

KNOWING OF DEEP READING SKILL USING LEGENDARY STORIES FROM THE LOMBOK COMMUNITY

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Abstrak: Tesis ini bertujuan untuk mengembangkan program pendidikan yang berfokus pada penggunaan cerita-cerita legendaris Lombok sebagai alat untuk meningkatkan keterampilan membaca mendalam di kalangan siswa. Penelitian ini berlokasi di SMAN 1 Labuhan Haji. Penelitian ini menggunakan metode campuran, kuantitatif (pre-experimental design) dan kualitatif (wawancara). Pengumpulan data dilakukan melalui pre-test, treatment, post-test dan wawancara. Dari hasil skor pre-test sebesar 12,959 dan post-test sebesar 16,259 terlihat bahwa kemampuan membaca siswa mengalami peningkatan dengan menggunakan metode deep reading. Wawancara tersebut juga mendapat respon positif dari siswa dan menunjukkan perkembangan kemampuan membaca mereka. Hal ini menunjukkan bahwa keterampilan membaca mendalam dengan menggunakan cerita-cerita legendaris masyarakat Lombok dapat meningkatkan keterampilan membaca siswa.

Kata Kunci: Bacaan Mendalam, Kisah Legendaris.

Abstract: This thesis aims to develop an educational program that focuses on utilizing Lombok's legendary stories as a tool to improve in-depth reading skills among students. This research is located at SMAN 1 Labuhan Haji. This research uses mixed methods, quantitative (pre-experimental design) and qualitative (interview). Data was collected through pre-test, treatment, post-test and interviews. From the results of the pre-test score of 12,959 and post-test of 16,259, it can be seen that students' reading skills have improved using the deep reading method. The interviews also received positive responses from students and showed the development of their reading skills. This shows that deep reading skills by using legendary stories from the Lombok community can improve students' reading skills.

Keywords: Deep Reading, Legendary Story.

INTRODUCTION

Language is a communication tool that very important role in social relations among human especially English language. According to (Baldwin, 2017), in this globalization era, language is very absolute needed for sharing ideas and getting many kinds of information from other. English language is a communication tool in this world, so it's important to learn. These days, no region of the world is uninformed about English. English is always used as a medium

in international concerns, including education, economics, sport, science, medicine, and security; yet, in Indonesia, English has become a foreign language.

There are four skills in English, namely Listening, Speaking, writing and Reading. According to (Ansari, 2018) reading is a process of defining the written words and symbols then translate them into word, sentence, and paragraph that communicate something and getting meaning from them. According to Brown in (Sari, 2017) that reading is the most essential skill in educational context as it can be the assesment for students' general ability.

Deep reading skills are one of the skills in English that is very important for literacy skills that enable individuals to understand and analyze texts in depth. According to Southwell and Rosy (2023) deep reading method is a reading technique or approach that focuses on deep understanding of the text. Deep reading enables you to grasp the core ideas, nuances, and subtleties within a text. It involves critical thinking and the ability to connect different parts of the material to form a complete understanding. Also It encourages the development of critical thinking skills by prompting you to question, evaluate, and form opinions about the content.

Legendary story is narrative that have achieved a status of enduring fame or notoriety, often rooted in cultural, historical, or mythical significance. These stories typically transcend generations and cultures, becoming ingrained in collective consciousness. In Lombok, there are many famous legendary stories, for example the story of Putri Mandalika, Inak Tegining Amak Teganang and ect. These folk tale can be use for deep reading skill. These folk tales help students study grammar structure, increase their vocabulary and discover other cultures and history (Suryani, Eli, 2017). However, efforts to develop in-depth reading skills through the legendary stories of the Sasakness are still limited. Therefore, this proposal aims to develop an educational program that focuses on utilizing Lombok's legendary stories as a tool to improve in-depth reading skills among students, especially in formal and non-formal education environments

RESEARCH METHODOLOGY

This research uses a mixed method by combining quantitative (pre-experimental design) and qualitative (interview) methods to gain a comprehensive understanding of the research subject. This study employ a pre-experimental design with a single group that split into pre-test, treatment, post-test and interview. The purpose of the pre-test is to assess students' reading abilities prior to treatment, whereas the post-test gauges their reading abilities following it. The

interview aims to find out students' perspectives after receiving instruction using deep reading skills by using legendary stories.

This research was held at *SMAN 1 Labuhan Haji* in class XI odd semester in academic year 2024-2025. Shukla (2020), population is a set of all the units which possess variable characteristic under study and for which findings of research can be generalised. The research population is class XII students of *SMAN 1 Labuhan Haji* for the 2024–2025 academic year. They were divided into 9 classes, totaling around 270 students. of this research is Healthy Class are consists of 31 students. To analyze data used SPSS 29 that are consist of descriptive statistics, normality testing, homogeneity test and interview.

RESULTS AND DISCUSSION

1. Descriptive Statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test	30	20	60	39.00	12.959
Post-Test	30	40	100	66.67	16.259
Valid N (listwise)	30				

Following After gathering the information, researchers who took the pre-test discovered that the results ranged from a minimum of 20 to a maximum of 60, with a mean score of 39.00 and a standard deviation of 12.959. The pre-test has a lower mean (66.67), a higher maximum (100), a lower standard deviation (16.259), and a lower post-test minimum (40).

The results of the research indicate that pupils' reading abilities can be enhanced of deep reading skill by using legendary stories from the Lombok community, both during and after treatment. Compared to the pre-test mean score, the post-test mean score was higher.

2. Normality Testing

Test of Nomality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre-Test	.190	30	.007	.900	30	.009

Post-Test	.192	30	.006	.913	30	.017
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If the values of the examine variables' significance level are greater than 0.05, the data are regarded as normal. The Shapiro-Wilk values were 0.09 for the pre-test and 0.17 for the post-test. Researchers discover that more normal data has greater values.

3. Homogeneity Testing

To ensure that the data were uniform, a homogeneity test was run. Additionally, when the significance level is higher than 0.05, the results are uniform. With a significance level of 0.107, the one-way ANOVA test for homogeneity in this study indicates that the data are homogeneous.

4. Interview

After conducting pre-test, treatment and post-test, The Reasercher conducted an interview to find out the students' perspectives in teaching English using the Deep Reading Method. The researcher conducted an interview using five questions related to deep reading skills by using legendary stories from Lombok community.

There are many responses about the learning process using the Deep Reading Method. From interviews, researchers found various opinions regarding teaching using deep reading skills. Some students said that learning to read using legendary story texts could improve critical thinking in understanding the dynamics of the stories they read. This is proved by another research for example from Markus (2013) said that reading using folk tales can help students develop critical thingking and deep reading. Other students also think that learning to use legendary stories in the form of text can increase focus in reading and understanding text. Furthermore, it relevant to previous research by Mangen, Walgermo, & Bronnick (2013) mentioned that students who read the text on paper performed significantly better on the reading comprehension than students who read the text on the computer screen. This research proved that deep reading skill by using legendary stories can improved students reading ability. The option in this research are also supported by previous research, for example Mislaini (2015) which found that teaching using folk talel texts can help students overcome various problems in reading skill

CONCLUSION

Deep reading skills by using legendary stories from Lombok community are very effective, especially for twelfth grade students at *SMAN 1 Labuhan Haji*. This is proven by the post-test score being greater than the pre-test score and the post-test score 16.259 and pre-test 12.959. Based on research using interviews, students agree that deep reading using legendary stories can help students improve reading skills, improve critical thinking, personal values and understanding of local culture

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