There should be more learning about local stories.

Responden: Sebaiknya lebih banyak pembelajaran tentang cerita-cerita lokal.

Transcript 4

Interviewer: What are your names?

Pewawancara: Siapa nama kalian?

Respondent 1: Yazid.

Responden 1: Yazid.

Respondent 2: Sa'dan Alip.

Responden 2: Sa'dan Alip.

Interviewer: What are your opinions about learning English reading using Papuan local-based texts?

Pewawancara: Apa pendapat kalian tentang pembelajaran membaca bahasa Inggris menggunakan teks berbasis lokal Papua?

Respondents: In our opinion, this learning activity is very interesting because the texts are closely related to our lives, making them easier to understand.

Responden: Menurut kami, kegiatan pembelajaran ini sangat menarik karena teksnya sangat berkaitan dengan kehidupan kami sehingga lebih mudah dipahami.

Interviewer: How are Papuan local reading texts related to your daily life or cultural background?

Pewawancara: Bagaimana teks bacaan lokal Papua berkaitan dengan kehidupan sehari-hari atau latar belakang budaya kalian?

Respondents: The texts are related to our lives because they discuss culture, traditions, and environments that we are already familiar with.

Responden: Teks tersebut berkaitan dengan kehidupan kami karena membahas budaya, tradisi, dan lingkungan yang sudah kami kenal.

Interviewer: Compared to the reading texts in textbooks, what do you think about Papuan local reading texts?

Pewawancara: Dibandingkan dengan teks bacaan dalam buku pelajaran, bagaimana pendapat kalian tentang teks bacaan lokal Papua?

Respondents: Papuan local texts are easier and more enjoyable than the texts in textbooks because they are more relevant to our lives.

Responden: Teks lokal Papua lebih mudah dan lebih menyenangkan dibandingkan teks dalam buku pelajaran karena lebih relevan dengan kehidupan kami.

Interviewer: Do Papuan local reading texts help you understand English reading lessons more easily? Why?

Pewawancara: Apakah teks bacaan lokal Papua membantu kalian memahami pelajaran membaca bahasa Inggris dengan lebih mudah? Mengapa?

Respondents: Yes, because we already understand the context of the story, so it is easier to understand the English vocabulary.

Responden: Ya, karena kami sudah memahami konteks ceritanya sehingga lebih mudah memahami kosa kata bahasa Inggris.

Interviewer: How do you evaluate the clarity of the language and content in Papuan local reading texts?

Pewawancara: Bagaimana kalian menilai kejelasan bahasa dan isi dalam teks bacaan lokal Papua?

Respondents: The language is clear and simple, so we can follow the story well.

Responden: Bahasanya jelas dan sederhana sehingga kami dapat mengikuti isi cerita dengan baik.

Interviewer: Are Papuan local reading texts suitable for your English reading ability level?

Pewawancara: Apakah teks bacaan lokal Papua sesuai dengan tingkat kemampuan membaca bahasa Inggris kalian?

Respondents: Yes, because the vocabulary is not too difficult and the content is easy to understand.

Responden: Ya, karena kosa katanya tidak terlalu sulit dan isi teksnya mudah dipahami.

Interviewer: How do you feel when reading English texts based on Papuan local stories or contexts?

Pewawancara: Bagaimana perasaan kalian saat membaca teks bahasa Inggris yang berbasis cerita atau konteks lokal Papua?

Respondents: We feel happy and interested because the stories are related to our own culture.

Responden: Kami merasa senang dan tertarik karena ceritanya berkaitan dengan budaya kami sendiri.

Interviewer: Do Papuan local reading texts make you feel more comfortable during English reading lessons?

Pewawancara: Apakah teks bacaan lokal Papua membuat kalian lebih nyaman selama pelajaran membaca bahasa Inggris?

Respondents: Yes, because the texts are easier to understand, so we do not feel confused.

Responden: Ya, karena teksnya lebih mudah dipahami sehingga kami tidak merasa bingung.

Interviewer: What do you like most about using Papuan local-based reading materials in English reading lessons?

Pewawancara: Apa yang paling kalian sukai dari penggunaan bahan bacaan berbasis lokal Papua dalam pelajaran membaca bahasa Inggris?

Respondents: We like the stories because they are close to our daily lives and easy to understand.

Responden: Kami menyukai ceritanya karena dekat dengan kehidupan sehari-hari kami dan mudah dipahami.

Interviewer: What are your suggestions for improving the use of Papuan local-based reading materials in the future?

Pewawancara: Apa saran kalian untuk meningkatkan penggunaan bahan bacaan berbasis lokal Papua di masa depan?

Respondents: More local teaching materials should be used in the future.

Responden: Di masa depan, lebih banyak bahan ajar lokal yang sebaiknya digunakan.

Transcript 5

Interviewer: What are your names?

Pewawancara: Siapa nama kalian?

Respondent 1: Alisha.

Responden 1: Alisha.

Respondent 2: Miranati Yanti.

Responden 2: Miranati Yanti.

Interviewer: What are your opinions about learning English reading using Papuan local-based texts?

Pewawancara: Apa pendapat kalian tentang pembelajaran membaca bahasa Inggris menggunakan teks berbasis lokal Papua?

Respondents: It is good and very interesting.

Responden: Pembelajaran tersebut bagus dan sangat menarik.

Interviewer: How are Papuan local reading texts related to your daily life or cultural background?

Pewawancara: Bagaimana teks bacaan lokal Papua berkaitan dengan kehidupan sehari-hari atau latar belakang budaya kalian?

Respondents: They are very suitable and closely related to our lives and culture.

Responden: Teks tersebut sangat sesuai dan berkaitan erat dengan kehidupan serta budaya kami.

Interviewer: Compared to the reading texts in textbooks, what do you think about Papuan local reading texts?

Pewawancara: Dibandingkan dengan teks bacaan dalam buku pelajaran, bagaimana pendapat kalian tentang teks bacaan lokal Papua?

Respondents: They are more interesting and easier to understand.

Responden: Teks tersebut lebih menarik dan lebih mudah dipahami.

Interviewer: Do Papuan local reading texts help you understand English reading lessons more easily? Why?

Pewawancara: Apakah teks bacaan lokal Papua membantu kalian memahami pelajaran membaca bahasa Inggris dengan lebih mudah? Mengapa?

Respondents: Yes, because they are easier to understand.

Responden: Ya, karena lebih mudah dipahami.

Interviewer: How do you evaluate the clarity of the language and content in Papuan local reading texts?

Pewawancara: Bagaimana kalian menilai kejelasan bahasa dan isi dalam teks bacaan lokal Papua?

Respondents: Some vocabulary is still difficult for us because our English vocabulary is limited.

Responden: Beberapa kosa kata masih sulit bagi kami karena kosa kata bahasa Inggris kami masih terbatas.

Interviewer: Are Papuan local reading texts suitable for your English reading ability level?

Pewawancara: Apakah teks bacaan lokal Papua sesuai dengan tingkat kemampuan membaca bahasa Inggris kalian?

Respondents: Yes, because they use vocabulary that we often encounter.

Responden: Ya, karena menggunakan kosa kata yang sering kami temui.

Interviewer: How do you feel when reading English texts based on Papuan local stories or contexts?

Pewawancara: Bagaimana perasaan kalian saat membaca teks bahasa Inggris yang berbasis cerita atau konteks lokal Papua?

Respondents: At first, we were confused, but after the explanation, we understood better.

Responden: Awalnya kami merasa bingung, tetapi setelah diberikan penjelasan, kami menjadi lebih paham.

Interviewer: Do Papuan local reading texts make you feel more comfortable during English reading lessons?

Pewawancara: Apakah teks bacaan lokal Papua membuat kalian lebih nyaman selama pelajaran membaca bahasa Inggris?

Respondents: Yes, because they are easier to understand.

Responden: Ya, karena lebih mudah dipahami.

Interviewer: What do you like most about using Papuan local-based reading materials in English reading lessons?

Pewawancara: Apa yang paling kalian sukai dari penggunaan bahan bacaan berbasis lokal Papua dalam pelajaran membaca bahasa Inggris?

Respondents: We like them because we can learn many lessons from the stories.

Responden: Kami menyukainya karena kami dapat belajar banyak pelajaran dari cerita-cerita tersebut.

Interviewer: What are your suggestions for improving the use of Papuan local-based reading materials in the future?

Pewawancara: Apa saran kalian untuk meningkatkan penggunaan bahan bacaan berbasis lokal Papua di masa depan?

Respondents: More local Papuan stories should be used in learning activities.

Responden: Sebaiknya lebih banyak cerita lokal Papua digunakan dalam kegiatan pembelajaran.

Transcript 6

Interviewer: What are your names?

Pewawancara: Siapa nama kalian?

Respondent 1: Mida.

Responden 1: Mida.

Respondent 2: Refan.

Responden 2: Refan.

Interviewer: What are your opinions about learning English reading using Papuan local-based texts?

Pewawancara: Apa pendapat kalian tentang pembelajaran membaca bahasa Inggris menggunakan teks berbasis lokal Papua?

Respondents: In our opinion, this learning activity is very interesting because the texts are close to our lives, making them easier to understand.

Responden: Menurut kami, kegiatan pembelajaran ini sangat menarik karena teksnya dekat dengan kehidupan kami sehingga lebih mudah dipahami.

Interviewer: How are Papuan local reading texts related to your daily life or cultural background?

Pewawancara: Bagaimana teks bacaan lokal Papua berkaitan dengan kehidupan sehari-hari atau latar belakang budaya kalian?

Respondents: The texts are related to our lives because they discuss culture and traditions in our environment.

Responden: Teks tersebut berkaitan dengan kehidupan kami karena membahas budaya dan tradisi di lingkungan kami.

Interviewer: Compared to the reading texts in textbooks, what do you think about Papuan local reading texts?

Pewawancara: Dibandingkan dengan teks bacaan dalam buku pelajaran, bagaimana pendapat kalian tentang teks bacaan lokal Papua?

Respondents: Papuan local texts are easier and more enjoyable than the texts in textbooks.

Responden: Teks lokal Papua lebih mudah dan lebih menyenangkan dibandingkan teks dalam buku pelajaran.

Interviewer: Do Papuan local reading texts help you understand English reading lessons more easily? Why?

Pewawancara: Apakah teks bacaan lokal Papua membantu kalian memahami pelajaran membaca bahasa Inggris dengan lebih mudah? Mengapa?

Respondents: Yes, because we understand the context of the story, making it easier to understand English vocabulary.

Responden: Ya, karena kami memahami konteks ceritanya sehingga lebih mudah memahami kosa kata bahasa Inggris.

Interviewer: How do you evaluate the clarity of the language and content in Papuan local reading texts?

Pewawancara: Bagaimana kalian menilai kejelasan bahasa dan isi dalam teks bacaan lokal Papua?

Respondents: The language is clear and simple, so we can follow the story well.

Responden: Bahasanya jelas dan sederhana sehingga kami dapat mengikuti isi cerita dengan baik.

Interviewer: Are Papuan local reading texts suitable for your English reading ability level?

Pewawancara: Apakah teks bacaan lokal Papua sesuai dengan tingkat kemampuan membaca bahasa Inggris kalian?

Respondents: Yes, because the vocabulary is not too difficult and easy to understand.

Responden: Ya, karena kosa katanya tidak terlalu sulit dan mudah dipahami.

Interviewer: How do you feel when reading English texts based on Papuan local stories or contexts?

Pewawancara: Bagaimana perasaan kalian saat membaca teks bahasa Inggris yang berbasis cerita atau konteks lokal Papua?

Respondents: We feel happy and interested because the stories are related to our own culture.

Responden: Kami merasa senang dan tertarik karena ceritanya berkaitan dengan budaya kami sendiri.

Interviewer: Do Papuan local reading texts make you feel more comfortable during English reading lessons?

Pewawancara: Apakah teks bacaan lokal Papua membuat kalian lebih nyaman selama pelajaran membaca bahasa Inggris?

Respondents: Yes, because they are easier to understand.

Responden: Ya, karena lebih mudah dipahami.

Interviewer: What do you like most about using Papuan local-based reading materials in English reading lessons?

Pewawancara: Apa yang paling kalian sukai dari penggunaan bahan bacaan berbasis lokal Papua dalam pelajaran membaca bahasa Inggris?

Respondents: The stories are close to our daily lives and easy to understand.

Responden: Ceritanya dekat dengan kehidupan sehari-hari kami dan mudah dipahami.

Interviewer: What are your suggestions for improving the use of Papuan local-based reading materials in the future?

Pewawancara: Apa saran kalian untuk meningkatkan penggunaan bahan bacaan berbasis lokal Papua di masa depan?

Respondents: More local teaching materials should be used in the future.

Responden: Di masa depan, lebih banyak bahan ajar lokal yang sebaiknya digunakan.

Transcript 7

Interviewer: What are your names?

Pewawancara: Siapa nama kalian?

Respondent 1: Hidayah.

Responden 1: Hidayah.

Respondent 2: Erfia.

Responden 2: Erfia.

Interviewer: What are your opinions about learning English reading using Papuan local-based texts?

Pewawancara: Apa pendapat kalian tentang pembelajaran membaca bahasa Inggris menggunakan teks berbasis lokal Papua?

Respondents: The texts are easy to understand and very interesting.

Responden: Teks tersebut mudah dipahami dan sangat menarik.

Interviewer: How are Papuan local reading texts related to your daily life or cultural background?

Pewawancara: Bagaimana teks bacaan lokal Papua berkaitan dengan kehidupan sehari-hari atau latar belakang budaya kalian?

Respondents: We become more familiar with Papuan culture, especially the culture from our region.

Responden: Kami menjadi lebih mengenal budaya Papua, khususnya budaya dari daerah kami.

Interviewer: Compared to the reading texts in textbooks, what do you think about Papuan local reading texts?

Pewawancara: Dibandingkan dengan teks bacaan dalam buku pelajaran, bagaimana pendapat kalian tentang teks bacaan lokal Papua?

Respondents: Textbooks are more general and do not specifically discuss Papuan stories.

Responden: Buku pelajaran lebih umum dan tidak secara khusus membahas cerita Papua.

Interviewer: Do Papuan local reading texts help you understand English reading lessons more easily?

Pewawancara: Apakah teks bacaan lokal Papua membantu kalian memahami pelajaran membaca bahasa Inggris dengan lebih mudah?

Respondents: Yes, although there are still some parts that are difficult to understand.

Responden: Ya, walaupun masih ada beberapa bagian yang sulit dipahami.

Interviewer: How do you evaluate the clarity of the language and content in Papuan local reading texts?

Pewawancara: Bagaimana kalian menilai kejelasan bahasa dan isi dalam teks bacaan lokal Papua?

Respondents: The English language is still quite difficult, but after translating it into Indonesian, it becomes easier to understand.

Responden: Bahasa Inggrisnya masih cukup sulit, tetapi setelah diterjemahkan ke dalam Bahasa Indonesia menjadi lebih mudah dipahami.

Interviewer: Are Papuan local reading texts suitable for your English reading ability level?

Pewawancara: Apakah teks bacaan lokal Papua sesuai dengan tingkat kemampuan membaca bahasa Inggris kalian?

Respondents: Some vocabulary is still difficult, but overall we can still understand the texts.

Responden: Beberapa kosa kata masih sulit, tetapi secara keseluruhan kami masih dapat memahami teks tersebut.

Interviewer: How do you feel when reading English texts based on Papuan local stories or contexts?

Pewawancara: Bagaimana perasaan kalian saat membaca teks bahasa Inggris yang berbasis cerita atau konteks lokal Papua?

Respondents: We feel happy because we can learn about Papuan culture and nature.

Responden: Kami merasa senang karena dapat belajar tentang budaya dan alam Papua.

Interviewer: Do Papuan local reading texts make you feel more comfortable during English reading lessons?

Pewawancara: Apakah teks bacaan lokal Papua membuat kalian lebih nyaman selama pelajaran membaca bahasa Inggris?

Respondents: Yes, they make us feel more comfortable while learning.

Responden: Ya, teks tersebut membuat kami lebih nyaman saat belajar.

Interviewer: What do you like most about using Papuan local-based reading materials in English reading lessons?

Pewawancara: Apa yang paling kalian sukai dari penggunaan bahan bacaan berbasis lokal Papua dalam pelajaran membaca bahasa Inggris?

Respondents: We like stories about Papuan culture and places.

Responden: Kami menyukai cerita tentang budaya dan tempat-tempat di Papua.

Interviewer: What are your suggestions for improving the use of Papuan local-based reading materials in the future?

Pewawancara: Apa saran kalian untuk meningkatkan penggunaan bahan bacaan berbasis lokal Papua di masa depan?

Respondents: Papuan local-based learning should be further developed and made more interesting.

Responden: Pembelajaran berbasis lokal Papua sebaiknya lebih dikembangkan dan dibuat lebih menarik.

Transcript 8

Interviewer: What are your names?

Pewawancara: Siapa nama kalian?

Respondent 1: Salsa.

Responden 1: Salsa.

Respondent 2: Nanda.

Responden 2: Nanda.

Interviewer: What are your opinions about learning English reading using Papuan local-based texts?

Pewawancara: Apa pendapat kalian tentang pembelajaran membaca bahasa Inggris menggunakan teks berbasis lokal Papua?

Respondents: It is interesting.

Responden: Pembelajaran tersebut menarik.

Interviewer: How are Papuan local reading texts related to your daily life or cultural background?

Pewawancara: Bagaimana teks bacaan lokal Papua berkaitan dengan kehidupan sehari-hari atau latar belakang budaya kalian?

Respondents: We become more interested in learning about Papuan culture.

Responden: Kami menjadi lebih tertarik mempelajari budaya Papua.

Interviewer: Compared to the reading texts in textbooks, what do you think about Papuan local reading texts?

Pewawancara: Dibandingkan dengan teks bacaan dalam buku pelajaran, bagaimana pendapat kalian tentang teks bacaan lokal Papua?

Respondents: Papuan local texts provide new knowledge that is rarely discussed in textbooks.

Responden: Teks lokal Papua memberikan pengetahuan baru yang jarang dibahas dalam buku pelajaran.

Interviewer: Do Papuan local reading texts help you understand English reading lessons more easily?

Pewawancara: Apakah teks bacaan lokal Papua membantu kalian memahami pelajaran membaca bahasa Inggris dengan lebih mudah?

Respondents: Yes, because the language and context are not too unfamiliar.

Responden: Ya, karena bahasa dan konteksnya tidak terlalu asing.

Interviewer: How do you evaluate the clarity of the language and content in Papuan local reading texts?

Pewawancara: Bagaimana kalian menilai kejelasan bahasa dan isi dalam teks bacaan lokal Papua?

Respondents: They are easy to understand because the stories are often heard in daily life.

Responden: Teks tersebut mudah dipahami karena ceritanya sering didengar dalam kehidupan sehari-hari.

Interviewer: Are Papuan local reading texts suitable for your English reading ability level?

Pewawancara: Apakah teks bacaan lokal Papua sesuai dengan tingkat kemampuan membaca bahasa Inggris kalian?

Respondents: Yes, they are suitable for our ability level.

Responden: Ya, teks tersebut sesuai dengan tingkat kemampuan kami.

Interviewer: How do you feel when reading English texts based on Papuan local stories or contexts?

Pewawancara: Bagaimana perasaan kalian saat membaca teks bahasa Inggris yang berbasis cerita atau konteks lokal Papua?

Respondents: We feel happy because we can learn Papuan culture through English.

Responden: Kami merasa senang karena dapat mempelajari budaya Papua melalui bahasa Inggris.

Interviewer: Do Papuan local reading texts make you feel more comfortable during English reading lessons?

Pewawancara: Apakah teks bacaan lokal Papua membuat kalian lebih nyaman selama pelajaran membaca bahasa Inggris?

Respondents: Yes, they make us feel more comfortable while learning.

Responden: Ya, teks tersebut membuat kami lebih nyaman saat belajar.

Interviewer: What do you like most about using Papuan local-based reading materials in English reading lessons?

Pewawancara: Apa yang paling kalian sukai dari penggunaan bahan bacaan berbasis lokal Papua dalam pelajaran membaca bahasa Inggris?

Respondents: We like folklore and Papuan cultural stories the most.

Responden: Kami paling menyukai cerita rakyat dan cerita budaya Papua.

Interviewer: What are your suggestions for improving the use of Papuan local-based reading materials in the future?

Pewawancara: Apa saran kalian untuk meningkatkan penggunaan bahan bacaan berbasis lokal Papua di masa depan?

Respondents: Papuan local reading materials should be expanded and developed further.

Responden: Bahan bacaan lokal Papua sebaiknya diperluas dan dikembangkan lebih lanjut.

Transcript 9

Interviewer: What is your name?

Pewawancara: Siapa nama kamu?

Respondent: Arshafin Chaiyabadri.

Responden: Arshafin Chaiyabadri.

Interviewer: What is your opinion about learning English reading using Papuan local-based texts?

Pewawancara: Apa pendapat kamu tentang pembelajaran membaca bahasa Inggris menggunakan teks berbasis lokal Papua?

Respondent: I am very happy learning English through Papuan local stories because I can learn English while also learning about Papuan local culture.

Responden: Saya sangat senang belajar bahasa Inggris melalui cerita lokal Papua karena saya dapat belajar bahasa Inggris sekaligus belajar tentang budaya lokal Papua.

Interviewer: Are Papuan local reading texts related to your daily life or cultural background?

Pewawancara: Apakah teks bacaan lokal Papua berkaitan dengan kehidupan sehari-hari atau latar belakang budaya kamu?

Respondent: I come from a Javanese cultural background, but I enjoy learning about cultures from other regions.

Responden: Saya berasal dari latar belakang budaya Jawa, tetapi saya senang mempelajari budaya dari daerah lain.

Interviewer: Compared to the reading texts in textbooks, what do you think about Papuan local reading texts?

Pewawancara: Dibandingkan dengan teks bacaan dalam buku pelajaran, bagaimana pendapat kamu tentang teks bacaan lokal Papua?

Respondent: I prefer Papuan local stories because they broaden my knowledge.

Responden: Saya lebih menyukai cerita lokal Papua karena dapat menambah wawasan saya.

Interviewer: Do Papuan local reading texts help you understand English reading lessons more easily? Why?

Pewawancara: Apakah teks bacaan lokal Papua membantu kamu memahami pelajaran membaca bahasa Inggris dengan lebih mudah? Mengapa?

Respondent: Yes, they help a lot because I can understand the story and find out the meaning of the parts I do not understand.

Responden: Ya, teks tersebut sangat membantu karena saya dapat memahami ceritanya dan mengetahui arti dari bagian yang belum saya pahami.

Interviewer: How do you evaluate the clarity of the language and content in Papuan local reading texts?

Pewawancara: Bagaimana kamu menilai kejelasan bahasa dan isi dalam teks bacaan lokal Papua?

Respondent: The content is very clear.

Responden: Isi teksnya sangat jelas.

Interviewer: Are Papuan local reading texts suitable for your English reading ability level?

Pewawancara: Apakah teks bacaan lokal Papua sesuai dengan tingkat kemampuan membaca bahasa Inggris kamu?

Respondent: I am not very good at English yet, but I can still understand little by little.

Responden: Saya belum terlalu mahir dalam bahasa Inggris, tetapi saya masih bisa memahaminya sedikit demi sedikit.

Interviewer: How do you feel when reading English texts based on Papuan local stories or contexts?

Pewawancara: Bagaimana perasaan kamu saat membaca teks bahasa Inggris yang berbasis cerita atau konteks lokal Papua?

Respondent: I feel curious and interested in continuing to read.

Responden: Saya merasa penasaran dan tertarik untuk terus membaca.

Interviewer: Do Papuan local reading texts make you feel more comfortable during English reading lessons?

Pewawancara: Apakah teks bacaan lokal Papua membuat kamu lebih nyaman selama pelajaran membaca bahasa Inggris?

Respondent: Yes, because I enjoy learning stories from different local cultures.

Responden: Ya, karena saya senang mempelajari cerita dari berbagai budaya lokal yang berbeda.

Interviewer: What do you like most about using Papuan local-based reading materials in English reading lessons?

Pewawancara: Apa yang paling kamu sukai dari penggunaan bahan bacaan berbasis lokal Papua dalam pelajaran membaca bahasa Inggris?

Respondent: I like the story about the Arfak Mountains the most because it teaches that if we protect nature, nature will also protect us.

Responden: Saya paling menyukai cerita tentang Pegunungan Arfak karena mengajarkan bahwa jika kita menjaga alam, maka alam juga akan menjaga kita.

Interviewer: What are your suggestions for improving the use of Papuan local-based reading materials in the future?

Pewawancara: Apa saran kamu untuk meningkatkan penggunaan bahan bacaan berbasis lokal Papua di masa depan?

Respondent: There should be more practice and wider use of Papuan local reading materials in learning activities.

Responden: Sebaiknya ada lebih banyak latihan dan penggunaan bahan bacaan lokal Papua yang lebih luas dalam kegiatan pembelajaran.

Questionnaire Statement.

A. Instrumen Kuesioner

Instrumen: Kuesioner

Tujuan: Mengukur student engagement dalam pembelajaran membaca bahasa Inggris menggunakan Papuan Localized Teaching Materials

Bentuk: Likert Scale (5 poin)

Respon:

Strongly Disagree (Sangat Tidak Setuju)

Disagree (Tidak Setuju)

Neutral (Netral)

Agree (Setuju)

Strongly Agree (Sangat Setuju)

Total: 20 item

No.	Statement (Pernyataan)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I pay attention to the English reading lesson when Papuan local texts are used. (Saya memperhatikan pelajaran membaca bahasa Inggris ketika teks lokal Papua digunakan.)					
2.	I actively participate in reading activities using Papuan localized texts. (Saya berpartisipasi aktif dalam kegiatan membaca menggunakan teks berbasis lokal Papua.)					
3.	I follow the teacher's instructions during reading activities seriously. (Saya mengikuti instruksi guru selama kegiatan membaca dengan sungguh-sungguh.)					
4.	I complete reading tasks related to Papuan local texts on time. (Saya mengikuti instruksi guru selama kegiatan membaca dengan sungguh-sungguh.)					
5.	I am willing to read the given texts during English reading lessons. (Saya bersedia					

	membaca teks yang diberikan selama pelajaran membaca bahasa Inggris.)					
6.	I participate in discussions about the content of Papuan local reading texts. (Saya berpartisipasi dalam diskusi tentang isi teks bacaan lokal Papua.)					
7.	I stay focused during English reading lessons using Papuan localized materials. (Saya tetap fokus selama pelajaran membaca bahasa Inggris menggunakan bahan ajar lokal Papua.)					
8.	I am interested in learning English reading through Papuan local stories. (Saya tertarik belajar membaca bahasa Inggris melalui cerita lokal Papua.)					
9.	I enjoy reading English texts that are related to Papuan culture. (Saya menikmati membaca teks bahasa Inggris yang berkaitan dengan budaya Papua.)					
10.	I feel comfortable when learning English reading using Papuan localized texts. (Saya merasa nyaman belajar membaca bahasa Inggris menggunakan teks lokal Papua.)					
11.	I feel more motivated to read English texts when the topics are familiar to my life. (Saya merasa lebih termotivasi membaca teks bahasa Inggris ketika topiknya dekat dengan kehidupan saya.)					
12.	I feel confident reading English texts based on Papuan local contexts. (Saya merasa percaya diri membaca teks bahasa Inggris yang berbasis konteks lokal Papua.)					

13.	Learning English reading through Papuan local texts reduces my anxiety. (Belajar membaca bahasa Inggris melalui teks lokal Papua mengurangi rasa cemas saya.)					
14.	I try to understand the meaning of Papuan local reading texts carefully. (Saya berusaha memahami makna teks bacaan lokal Papua dengan cermat.)					
15.	I make an effort to understand new vocabulary found in the reading texts. (Saya berusaha memahami kosakata baru yang ditemukan dalam teks bacaan.)					
16.	I think deeply about the message or meaning of the reading texts. (Saya berpikir mendalam tentang pesan atau makna dari teks bacaan.)					
17.	I try to connect the reading texts with my own experiences. (Saya mencoba menghubungkan teks bacaan dengan pengalaman saya sendiri.)					
18.	I reread the text when I do not understand it. (Saya membaca ulang teks ketika saya tidak memahaminya.)					
19.	I try to answer reading comprehension questions seriously. (Saya berusaha menjawab pertanyaan pemahaman bacaan dengan serius.)					
20.	I try to improve my understanding of English through reading Papuan local texts. (Saya berusaha meningkatkan pemahaman bahasa Inggris melalui membaca teks lokal Papua.)					

Questionnaire Result.

No	S	ITEM																				TOTAL
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	19	
1	S1	4	5	4	4	5	4	4	5	4	5	5	4	5	5	5	4	5	4	5	5	91
2	S2	5	5	4	5	4	4	5	4	4	5	4	5	4	5	5	4	4	5	4	5	90
3	S3	5	5	5	5	5	4	5	4	4	5	5	4	5	5	5	4	5	5	5	5	95
4	S4	5	5	5	5	4	4	4	4	4	4	5	5	5	5	5	5	5	5	5	4	93
5	S5	5	5	5	5	5	5	4	4	5	5	5	4	5	3	4	5	5	4	5	4	92
6	S6	5	4	5	4	3	5	3	4	3	4	3	2	3	3	4	3	3	5	3	5	74
7	S7	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	4	5	4	5	83
8	S8	4	4	4	4	5	4	4	5	5	4	5	4	3	4	5	5	5	5	4	5	88
9	S9	4	4	4	4	5	4	4	3	5	4	5	4	5	4	5	5	4	5	5	5	88
10	S10	4	4	5	5	4	4	5	4	5	4	4	5	4	4	4	4	5	5	4	4	87
11	S11	4	4	4	4	3	4	4	3	3	4	4	4	3	4	4	4	4	4	4	4	76
12	S12	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	80
13	S13	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	80
14	S14	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	80
15	S15	4	4	4	4	4	4	4	5	4	4	4	4	4	5	4	4	4	4	4	4	82
16	S16	5	4	5	4	4	4	4	5	5	4	4	4	5	4	3	4	5	5	4	5	87
17	S17	4	3	3	3	3	5	4	5	4	4	3	4	5	4	4	3	4	4	4	4	77
18	S18	4	3	4	3	4	4	5	4	4	3	2	4	3	4	4	1	2	3	2	4	67
19	S19	5	3	5	5	3	4	5	5	5	4	5	2	3	4	5	2	3	5	4	5	82
20	S20	4	3	4	5	2	4	5	4	4	3	2	4	2	3	3	1	2	3	2	4	64
		86	81	86	85	79	83	85	83	85	83	81	79	80	77	81	74	82	88	80	87	
		4,30	4,05	4,30	4,25	3,95	4,15	4,25	4,15	4,25	4,15	4,05	3,95	4,00	3,85	4,05	3,70	4,10	4,40	4,00	4,35	
Behavioral								29,0														

							5														
							4,15						24,5								
													5								
Affective													4,09								
Cognitive																				28,45	
																				4,06	

Photo Documentations







LETTERS




PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
FAKULTAS PENDIDIKAN BAHASA, SOSIAL DAN OLAHRAGA
UNIVERSITAS PENDIDIKAN MUHAMMADIYAH SORONG



LEMBAR PENGESAHAN
PERSETUJUAN REVISI SKRIPSI

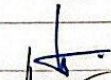
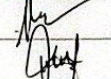
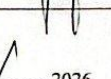
Nama : Nurul Tri Wahyuni

NIM : 148820322029

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : *Students' Perceptions and Engagement in Learning English Reading Through Papuan Local Reading Texts: (A Case Study at SMK Muhammadiyah Aimas).*

Tgl Ujian : 16 Mei 2026

No	Nama Dosen	Jabatan	Tanggal	Tanda Tangan
1	Agus Setiawan, M.Pd.	Ketua Penguji	18/05/2026	
2	Rizqi Claudia Wardani H., M.Pd.	Penguji 1	18/05/2026	
3	Nurteteng, M.Pd.	Penguji 2	18/05/2026	

Sorong, 18/05/2026



Ketua Program Studi
Pendidikan Bahasa Inggris,


Nurteteng, M.Pd.
NUPTR. 5650770671230262



Jln. K.H. Ahmad Dahlan No. 1, Mariat Pantai, Aimas, Kabupaten Sorong, Papua Barat Daya.

Email: bahasainggris@unimudasorong.ac.id | Phone: +62 853-4200-7263

SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini :

Nama : Rizqi Claudia Wardani H., M.Pd.
NUPTK : 4536773674230232
Jabatan Fungsional : Lektor/IIIC
Unit Kerja : Dosen Program Studi Pendidikan Bahasa Inggris
FABIO Unimuda Sorong

Menyatakan dengan sesungguhnya telah melakukan validasi Instrumen/produk mahasiswa :

Nama : Nurul Tri Wahyuni
NIM : 148820322029

Berupa :

- ☐ Media Pembelajaran
☐ Modul atau bahan ajar
☐ Model Pembelajaran
☒ Instrumen Penelitian
☐ Lain-lain :

Dengan judul :

*Student's Perceptions and Engagement in Learning English
Reading Through Papua Local Reading text : (A case study
at Smk Muhammadiyah Aimas)*

Keputusan hasil validasi adalah : Sangat Baik/Cukup Baik*

Demikianlah keterangan validitas ini dibuat sesuai dengan kaidah akademik dan keilmuan serta dapat dipertanggungjawabkan. Selanjutnya agar dapat dipergunakan sebagaimana mestinya.

 Mengetahui, Ketua Prodi. Pend. Bahasa Inggris <i>[Signature]</i> Nurleliza, M.Pd. NUPTK. 5650770671230262	Sorong, 15 April. 2026 Validator <i>[Signature]</i> Rizqi Claudia Wardani H., M.Pd. NUPTK. 4536773674230232
--	--





**FAKULTAS PENDIDIKAN BAHASA, SOSIAL
DAN OLAH RAGA
UNIVERSITAS PENDIDIKAN MUHAMMADIYAH
SORONG**



Nomor : 102/1.3.AU/SPm/FABIO/B/2026
Lamp. : -
Perihal : *Permohonan Izin Penelitian*

Sorong, 18 April 2026

Kepada Yth.
Kepala SMK Muhammadiyah Aimas Kabupaten Sorong
Di
Tempat

Assalamu 'alaikum warohmatullahi wabarokatuh.

Dekan Fakultas Pendidikan Bahasa, Sosial, dan Olahraga Universitas Pendidikan Muhammadiyah (UNIMUDA) Sorong dengan ini mengajukan permohonan kepada Bapak/Ibu, kiranya dapat menerima dan mengizinkan mahasiswa kami:

Nama : Nurul Tri Wahyuni
NIM : 148820322029
Semester : VIII (Delapan)
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : "Student's Perceptions and Engagement in Learning English Reading Through Papuan Local Reading Text: (A Case Study at SMK Muhammadiyah Aimas)".

Untuk melaksanakan Penelitian Skripsi di instansi yang Bapak/Ibu pimpin. Pelaksanaan penelitian direncanakan mulai tanggal 23 April s.d 07 Mei 2026.

Demikian permohonan ini kami sampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Wassalamu 'alaikum warohmatullahi wabarokatuh.

Dekan,



Dr. Roni Andri Pramita, M.Pd.
NIDN. 1411129001

Tembusan disampaikan Kepada:
1. Ketua Program Studi Pendidikan Bahasa Inggris;
2. Dosen Pembimbing Skripsi;
3. Yang bersangkutan;



Jln. K.H. Ahmad Dahlan No. 1, Mariat Pantai, Aimas, Kabupaten Sorong, Papua Barat Daya.
Email: fabio@unimudasorong.ac.id | Phone: +62 853-7716-0908



TERAKREDITASI A

MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN WILAYAH MUHAMMADIYAH PAPUA BARAT DAYA

SMK MUHAMMADIYAH AIMAS

Jl Buncis 275 Kel. Malawele Aimas

www.smkmudasorong.sch.id

0853-5444-0993

amkmudasorong@gmail.com

SURAT KETERANGAN

TELAH MELAKSANAKAN PENELITIAN

Nomor: 057/III.4-SMKM/V/2026

Yang bertanda tangan di bawah ini:

Nama : Sobirin, S.Pd.I.,M.Pd
Jabatan : Kepala Sekolah
Sekolah : SMK Muhammadiyah Aimas

Dengan ini menerangkan bahwa:

Nama : Nurul Tri Wahyuni
NIM : 148820322029
Program Studi : Pendidikan Bahasa Inggris

Benar telah melaksanakan penelitian skripsi di SMK Muhammadiyah Aimas pada:

Hari/Tanggal : Kamis, 23 April s.d Kamis, 07 Mei 2026

Tempat : Ruang Kelas SMK Muhammadiyah

Judul Penelitian :

**"Student's Perceptions and engagement in Learning English Reading Through Papuan
Local Reading Text: (A Case Study at SMK Muhammadiyah Aimas)"**

Surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Sorong, 08 Mei 2026

Kepala Sekolah

Sobirin, S.Pd.I.,M.Pd,

NIP. 19800208 200909 1 001

★ Teknik Komputer Jaringan

★ Akuntansi & Keuangan Lembaga

★ Desain Komunikasi Visual

★ Teknik Kendaraan Ringan Otomotif

★ Teknik Listrik Spesifikasi Pendingin