

The Implementation of Tanimbar Local Content Based on Descriptive Text to Improve Students' Reading Comprehension at The Eight Grade of SMP Negeri 1 Wertamrian

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ABSTRACT

In this study, after conducting research, the researcher found the urgency of the problem, namely how the implementation of Tanimbar local content based on descriptive texts can improve reading comprehension among eighth-grade students at SMP Negeri 1 Wertamrian. The purpose of this study was to prove whether the implementation of Tanimbar local content based on descriptive texts in eighth-grade classes at SMP Negeri 1 Wertamrian. To find the results in this study, the researcher used a class action research (CAR) method. Using a qualitative descriptive approach, the results of the study showed that of the 17 students who took the pre-test, 11 students had scores below the minimum passing grade, while 6 students had scores above the minimum passing grade. The results in cycle I showed that 6 students did not achieve a passing score, while 11 students did. Then, the results in cycle II showed that 17 students scored above the minimum passing grade, indicating that the success rate increased from the pre-test, post-test cycle I, and cycle II. Therefore, the researcher did not continue the research in the next cycle. Thus, the researcher can conclude from the results of this study that the results of this study entitled "The implementation of Tanimbar local content based on descriptive texts in improving reading comprehension in eighth-grade students at SMP Negeri 1 Wertamrian after the researcher conducted direct research in the classroom have been declared successful.

Keywords: Tanimbar Local Content; Descriptive Text; Reading Comprehension

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INTRODUCTION

English is a worldwide language used to communicate through out the world. As a result, proficiency in English is needed by everyone who needs information especially in education. Students in this nation are required to study English as a foreign language in schools and one of the core subjects taught in schools is English. Since language is a vital component of human existence, learning a language is a must and a desire for individuals who wish to advance. According to Liando & Lumettu (2023) Language is an essential part of human life as a tool of communication. "Without language, a person cannot grow since there is no interaction with those around them. This is because language allows everyone to connect with one another, share information and experiences, and become a vital tool for communication. In Indonesia, English is a commonly taught international language. "The majority of Indonesians learn English as a foreign language in order to be able to communicate in English". English has grown as an international and is already taught in Indonesia, From Wolfgang's statement, it is can draw conclusions about how important is it to distinguish a foreign language from one's mother tongue or national language. One of the most important foreign languages to understand is English. English is a language with a large number of speakers, or referred to as a lingua franca (Tamrin & Yanti, 2019). Having English proficiency can also help a person to communicate effectively and make it easier for them to get job opportunities, both in the workplace and in international environments.

Students, particularly those in junior high school, need to be taught to read as one of the four language skills in the classroom. One of the most important abilities for learning a language is reading. Additionally, one of the crucial factors that might influence whether learning English is successful or not is reading. Students frequently view reading as the most challenging ability in the classroom. The most crucial component of reading comprehension is reading accomplishment, which students are unable to attain. A key component of kids' learning is reading comprehension. "One of the most important English skills for learners is reading comprehension." Nurjanah (2018). Where reading for students who have good comprehension will learn from the author's message in the text they read, and they can use this knowledge to enhance their intellectual capacities, particularly in English Good.

Comprehension can also help students discover new information. Even though reading comprehension one of the most crucial for students, many still struggle to understand what they are reading about despite being able to read aloud texts with proper pronunciation. Finding a methodology or way to tackle the problem is crucial for the instructor.

A descriptive text is one that the author or speaker uses to tell readers or listeners about a specific item, person, animal, location, or event (Gerot & Wignel, 1994; Knapp & Watkins, 2005). In order for readers or listeners to possibly notice what the writer is writing about as if they could directly see it through their own eyes, the description process involves clearly ordering their characteristics, beginning with naming, classifying, and dealing with their attributes, behaviors, functions, and so forth.

Teachers must be sufficiently knowledgeable about how those clauses convey meaning since descriptive texts, like other text kinds, are not only written according to strict rules in the form of sentences but are also formed by taking into account the goal and meaning of each structure.

Tanimbar local culture among the southernmost islands of Maluku are the Tanimbar islands. This region serves as a land bridge that connects the Papua and Kei-Aru Islands as well as Babar and Sermata. Timor and Nusa Tenggara islands. The Tanimbar Islands are the archipelago's outermost border and are directly adjacent to Australia. Tanimbar Islands Regency is one of the regencies in Maluku province, the district capital is located in Saumlaki city. Tanimbar Islands Regency was formed based on law number 46

of 1999, as a division from southeast Maluku regency. Tanimbar Islands Regency consists of a number of beautiful islands, namely Yamdena Island, Larat, Fordata, Selaru, and several other small islands.

Cultural studies encompasses a wide range of viewpoints and the development of intricate and varied ideas. According to cultural observers in the scientific community, defining the parameters and areas of cultural studies in a distinctive and thorough manner is difficult. Approach, particularly in light of the growth of globalization in a number of domains where cultural, political, and economic lines are becoming more hazy, as well as in transdisciplinary and interdisciplinary cultural study disciplines.

The main livelihoods of the Tanimbar Islands people are agriculture, fisheries and trade. They produce various types of plants, one of which is coconut. Marine products such as fish, shellfish and lobster are also the main source of life for the island.

METHODS OF RESEARCH

This study employed Classroom Action Research (CAR) with a qualitative approach to improve students' reading comprehension through descriptive texts based on Tanimbar local culture. Classroom Action Research is particularly appropriate for educational settings because it enables teachers and researchers to systematically identify classroom problems, implement instructional interventions, observe their effects, and reflect on the results to improve subsequent teaching practices. According to Gaspersz and Uktolseja (2020), Classroom Action Research is a reflective form of research that involves systematic actions aimed at improving professional teaching and learning practices in the classroom. Therefore, CAR provides an appropriate methodological framework for examining and improving students' learning outcomes through interventions that are directly connected to their classroom context.

The study was conducted with eighth-grade students at SMP Negeri 1 Wertamrian and focused on the use of descriptive texts incorporating Tanimbar local culture as instructional materials for reading comprehension. The integration of local cultural content was intended to provide students with reading materials that were familiar, meaningful, and relevant to their social and cultural environment. By connecting English reading activities with local knowledge and experiences, the intervention was expected to facilitate students' understanding of descriptive texts and encourage more active engagement in the learning process. Accordingly, the primary objective of the classroom action was to determine whether the use of Tanimbar local culture-based descriptive texts could improve students' reading comprehension.

The Classroom Action Research was implemented through four interconnected stages: planning, action, observation, and reflection. During the planning stage, the researcher identified the students' reading comprehension problems and prepared lesson plans, learning materials, classroom activities, and research instruments. In the action stage, the planned instructional activities were implemented by using descriptive texts containing elements of Tanimbar local culture. During the observation stage, the researcher systematically documented students' participation, responses, learning activities, and progress in reading comprehension throughout the intervention. Finally, the reflection stage was conducted to evaluate the implementation and outcomes of the action and to identify aspects that required improvement in the subsequent cycle.

The research was conducted in two cycles, with each cycle following the four stages of planning, action, observation, and reflection. The results obtained from the first cycle were evaluated to determine the extent to which the intervention had achieved the expected improvement in students' reading comprehension. When the results of the first cycle indicated that the predetermined learning criteria had

not yet been achieved, the researcher used the findings from the reflection stage to revise the instructional strategies and activities for the second cycle. The second cycle was therefore designed as an improvement upon the first cycle, allowing the researcher to address identified weaknesses and optimize the implementation of Tanimbar local culture-based descriptive texts. Data from the two cycles were then examined to identify changes in students' learning processes and reading comprehension outcomes.

The selection of Classroom Action Research was based on the practical and reflective nature of the research problem, which required both an understanding of classroom learning processes and direct action to improve them. The qualitative approach enabled the researcher to examine students' responses, participation, and learning experiences during the implementation of the intervention, while students' reading comprehension results provided evidence of their learning progress across the research cycles. Through the iterative processes of action, observation, and reflection, the study sought not only to identify classroom learning problems but also to provide an instructional solution grounded in students' local cultural context. Thus, the research design was expected to provide a systematic basis for evaluating the effectiveness of Tanimbar local culture-based descriptive texts in improving the reading comprehension of eighth-grade students at SMP Negeri 1 Wertamrian.

RESULT AND DISCUSSION

The researcher complained by the English teacher in the classroom action research, wiith the total students in the class are 17 students. the researcher doing research directly in the classroom to students skill of reading comprehension is can be improving their skill through in description text in local content. During doing the observed in the classroom, the researcher found that the students response well and antusiastic on teaching materials. Based on the observation, the teacher make interaction with the student were the their reading comprehension it can improving by descriptive text in local content of tanimbar island.

To know how far the students reading ability in English in this research, the researcher did a pre-test On Monday, 21th 2025. In the pre-test, the researcher asked to students introduction. After that the researcher mention about the topic that will doing during research. Then the researcher doing pre-test.

In this research, the researcher conduted two meetings. For the first meeting conducted on Tuesday 22th 2025 at the time 07:30 – 08: 15 WIT. For materials is about descriptive text. then the second meetings continue on the next time at 08:30 – 09:15 WIT. In the second meetings the researcher post test cycle I. in this cycle, the researcher conduct planning, implementation, observation and reflection.

The research in this cycle II conduct in two meetings are the first meeting in Wednesday day 23th 2025 at the time 07:30 – 08: 15 WIT. For materials is about descriptive text. then the second meetings continue at 08:30 – 09:15 WIT. In the second meetings the researcher post test cycle II. in this cycle, the researcher conduct planning, implementation, observation and reflection.

Table 1. Comparing the Result of pre-test, Post-test Cycle I and Post-test cycle II

No	Name of student	Gender	Kkm	Result of Pre-Test	Category	Result of post-test cycle I	Category	Result of post-test II	Category
1	A.K	L	70	33	Failed	73	Passed	87	Passed
2	A.S	L	70	40	Failed	53	Failed	93	Passed

3	C.D	L	70	60	Failed	67	Failed	87	Passed
4	C.S	P	70	87	Passed	80	Passed	93	Passed
5	E.B.S	P	70	87	Passed	80	Passed	93	Passed
6	E.B	L	70	40	Failed	80	Passed	93	Passed
7	F.K	P	70	60	Failed	67	Failed	93	Passed
8	G.A.T	L	70	93	Passed	87	Passed	100	Passed
9	J.B.S.S	L	70	93	Passed	87	Passed	93	Passed
10	M.T.S	P	70	100	Passed	93	Passed	100	Passed
11	M.S	P	70	73	Passed	47	Failed	87	Passed
12	M.S	L	70	53	Failed	73	Passed	93	Passed
13	P.S	L	70	27	Failed	53	Failed	87	Passed
14	R.B	L	70	40	Failed	80	Passed	93	Passed
15	R.M.T.L	P	70	60	Failed	47	Failed	87	Passed
16	S.B	P	70	33	Failed	80	Passed	87	Passed
17	Y.L	L	70	47	Failed	73	Passed	80	Passed

The totally result of the students in this research in cycle I is there is only 1 students that have a value 93. Then the students that have a value of 80-90 there are 7 students, were the student that get value 70-79 are 3 students. while the students that has a value under 70 are 6 students.

Then in the cycle II, there are 2 students that have a value of 100. The value from 80-95 are 15 students. so the value from all of the students is high.

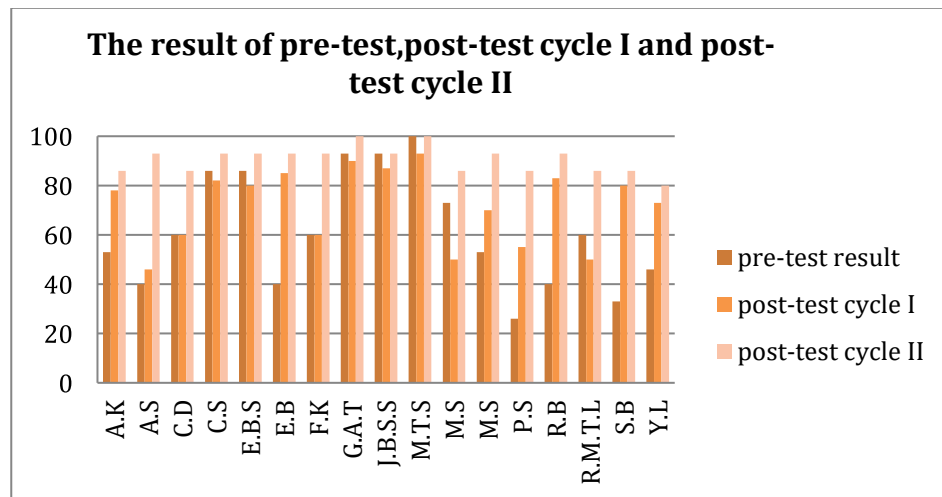


Figure 1. The result of pre-test, post-test cycle I and post-test cycle II

Discussion

The findings demonstrate that the use of descriptive texts based on Tanimbar local culture contributed positively to the development of students' reading comprehension. The progression from the pre-test to Cycle I and Cycle II indicates that students gradually developed a better ability to understand English descriptive texts after participating in learning activities that incorporated culturally familiar content. Although several students had already achieved the minimum mastery criterion (KKM = 70) in the pre-test, many students initially experienced difficulties in comprehending the texts. In Cycle I, 11 of the 17 students achieved the minimum criterion, while six students remained below the expected level. After instructional improvements were implemented in Cycle II, all 17 students achieved scores above the minimum criterion, with scores ranging from 80 to 100. This improvement suggests that culturally contextualized reading materials can facilitate comprehension because students can connect unfamiliar English linguistic forms with familiar cultural knowledge. This interpretation is consistent with Pratiwi et al. (2020), who argue that integrating local cultural content into English language materials can increase contextual relevance and help learners connect language learning with their existing knowledge and social environment.

The improvement in students' reading comprehension can also be explained through the relationship between background knowledge and meaning construction during reading. Descriptive texts containing elements of Tanimbar culture provided students with familiar objects, places, traditions, or cultural experiences that could function as prior knowledge when interpreting English texts. Reading comprehension does not depend solely on recognizing vocabulary and grammatical structures; readers also construct meaning by connecting textual information with existing knowledge. Duke et al. (2021) emphasize that reading comprehension involves multiple interacting processes, including word recognition, language comprehension, background knowledge, and strategic meaning construction. Therefore, familiarity with the cultural context may have reduced the conceptual difficulty of the texts and enabled students to concentrate more effectively on identifying main ideas, supporting information, vocabulary, and other relevant information. The higher achievement recorded in Cycle II can consequently be interpreted as the result of repeated exposure to culturally meaningful texts combined with improvements in the instructional process following reflection on Cycle I.

The classroom observations further support the quantitative improvement because students demonstrated positive responses and greater enthusiasm during learning activities using Tanimbar local culture-based materials. This finding indicates that the effectiveness of local-content descriptive texts was not limited to students' test scores but was also reflected in their classroom engagement. When reading materials represent contexts familiar to learners, students may perceive English texts as more meaningful and relevant to their everyday lives and cultural identities. Local culture can therefore function as a pedagogical bridge between students' existing experiences and the target language. This finding aligns with the culturally responsive teaching perspective discussed by Gay (2018), which emphasizes the importance of incorporating learners' cultural knowledge, experiences, and frames of reference into classroom instruction. In the context of the present study, Tanimbar cultural content created opportunities for students to engage with English reading materials without being separated from their own cultural environment, thereby supporting both participation and comprehension.

The substantial improvement achieved in Cycle II also highlights the importance of the cyclical and reflective characteristics of Classroom Action Research. The first cycle provided evidence regarding both the progress and remaining difficulties experienced by the students, particularly because six students still failed to achieve the minimum mastery criterion. Reflection on these results allowed the teaching process to be improved in Cycle II, after which every student successfully achieved the expected criterion. This pattern illustrates that classroom improvement is not produced by instructional materials alone but also by the continuous process of planning, action, observation, reflection, and subsequent instructional adjustment. Mertler (2020) explains that action research enables educators to systematically investigate classroom problems, evaluate instructional practices, and use evidence from each cycle to make informed improvements in teaching. Therefore, the findings suggest that combining Tanimbar local culture-based descriptive texts with reflective classroom interventions can be an effective strategy for improving the reading comprehension of eighth-grade students at SMP Negeri 1 Wertamrian. Beyond improving reading achievement, this approach also demonstrates the pedagogical value of positioning local culture as a meaningful resource for English language learning.

CONCLUSION

Based on the result of the researcher and discussion it can be concluded were the researcher implemented of Tanimbar local content based on descriptive text as a media in learning English at the eight grade of SMP Negeri 1 Wertamrian. The result of the implementation in this research that in ever meeting are students' tried to read the text of tanimbar local content. Were the research found that in the learning English process the students' result in evaluation of every cycle.

In the result in this research, the students' values in the pre-test there are 6 students' get high of above score 70. And students' get values under score of 70 are 11 students. while in the result of Post-Test cycle I, the research found that the students' get values above score are 11 students' and students' get values under score of 70 are 6 students'. then the result of Post-Test cycle II that all of the students' are get values above the score of 70. So, it means that, in this research of implementation tanimbar local content based on descriptive text it can improved students reading comprehension at the eight grade of SMP Negeri 1 Wertamrian.

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