

CHAPTER IV

FINDING AND DISCUSSION

4.1 Research Result

The researcher used observation as a data collection technique and conducted the research at SMP Negeri 2 Hiliduho in class VIII-B. The researcher made observations in class VIII-B in English lessons with 1 English teacher, with a total of 21 students.

4.1.1 The Result of Questionnaire

The indicators in the questionnaire used in this study, namely intrinsic motivation, enjoyment of reading, preference for folklore, frequency of reading, and attitude towards reading, were developed based on the theoretical framework of reading interest that has been developed by a number of experts. This theory emphasizes that reading interest is influenced by internal factors such as motivation, curiosity, and a positive attitude towards reading activities, as well as external factors such as the learning environment and the availability of relevant and interesting reading materials (Roe, Smith, & Kolodzie, 2018; Alieto et al., 2020). In addition, this theory views that interest is a tendency that arises voluntarily due to a sense of liking or interest in an activity, which is closely related to individual comfort and pleasure when engaging in reading activities (Conard, 2021; Lustyantje & Aprilia, 2020). Based on this theoretical framework, the questionnaire indicators were designed to comprehensively describe the psychological and contextual aspects that influence students' reading interest, particularly in the context of English language learning through folklore media.

Table 1. Questionnaire Result

No.	Indicators in Reading Interest	Sub-Indicators	Statements	Total Students			
				A	D	S D	SA
1.	Intrinsic Motivation	Ketertarikan alami siswa terhadap aktivitas membaca	Saya merasa senang membaca teks bahasa Inggris terutama cerita rakyat.	10	6	-	5
		Perasaan puas dan senang ketika membaca teks bahasa Inggris, khususnya cerita rakyat	Saya merasa membaca cerita rakyat dalam bahasa Inggris menyenangkan dan menarik.	10	8	1	2
2	Reading Enjoyment	Tingkat kesenangan siswa ketika terlibat dalam kegiatan membaca	Saya menikmati waktu membaca cerita rakyat dalam bahasa Inggris di kelas.	4	11	1	5
		Minat siswa terhadap bahan bacaan berbahasa Inggris	Saya suka membaca cerita rakyat dalam bahasa Inggris meskipun di luar pelajaran sekolah.	3	5	2	9
3	Preference for English Folklore	Ketertarikan siswa terhadap teks cerita rakyat berbahasa Inggris	Saya lebih suka membaca cerita rakyat dalam bahasa Inggris dibandingkan jenis teks lainnya.	12	5	-	4
		Perbandingan dengan jenis teks lainnya	Cerita rakyat dalam bahasa Inggris membuat saya lebih tertarik membaca	11	6	3	1

4	Reading Frequency	• <i>Seberapa sering siswa membaca teks bahasa Inggris</i>	• <i>Saya sering membaca teks bahasa Inggris di rumah atau di perpustakaan.</i>	5	10	4	2
		• <i>Intensitas membaca di luar jam pelajaran</i>	• <i>Saya membaca cerita rakyat dalam bahasa Inggris setidaknya seminggu sekali.</i>	14	5	-	2
5	Reading Attitude	• <i>Pandangan positif siswa terhadap membaca</i>	• <i>Saya membaca penting untuk meningkatkan kemampuan bahasa Inggris saya.</i>	11	1	3	6
		• <i>Motivasi meningkatkan kemampuan membaca</i>	• <i>Saya termotivasi untuk menjadi pembaca yang baik dalam bahasa Inggris.</i>	11	2	1	7

Based on the results of the questionnaire given to students of class VIII-B at SMP Negeri 2 Hiliduho, it was found that there are various factors that cause students to have difficulty in reading English in class, namely:

1. Reading Motivation

a. Students' natural interest in reading activities

On the statement “I feel happy reading English texts especially folklore” (*Saya merasa senang membaca teks bahasa Inggris terutama cerita rakyat*) there were 10 students who answered Agree (A), 6 students chose Disagree (D), no students chose Strongly Disagree (SD), and 5 students chose Strongly Agree (SA). Most students show interest in reading English texts, especially folklore. This can be seen from the majority of students who answered Agree and Strongly Agree. The absence of students who chose Strongly Disagree indicates a positive response to the material.

b. Feelings of satisfaction and pleasure when reading English texts, especially folklore

On the statement “I find reading folklore in English fun and interesting” (*Saya merasa membaca cerita rakyat dalam bahasa*

Inggris menyenangkan dan menarik) there were 10 students who answered Agree (A), 8 students Disagree (D), 1 student Strongly Disagree (SD), and 2 students Strongly Agree (SA). Although most students gave positive responses, there were still some students who felt less interested or did not find folklore in English as something fun. This suggests a difference in reading comprehension or experience among students.

2. Reading Enjoyment

a. Students' level of enjoyment when engaged in reading activities

On the statement “ I enjoy reading folklore in English in class” (*Saya menikmati waktu membaca cerita rakyat dalam bahasa Inggris di kelas*), there were 4 students who chose Agree (D), 11 students Disagree (D), 1 student Strongly Disagree (SD), and 5 students Strongly Agree (SA). These results show that most students have not fully enjoyed reading activities in class. This may be due to a lack of interest in the classroom atmosphere, the way the material is delivered, or difficulties in understanding the content of the reading.

b. Student interest in English reading materials

In the statement “I like reading folklore in English even outside of school” (*Saya suka membaca cerita rakyat dalam bahasa Inggris meskipun di luar pelajaran sekolah*), 3 students agreed (A), 5 students disagreed (D), 2 students strongly disagreed (SD), and 9 students strongly agreed (SA). This indicates that some students have a high interest in reading independently outside of class, although others are still less motivated in reading outside of lessons.

3. Preference for English Folklore

a. Students' interest in English folklore texts.

On the statement “I prefer to read folklore in English than other types of text” (*Saya lebih suka membaca cerita rakyat dalam bahasa Inggris daripada jenis teks lainnya*) there were 12 students who answered Agree (A), 5 students Disagree (D), and 4 students Strongly Agree (SA), and no one chose Strongly Disagree SD). This shows that

most students have a higher interest in folklore than other types of texts.

b. Comparison with other text types

For the statement “ Folklore in English makes me more interested in reading” (*Cerita rakyat dalam bahasa Inggris membuat saya lebih tertarik membaca*), 11 students chose Agree (A), 6 students Disagree (D), 3 students Strongly Disagree (SD), and only 1 student Strongly Agree (SA). this data shows that there are still a number of students who do not feel an increased interest in reading. This shows that students' interest in folklore has not been fully distributed.

4. Reading Frequency

a. How often do students read English texts

For the statement “I often read English texts at home or in the library” (*Saya sering membaca teks bahasa Inggris di rumah atau di perpustakaan*), there are 5 students who Agree (A), 10 students Disagree (D), 4 students Strongly Disagree (SD), and 2 students Strongly Agree (A). These results indicate that most students are not used to reading independently outside of class, which may be due to a lack of access to reading or personal motivation.

b. Intensity of reading outside class hours

In the statement “ I read folklore in English at least once a week” (*Saya membaca cerita rakyat dalam bahasa Inggris setidaknya seminggu sekali*), a total of 14 students stated Agree (A), 5 students Disagree (D), and 2 students Strongly Agree (SA), with no Strongly Disagree (SD) responses. This shows that most students have a fairly regular habit of reading folklore in English.

5. Reading Attitude

a. Students' positive view of reading

On the statement “I read is important to improve my English” (*Membaca itu penting untuk meningkatkan kemampuan bahasa Inggris saya*) 11 students chose Agree (A), 6 students Strongly Agree (SA), 1 student Disagree (D), and 3 students Strongly Disagree (SD). The

majority of students realize the importance of reading as a way to improve their English skills, although there are still a small number who have not shown this awareness.

b. Motivation to improve reading skills

In the statement “I am motivated to become a good reader in English” (*Saya termotivasi untuk menjadi pembaca yang baik dalam bahasa Inggris*) there were 11 students who answered Agree (A), 7 students Strongly Agree (SA), 2 students Disagree (D), and 1 student Strongly Disagree (SD). Most of the students showed high motivation to become good readers in English, which is a positive indicator towards improving their reading interest and ability.

4.1.2 The Results of Interview

Based on the results of interviews conducted with students of class VIII-B, the following are the opinions of the twenty-one students who have been interviewed:

Table 2. Interview Result

No.	Interview Questions	Student Response
1	<i>Apakah kamu suka membaca cerita rakyat atau teks biasa dalam bahasa Inggris? Mengapa?</i> (Translation : Do you like reading folklore or plain text in English? Why?)	All students had different and varied opinions. Some students (E, P, M, P, F, D, Y, A, Yafet, J, Tri, N, B, J, A, P, R, R, F) stated that they prefer to read folklore in English because folklore are more interesting, entertaining and not boring. These stories make them more enthusiastic in reading because they often contain cultural values and exciting storylines. Two other students stated that they preferred plain text in English. They argued that plain texts, such as lesson materials, are easier to understand and get straight to the point (M, K).
2	<i>Apa jenis bacaan berbahasa Inggris yang paling kamu sukai?</i> (misalnya: cerita, komik, artikel, dongeng) (Translation: What kind of English reading do you like the most? (for example:	Most students like folklore, such as fairy tales. They feel that fairy tales are interesting because they contain elements of entertainment, moral messages, and storylines that are fun and easy to follow. Reading fairy tales also makes them more enthusiastic in learning (E, P, M, P, F, D, J, T, N, B, J, A, P, R). There are also students who prefer comics on the grounds that the pictures in the comics help them more easily understand the content of

	stories, comics, articles, fairy tales).	the story and add attraction when reading (R, F, M, k, Y, A, Y).
3	<i>Seberapa sering kamu membaca bacaan berbahasa Inggris di luar pelajaran sekolah?</i> (Translation: How often do you read English outside of school?)	Twenty-one students had the same answer, namely that they rarely read English texts outside of school lessons because they found it difficult to understand the content of the text, especially if there were many words that they did not know the meaning of. In addition, they often read or watch things in Indonesian, so they are not used to reading English texts by themselves at home (E, P, M, P, F, D, Y, A, Y, J, T, N, B, J, A, P, R, R, F, M, and K).
4	<i>Apakah kamu pernah membaca cerita rakyat (folklore) dalam pelajaran Bahasa Inggris?</i> (Translation: Have you ever read folklore in English lessons?)	Reaction all students (E, P, M, P, F, D, Y, A, Y, J, T, N, B, J, A, P, R, R, F, M, K) answered that they had learned or read folklore in English learning. The stories they use are usually about legends or fairy tales from various countries, including from Indonesia which are translated into English. Although at first it was a bit difficult for students to understand because the language was different, but after a while they were also interested because the story was interesting and there were pictures in the story so that it made students curious to read the story.
5	<i>Cerita rakyat apa yang pernah kamu baca dan kamu suka? Mengapa kamu menyukainya?</i> (Translation: What folklore have you read and liked? Why did you like it?)	Some students gave different opinions. Some students (E, P, M, P, F, D, Y, A, Y, J, and T) they liked reading the story of malin kundang in Indonesian because the story was interesting, and contained moral values, and the storyline was easy to understand and there was a sad part when Malin was cursed to become a stone. Some other students also like stories like fairy tales, the stories they read are timun mas and shallots and garlic (N, B, J, A, P, R, R, F, M, and K).
6	<i>Apakah kamu merasa cerita rakyat itu menarik untuk dibaca dalam bahasa Inggris?</i> (Translation: Do you find the folklore interesting to read in English?)	All students have different opinions. some students are quite interested when reading stories in English such as (M, P, F, D, Y, A, Y, J, and P) because this is their chance to learn English and can at the same time learn new vocabulary and increase their understanding of English in a fun way. Some other students are not interested in reading stories in English because they think English stories are difficult to understand the story

		because there are many words they don't understand, and they are confused about following the storyline (E, P, R, R, F, M, and K).
7	<i>Apakah membaca cerita rakyat dalam bahasa Inggris membantu kamu belajar kosakata baru?</i> (Translation: Does reading folklore in English help you learn new vocabulary?)	All students had the same answer, saying that reading folklore in English can help me add new vocabulary. The problem is that there are many words in the story that they have never met before, so they learn the meaning of the word while reading. Moreover, because the story is interesting, they are more eager to find out the meaning of the words and don't get bored quickly (E, P, M, P, , D, Y, A, Y, J, T, N, B, J, A, P, R, R, F, M, and K).
8	<i>Cerita seperti apa yang ingin kamu baca dalam pelajaran Bahasa Inggris?</i> (Translation: What kind of stories would you like to read in English lessons?)	All students have different and varied answers. Some students said they prefer to read stories that are exciting and easy to understand, such as adventure stories and funny stories (E, P, M, P, F, D, Y, A, Y, J, T, and N). while other students said that they like to read stories that are short, illustrated and the language is easy to understand (B, J, A, P, R, R, F, M, and K).
9	<i>Apakah cerita rakyat membantu kamu memahami isi bacaan berbahasa Inggris dengan lebih mudah?</i> (Tanslation: Do folklore help you understand the content of English reading more easily?)	Some students said that folklore is quite helpful in understanding the content of English reading. because the story is familiar, so even though there are difficult words, they can still guess the meaning of the storyline (P, F, D, Y, A, Y, J, E, P, and M). Different from other students said that folklore were not very helpful because folklore in English made them confused and many words were not understood, and also the language was too difficult or the sentences were too long (R, F, M, K, B, J, A, P, and R).
10	<i>Menurutmu, apakah guru Bahasa Inggris sebaiknya sering menggunakan cerita rakyat dalam pelajaran? Mengapa?</i> (Translation: Do you think English teachers should often use folklore in lessons? Why?)	All students gave different answers. Some students (M, P, F, D, Y, A, Y, J, T, and N) said that English teachers should often use folklore in lessons because the stories are interesting and can make learning not boring. While other students said that English teachers should not often use folklore because not all students like folklole, and sometimes the language is difficult to understand (B, J, A, P, R, R, F, M, K, E, and P).

4.2 Discussion

4.2.1 Data Analysis and Interpretation of the Questionnaire Result

The data obtained by the researcher from the questionnaire was analyzed using a qualitative descriptive approach. The questionnaire distributed to students included five main statements, namely Intrinsic Motivation, Reading Enjoyment, Preference for English Folklore, Reading Frequency, and Reading Attitude. Students' answers were classified based on a Likert scale, ranging from Strongly Agree to Strongly Disagree. After all the answers were collected, the researcher processed the data by calculating the frequency of each answer choice for each statement, then analyzing and grouping similar responses for further identification.

Based on the questionnaire results, the majority of students (15 out of 21) agreed or strongly agreed that they feel happy reading English texts, especially if they are folklore. This finding shows that intrinsic motivation plays an important role in driving students' reading interest. This is in line with Kim and Shin's (2020) opinion that reading interest grows from internal drives, such as curiosity, personal satisfaction, and emotional engagement with reading. When students feel emotionally connected to the content they read and find meaning relevant to their experiences, the motivation to read voluntarily will increase. In this context, folklore is an effective medium because it is not only narratively engaging, but also presents cultural values close to students' lives, thus triggering affective engagement that strengthens their intrinsic motivation.

The questionnaire results showed that only about one-third of the students (6 out of 21 students) actually enjoyed reading folktales in English in class. This finding indicates that reading enjoyment in formal learning environments is still not optimal, which may be due to less interesting presentation methods or students' low level of understanding of the texts used. This is in line with Gaspard and Dicke's (2024) opinion that reading enjoyment is strongly influenced by the level of students' affective engagement with the content. When students feel emotionally connected and see reading as something relevant to their personal experience, then the

sense of pleasure and satisfaction in reading will increase. Therefore, to maximize reading enjoyment in the classroom, it is important for teachers to present texts that are not only interesting in content, but also build emotional closeness and personal meaning for students.

Most students, 16 out of 21, showed a high preference for English folklore texts compared to other text types. They found folklore more interesting and easy to understand because the plot is familiar and full of cultural values that are close to their lives. This interest shows that there is a relationship between students' cultural background and the selection of preferred reading types. This is reinforced by the opinion of Lopez and Carmichael (2023) which states that students' preferences for texts are strongly influenced by cultural compatibility as well as personal experiences they have. When students feel that the content of the text reflects the values or experiences they are familiar with, then their engagement in reading activities will increase significantly. Therefore, the use of folklore in English language learning not only enriches literacy content, but also strengthens students' emotional connection and interest in reading.

Most students (14 out of 21 students) stated that they read English folklore at least once a week, although they generally do not regularly read English texts outside of class time. This finding shows that text type has a great influence on students' reading frequency; texts that are interesting, familiar, and culturally relevant tend to encourage students to read more often independently. This is in line with the theory proposed by Schmid and Bogner (2022), which explains that reading interest develops through four stages, starting from situational interest which can develop into individual interest if students are often exposed to meaningful and enjoyable reading. In this context, folklore act as an effective initial trigger to increase reading engagement, as in addition to being entertaining, the texts also provide a sense of emotional connectedness and cultural pride that strengthens students' desire to read on an ongoing basis.

Most students, 17 out of 21, stated that they read because they felt the activity was important to improve their English language skills, and they were also motivated to become better readers. This positive attitude is reflected in the students' answers which show awareness of the benefits of reading not only in an academic context, but also for long-term self-development. This is in line with the opinion of Evans and Prasetyo (2024) who state that a positive attitude towards reading is one of the main predictors of long-term literacy success. Students who realize the importance of reading are more likely to build consistent reading habits and they are more open to exploring different types of texts, including folktales that are not only educational but also entertaining. Therefore, strengthening positive attitudes towards reading needs to be continuously fostered through learning approaches that are relevant, fun and support active student engagement.

Based on the five results of the questionnaire data analysis covering intrinsic motivation, reading enjoyment, preference for folklore, reading frequency, and attitude towards reading, it can be concluded that students generally show a positive interest in reading activities especially if the text used is English folklore because this kind of text is considered more interesting, close to their cultural experience, and able to arouse curiosity so as to encourage them to be more actively involved in reading activities both inside and outside the classroom. However, the fact that not all students enjoy reading in class shows that the method of delivering the material needs to be adjusted to be more interactive and fun so that the learning process not only conveys the content of the text but also creates a learning atmosphere that supports students' emotional involvement, therefore the use of folklore as a teaching medium has great potential in increasing reading interest when combined with learning strategies that are relevant, contextual, and able to stimulate motivation and active participation of students in the English learning process.

4.2.2 Data Analysis and Interpretation of the Interview Result

Based on the results of interviews conducted with students in class VIII-B, a more in-depth picture of their perceptions, experiences, and obstacles they face in reading folklore texts in English was obtained. Most of the students stated that they preferred reading folklore compared to regular texts because they were considered more interesting, fun, and easy to understand, especially because they were familiar with the content of the story and the moral values contained in it. They also felt that folklore texts have an exciting plot and often contain touching messages, which arouse curiosity and emotional engagement during reading. This statement is reinforced by Ainley and Hidi's (2021) theory which emphasizes that reading interest develops more strongly if the text has personal relevance and is able to evoke affective responses such as pleasure or inspiration. In this context, folktales successfully trigger situational interest which can develop into individual interest when readers feel personally connected to the content.

However, some students also reported that they still have difficulties in understanding English folklore due to limited vocabulary and complex sentence structure. This difficulty caused some students to feel confused and lose interest in the middle of the reading process. This situation is relevant to Schiefele and Stutz's (2020) opinion that reading interest can decline if the text is not appropriate for the ability level or too challenging for the reader, especially if it is not accompanied by adequate learning support. This constraint points to the importance of presenting materials that are tailored to students' linguistic abilities, as well as the need for visual aids or contextual explanations to improve their understanding of the story content.

In interviews, students also revealed that reading folklore helped them enrich new vocabulary in English, especially because they were encouraged to look up the meaning of words they did not understand in order to follow the storyline. This is in line with Gaspard and Dicke's theory (2024) which states that readers will be more encouraged to learn if the content of the reading evokes emotional interest and a sense of relevance, as this

engagement can encourage cognitive efforts such as opening a dictionary or asking the teacher to understand the reading better.

In addition, some students suggested that teachers should use folklore more often in the learning process because it is considered capable of reducing boredom and making the learning atmosphere more enjoyable. This feedback shows that success in increasing reading interest depends not only on reading materials, but also on interactive and contextual delivery strategies. This view is supported by Evans and Prasetyo (2024) who emphasize the importance of creating a conducive learning environment that is relevant to students' experiences to foster positive reading habits.

Thus, the interview results show that the use of folklore in English language learning can increase students' interest in reading, as long as it is delivered in a way that suits their abilities and needs. Folklore is not only a tool that brings students closer to local culture and values, but also an effective means of encouraging motivation, enriching vocabulary, and building active engagement in reading activities.

4.2.3 The Research Findings Compared to the Latest Related Research

The findings in this study reinforce the results of several previous studies that highlight the role of folklore in improving students' reading interest and English language skills. In general, the results of this study are in line with recent studies showing that the use of contextualized and local culture-based teaching materials can boost students' motivation, engagement and literacy skill development.

Research by Abdollahzadeh and Aliakbari (2021) showed that students who were taught using folklore in English language learning showed a significant increase in reading interest and learning motivation. These results are consistent with the findings at SMP Negeri 2 Hiliduho, where most students showed high interest in English folklore due to their familiarity and proximity to their culture.

Another study by Suwardi and Pratama (2022) also found that using folklore as a learning medium improved students' reading and writing skills. In their study, students were not only more active in reading

but also able to express ideas in writing better. These findings are in line with this study, which shows that students are more enthusiastic and actively involved in reading when the subject matter is in the form of culturally relevant folklore.

Furthermore, Khoshsima and Zeynali (2020) examined the effect of culturally relevant texts on ESL students' reading comprehension and found that texts such as folklore can improve comprehension because students can relate the content of the story to their personal experiences. This is consistent with the findings from the interviews in this study, where students found it easier to understand the content of familiar stories, even though the texts were in English.

Overall, this study strengthens and extends previous findings by providing concrete evidence in the local context, that the use of folklore as teaching materials is not only culturally relevant, but also effective in building students' reading interest, text comprehension and emotional engagement in English language learning.

4.2.4 The Research Findings Implication

The findings in this study show that the use of folklore as a teaching medium in English language learning has a positive impact on students' reading interest, especially because folklore has narrative appeal, relevant cultural values, and story structures that are familiar to students. This has important implications for education, especially in developing literacy learning strategies that are more contextual, interactive and fun. Folklore has been proven to foster students' intrinsic motivation to read, encourage emotional engagement and increase the frequency and quality of reading activities, both in class and independently. Therefore, teachers need to consider the integration of local culture-based texts such as folklore in the curriculum, as it can be a bridge between English language skills and students' cultural background, which ultimately strengthens the meaning of learning and students' active involvement in the learning process.

This finding is in line with Lopez and Carmichael's theory (2023) which states that readings that have cultural and emotional relevance can strengthen students' relationship with the text, thus increasing reading engagement and motivation. In addition, Gaspard and Dicke (2024) emphasize that students' affective engagement with reading is an important indicator in the development of long-term reading interest, as students who feel emotionally connected to reading materials tend to show greater perseverance and enthusiasm in reading. In the context of English language learning, the use of folklore can also facilitate vocabulary learning and understanding of language structures in a more relaxed and contextualized setting, as Schmid and Bogner (2022) assert that the development of reading interest can occur gradually when students have meaningful, relevant and enjoyable reading experiences.

Practically, the results of this study imply that teaching English literacy at the junior secondary level should not only focus on formal or academic texts, but also involve local culture-based narrative texts that can arouse students' interests and emotions. Teachers are advised to utilize a story-based learning approach and apply methods involving group discussion, role-play and story rewriting so that students are actively involved and feel a personal connection with the texts they read. Thus, the development of students' interest in reading is not only determined by the content of the reading, but also by how the reading is delivered and contextualized in students' real lives.

4.2.5 The Research Findings Compared to Theories

The findings of this study support several theories that have been explained in the literature review, especially those related to students' reading interest through folklore. First, the theory from Roe, Smith, & Kolodzie (2018) states that students' reading interest is influenced by internal factors such as motivation, and external factors such as the availability of interesting reading materials. In this study, students showed high intrinsic motivation when reading folklore familiar to their culture, so

this is in line with the idea that emotional and cultural relevance play an important role in shaping reading interest.

Furthermore, Bakhshaei & Khoshsima (2021) state that the use of folklore can stimulate critical thinking skills, strengthen reading comprehension, and increase students' cognitive engagement. The findings of this study support this theory, because students tend to be more interested and active when reading folklore that contains moral values and cultural contexts that they are familiar with. They not only read, but also analyze the content of the story and the characters.

In addition, Gay (2018) in *Culturally Responsive Teaching* emphasized the importance of incorporating local cultural elements into the learning process to improve learning effectiveness. This study found that students more easily understand and enjoy texts derived from local stories such as *Malin Kundang* or *Si Kancil*, compared to standard texts from textbooks. This suggests that the use of folklore is a form of implementing culture-based learning that supports learning engagement and success.

Furthermore, Adnan et al. (2022) explain that the integration of local culture in language learning can build a bridge between students' experiences and the foreign language they are learning. The interview results in this study showed that students felt more confident when reading stories that they were familiar with, even though the texts were in English. This proves that familiar cultural experiences can lower psychological barriers in learning a foreign language.

The findings of this study support previous theories on the importance of meaningful, contextualized and culturally-based reading materials in improving students' reading interest and language skills. Folklore is proven not only as entertainment, but as an effective pedagogical tool in English language learning, especially in the context of junior high school students who are still building the basics of literacy and foreign language skills.

Although most modern literature theories support the use of contextualized texts such as folklore to increase students' reading interest, there are also theories that are less relevant or not fully in line with the findings of this study. One example is the traditional formal academic text-based approach that focuses on language structure and rigid grammar in learning to read. This approach is assumed to systematically improve students' linguistic skills, but often neglects the affective and motivational aspects of reading. Martinez and Xu (2021) in their research on the effectiveness of academic texts in second language teaching stated that the use of academic texts that are too complex or irrelevant to the students' context actually decreases engagement and causes boredom, especially for junior high learners who are still shaping their reading interests. This contradicts the findings of this study which show that emotional engagement and cultural closeness through folktales actually increase students' interest and motivation to read.

In addition, the standardized approach of one-way literacy learning that emphasizes cognitive evaluation alone without considering students' cultural diversity is also considered less relevant in the context of English language teaching in secondary schools. Turner and Li (2022) criticize this approach because it tends to standardize reading materials without considering the learners' socio-cultural background, which risks distancing students from the texts they read. In the findings of this study, students showed increased interest in reading when the texts had moral and cultural values familiar to their lives, something that cannot be achieved through generic or universal texts.

Similarly, the purely extrinsic motivation theory which states that the provision of incentives such as grades or prizes is the main driver of reading activity proved less effective in this context. According to Ahmed and Broderick (2023), reliance on extrinsic motivation in learning to read results in superficial and unsustainable engagement, in contrast to intrinsic motivation born out of a sense of interest and relevance of the text content, as found in this study. Therefore, while reward-based approaches can

encourage reading activity in the short term, the findings of this study show that value-, culture- and emotion-based approaches have a more significant impact on the formation of a stable interest in reading.

4.2.6 The Research Findings Limitations

This study provides meaningful insights into the effect of using folklore on students' interest in reading in English language learning. However, like any other research, this study also has some limitations that need to be acknowledged in order to avoid over-generalization of the results obtained.

First, the limitation lies in the limited scope of the respondent, which was only conducted in one class (VIII-B) at SMP Negeri 2 Hiliduhio with 21 students as respondents. With a relatively small number of participants and in one particular geographical and cultural context, the findings of this study cannot be widely generalized to other schools with different student backgrounds.

Secondly, students' varying English proficiency poses a challenge in objectively evaluating their understanding of folklore texts. Some students may show interest due to familiarity with the stories, but still face linguistic barriers that affect their responses, both in the questionnaires and interviews.

Thirdly, the limited time duration of the study was also a limiting factor. This study was conducted in a short period of time, which did not allow the researcher to evaluate the long-term impact of using folklore on reading habits or the overall improvement of students' language skills.

Fourth, there is a possibility of bias in filling out the questionnaire because students may give answers that are considered correct or according to the expectations of teachers and researchers, not based on actual conditions. In addition, in interviews, not all students were able to express their feelings and opinions openly due to psychological factors such as shyness or fear of being wrong.