

PANLILOK: TERVENTIONAL MATERIAL ONREADING AND LEARNING OF LITERARY WORKS

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ABSTRACT

The main purpose of this study is to create material that includes the literature found in the town of Santa Cruz, Laguna. This will be the material as a reading intervention along with the learning of local literature.

PANLILOK as a material was developed and used by the researcher on two hundred students of Linga National High School (Students in every grade with low level of performance in reading.) The outcome of this study is presented. The PanLiLok level: Interventional material based on Parts according to; Objectives; Content; Task; and Importance, all are acceptable with the respondents' answer to the totality of each part with a comment that strongly agree and a literal explanation of "extremely high."

The PanLiLok level: Interventional material based on the Trait according to Personal Views and Knowledge, all are acceptable that the answer of the respondents in the totality of each trait has a comment that strongly agrees and a literal explanation that is "very high."

The level of Literary Reading and Learning based on Vocabulary is acceptable that the answer of the respondents throughout each question has a descriptive equivalent of Good and a literal explanation of Somewhat Satisfactory.

The level of Reading and Learning Literary Work based on Comprehension is acceptable with respondents' answers to the entirety of each question having a descriptive equivalent of Very Good and a literal explanation of Very Satisfactory.

In sum, PanLiLok as an Interventional Material has a "No significant" effect on students' Reading and Learning of Literary Works. Therefore, the conclusion presented is acceptable based on the results of each problem presented.

After the study and analysis of the findings, the researcher suggests to the teachers enjoy and use the local literature in their area so that the students have enough knowledge about the culture and beliefs of the people living there.

Keywords:

Interventional Materials, Literature, PanLilok, Reading

INTRODUCTION

From the study of Seminar: Literature of Society, a master's subject. The legends of the barangays in Sta. Cruz is the same with folk tales. The researcher realizes the importance of having sufficient knowledge of literary works in each locality. This was the root of the development of this research.

In the current situation of education, the effect of the temporary stoppage of students in learning can be reflected at the same time the gradual deterioration of their reading ability. With the reopening of schools, modules became the modality of learning. Here it is still not certain that the student is the one who does or answers it. Now that there have been limited face-to-face classrooms, students have proven to be lax when it comes to reading. Moreover, the researcher noticed that the students are not familiar with the literary works found in their town. This is the problem or problem found by the researcher which became the basis for the development of this research.

This research is about PANLILOK or Local Legitimate Literature in the town of Sta. Cruz, Laguna is an interventional material for reading and learning literary works. The researcher found that it is better for students to be aware of what literature is found in their areas which includes at the same time reviving their interest in reading.

STATEMENT OF THE PROBLEM

This research also wanted to know the answers to the selected questions:

1. What is the level of PanLiLok: Interventional material based on Parts according to;
 - 1.1 Objectives;
 - 1.2 Content;
 - 1.3 Task; and
 - 1.4 Importance?
2. What is the level of PanLiLok: Interventional material based on Characteristics according to;
 - 2.1 Personal Views; and
 - 2.2 Knowledge?
3. What is the level of Reading and Learning the Literary Work based on;
 - 3.1 Vocabulary; and
 - 3.2 Comprehension?
4. Does PanLiLok as an Interventional Material has a significant effect on students' Reading and Learning of Literary Works?

RELATED LITERATURE AND STUDY

The researcher based the related literature on the supplementary equipment based on the purpose, work, importance, knowledge, and training included in it.

Reading is one of the five macro language skills that according to Mabilin (2012) is the most used in processing knowledge, especially in the discovery and analysis of ideas that will be needed in academia. In reading, printed knowledge is given meaning and recognition based on the author's writing. In this work whatever the author has written is processed and interpreted in the mind. Reading these books can provide new knowledge to students.

According to Valdez (2016) also mentioned in his study that a person with a wide vocabulary is able to express what he knows, thoughts, and attitudes precisely, easily, and clearly.

When the words used by a person are properly adjusted, especially in the description, his expression becomes effective.

According to Montero et.al (2013) mentioned that figurative words are statements that have an indirect meaning. Its formation is far from the rules of proper grammar but it adds artistry to sentences that are contrary to the common usage of words.

As mentioned by Muldong (2015) answered in his article, through a reliable test, the part of the lesson that needs re-teaching can be discovered. The test is used by the teacher as a basis for grouping students; to find out what the students know and be the basis of what should be discussed. The teacher must be aware of the general purpose of the test, principles of test preparation, characteristics of a good test, and different types of tests in order to perform the test that will prepare the teacher for the above-mentioned uses of the test.

In assessing students' understanding, the teacher uses a test. The test as the basis of the obtained understanding is what becomes the main tool of the teachers to know the level of understanding of the students. This also becomes a guide for teachers to find out which of the students have high abilities specifically in reading. It is also a material for measuring the acquired knowledge of the read work. All in all, short forecasting is part of the local landscape as a whole.

According to Cox (2022) Setting a purpose for reading helps keep students engaged and engaged while reading, and gives them a mission to grasp comprehension. Reading with purpose energizes children and helps students who tend to rush, pace their reading so they don't skip key elements in the text. Here are some ways teachers can set goals for reading, as well as teach their students how to set their own goals.

Everything you want to do starts with a goal that will be the target of what you want to achieve. The purpose mentioned above has a great relationship with the study because it is part of the local area of Sta. Cruz. The main objective of the study is to increase the level of reading ability of the students, the second is to become familiar with the local literature of Sta. Cruz.

According to Magahis (2019), the use of literature plays a big role in the teaching of Filipino. It becomes an instrument in cultivating and enriching the student's reading experience. With the help of a careful selection of texts to be used in class, a liberating mindset will be formed in the student which in due time will move him to play an important role in his society. But the problem is that almost all the texts read in the current curriculum are from foreign texts that are only translated into Filipino. From Grades 7-10, our national literature is read-only for two years and the remaining years are focused on reading foreign literature starting from Asian Literature to International Literature. Besides what these texts teach in the English subject, these books seem to encourage and sell the ideology that other countries are beautiful and their culture is rich. Therefore, instead of cultivating the student's patriotic feelings, the feeling of leaving his own country to experience the actual experience brought by the literature he read is more dominant in him.

As mentioned literature in the content especially in teaching materials and supplementary materials have a great relationship with student's learning.

METHODOLOGY

In this chapter, the research design, respondents, research method, research instrument, and statistical method are found.

In this study the researcher used a Descriptive Method (Descriptive Method) to gather specific answers and important information about PANLIKO: Interventional Materials for Reading and Learning Literary Works.

The Descriptive Method is also used to show the detailed conclusion on the hypothesis or inference through intensive study and correct interpretation. According to De Belen (2016), the descriptive research method focuses on collecting, and analyzing data in a study or series of studies. It also aims to accurately and systematically describe a population, situation, and phenomena.

The purpose of this research is to restore the former passion of students when it comes to reading. The researcher found that it is better to use local literature as a reading intervention. In this way, students will become aware of the literature found in their area and it will be a way to grow their reading skills. Accordingly, the effect that reading local literature can bring to the level or condition of reading of selected students. The researcher also wants to restore students' interest in reading using literature found in their locality.

The respondents used in this study are the selected students from the seventh to the tenth grade of Linga National High School Year 2022-2023 with a total number of one hundred and seventy (170). Respondents are expected to be twelve (12) years of age or older.

Table 1. Population and Selection of Respondents

Level	Population	Respondent
7	307	50
8	338	50
9	366	50
10	334	50
Total	1,345	200

Based on Table 1, the researcher selected high school respondents of the Linga National High School Year 2022-2023 with a total number of two hundred (200). Purposive Sampling was used in this study because the researcher only selected from grade seven to grade ten by asking Filipino teachers regarding the number of students with reading difficulties to be part of this survey.

The instrument used to gather data is the so-called questionnaire or "questionnaire" Attached to it is the material that contains some of the local literature found in the town of Santa Cruz, Laguna. The questionnaire will measure the needs of the respondents. It was used and answered by two hundred (200), who will be students of Linga National High School Year 2022-2023. Also one of the instruments used to collect data will be reading with attached tests to find out the level of Vocabulary and Comprehension of the respondents. All questions in Vocabulary and Comprehension are derived from material created by the PANLILOK researcher.

To find out the results of the research PANLILOK Interventional Materials in Reading and Learning Literary Works, The table below is the statistical tools that will be applied to the study.

Table 2. Formula Used

Problem	Formula
1. What is the level of PanLiLok: Interventional material based on Parts according to; 1.1 Objectives; 1.2 Content; 1.3 Task; and 1.4 Importance?	Mean at Standard Deviation
2. What is the level of PanLiLok: Interventional material based on Characteristics according to; 2.1 Personal Views; and 2.2 Knowledge?	Mean at Standard Deviation
3. What is the level of Reading and Learning the Literary Works based on; 3.1 Vocabulary; and 3.2 Comprehension?	Mean at Standard Deviation
4. Does PanLiLok as an Interventional Material have a significant effect on students' Reading and Learning of Literary Works?	T-test

RESULT AND INTERPRETATION

The level of PanLiLok: Interventional Material based on the component is measured according to Purpose, Content, Task and Importance.

The level of PanliLok: Interventional Material based on Parts by Purpose. The researcher presented statements and two hundred students from Linga National High School answered them. The data collected from the respondents was interpreted by the researcher as "Very High."

Table 3. The level of PanliLok: Interventional Material based on Parts by Objectives.

Mga Pahayag	Mean	SD	Puna
<i>Nauunawaan ang isang gawain kapag ito ay may layunin.</i>	4.82	0.39	Lubos na sumasang-ayon
<i>Natatamo ang pagkatuto kapag ito ay may gabayng layunin.</i>	4.83	0.38	Lubos na sumasang-ayon
<i>Napabubuti ang gawain sa pagbasa dahil batidang resulta o kahihinatnan nito.</i>	4.77	0.43	Lubos na sumasang-ayon
<i>Naisasagawa ang lahat ng gawain kung ito ay sisimulan sa pagsulat ng layunin.</i>	4.63	0.50	Lubos na sumasang-ayon
<i>Napahalagahan ang layunin ng isasagawang pagbabasa.</i>	4.80	0.40	Lubos na sumasang-ayon
Overall Mean: 4.77			
Standard Deviation: 0.43			
Literal na paliwanag: Lubhang Mataas			

In general statement, it has an overall mean of 4.77, standard deviation of 0.43 and shows that the Level of PanLiLok: Interventional Material based on Parts by Purpose has a comment that strongly agree and a literal explanation that is very high. Therefore, the above results only prove that it is good to have a clear and appropriate purpose whenever doing a reading.

Table 4 shows the Level of PanLiLok: Interventional Material based on Parts by Content. The researcher presented statements and two hundred students from Linga National High School answered them. The data collected from the respondents was interpreted by the researcher as "Very High."

Table 4. Level of PanLiLok: Interventional Material based on Parts by Content.

Mga Pahayag	Mean	SD	Puna
<i>Nababasang mabuti ang nilalaman dahil gumamit ito ng mga angkop na mga salita para sa mga mag-aaral na babasa.</i>	4.78	0.42	Lubos na sumasang-ayon
<i>Nauunawaan ang nilalaman ng babasahin kapag malalaki ang mga letranito.</i>	4.67	0.47	Lubos na sumasang-ayon
<i>Napalalawak ang pag-unawa sa isang babasahin dahil sa maayos na pagkakabanghay ng nilalaman.</i>	4.84	0.37	Lubos na sumasang-ayon
<i>Nakapagpapaunlad ng bokabularyo ang pagsasagot sa talasalitaan.</i>	4.79	0.41	Lubos na sumasang-ayon
<i>Napabibili ang pag-unawa sa babasahin kapag hindi kahabaan ang nilalaman.</i>	4.74	0.44	Lubos na sumasang-ayon

Overall Mean: 4.76

Standard Deviation: 0.43

Literal na paliwanag: Lubhang Mataas

In general statement, it has an overall mean of 4.76, standard deviation of 0.43 and shows that the Level of PanLiLok: Interventional Material based on Component by Content has a comment that strongly agrees and a literal explanation that is very high. Therefore, the above results only prove that the structure and appropriateness of the content play a big role in the students' understanding of a text. The contents of the PanLiLok textbook are legends and poems found in the town of Santa Cruz.

Table 5 shows the Level of PanLiLok: Interventional Materials based on Parts by Activity. The researcher presented statements and two hundred students from Linga National High School answered them. The data collected from the respondents was interpreted by the researcher as "Very High."

Table 5. Level of PanLiLok: Interventional Materials based on Parts by Activity.

Mga Pahayag	Mean	SD	Puna
<i>Napupukaw ang interes kapag makulay at maymga larawan ang isang gawain.</i>	4.83	0.38	Lubos na sumasang-ayon
<i>Nagiging mabilis ang pagkatuto sa tuwing maymga gawain matapos ang pagbabasa.</i>	4.84	0.39	Lubos na sumasang-ayon
<i>Napabibilis ang gawain kapag malinaw ang mga panuto o intruksyon nito.</i>	4.86	0.35	Lubos na sumasang-ayon
<i>Naisasagawa nang wasto at maayos ang gawaindahil nauunawaan ang binasang akda.</i>	4.87	0.34	Lubos na sumasang-ayon
<i>Naglalaan ng tamang oras upang isagawa ang isang gawain.</i>	4.88	0.33	Lubos na sumasang-ayon

Overall Mean: 4.85**Standard Deviation: 0.36****Literal na paliwanag: Lubhang Mataas**

In general statement, it has an overall mean of 4.85, standard deviation of 0.36 and shows that the Level of PanLiLok: Interventional Material based on Parts by Task has a comment that strongly agrees and a literal explanation that is very high. Therefore, the above results only prove that reading comprehension tasks play a big role because readers develop deeper understanding whenever they do these tasks.

Table 6 shows the Level of PanLiLok: Interventional Material based on Parts by Importance. The researcher presented statements and two hundred students from Linga National High School answered them. The data collected from the respondents was interpreted by the researcher as "Very High."

Table 6: Level of PanLiLok: Interventional Material based on Parts by Importance.

Mga Pahayag	Mean	SD	Puna
<i>Napahalagahan ang mga panitikang lokal ng bayan ng Santa Cruz.</i>	4.83	0.38	Lubos na sumasang-ayon
<i>Nakapupulot ng mga aral sa mga akdang babasahin.</i>	4.81	0.40	Lubos na sumasang-ayon
<i>Nabalikitanawan at nabibigyang halaga ang mga kultura at paniniwala ng bawat barangay ng bayan ng bayan ng Santa Cruz.</i>	4.78	0.42	Lubos na sumasang-ayon
<i>Napayayaman ang kultura at panitikan ng bayan ng Sta Cruz sa pamamagitan ng pagtangkil ng mga babasahin mula dito.</i>	4.84	0.37	Lubos na sumasang-ayon
<i>Nabibigyang importansya ang pangkalahatang nilalaman ng isang akdang babasahin.</i>	4.88	0.33	Lubos na sumasang-ayon

Overall Mean: 4.83**Standard Deviation: 0.38****Literal na paliwanag: Lubhang Mataas**

In general statement, it has an overall mean of 4.83, standard deviation of 0.38 and shows that Level of PanLiLok: Interventional Material based on Part by Importance has a comment that strongly agrees and a literal explanation that is very high. Therefore, the above results only prove that the reading material does not only revolve around the texts written here, but it also contains values that will prove its suitability and effectiveness as a reading material. It is important for students to have knowledge of local literature in the towns they belong to because it will be a basis to focus on the study of other literary works.

What is the level of PanLiLok: Interventional Material based on Characteristics

The level of PanLiLok: Interventional Material based on Characteristics is measured according to Personal Views and Knowledge.

In Table 7 can be seen The level of PanLiLok: Interventional Material based on Characteristics according to Personal Perspective. The researcher presented statements and two hundred students from Linga National High School answered them. The data collected from the respondents was interpreted by the researcher as "Very High."

Table 7. The degree of Sculpture: Interventional Material based on Characteristics according to Personal Perspective.

Mga Pahayag	Mean	SD	Puna
<i>Nabibigyang tuon ang pagkakaroon ng kamalayan sa mga panitikan ng iba't ibang lokalisasyon.</i>	4.86	0.35	Lubos na sumasang-ayon
<i>Nababaliktanawan ang mga panitikan sa lugar at mga karatig na lugar na kinabibilangan.</i>	4.81	0.40	Lubos na sumasang-ayon
<i>Nagkakaroon ng personal na pag-unawa sa mga pinagmulan ng mga lugar sa bayan ng Santa Cruz.</i>	4.86	0.35	Lubos na sumasang-ayon
<i>Naisasaalang-alang ang kasiningan ng mgasulating pampanitikan.</i>	4.78	0.42	Lubos na sumasang-ayon
<i>Nakapagbibigay ng sariling persepsyon hinggil sa kulturang mayroon ang bayan ng Santa Cruz.</i>	4.83	0.38	Lubos na sumasang-ayon

Overall Mean: 4.82

Standard Deviation: 0.38

Literal na paliwanag: Lubhang Mataas

In a general statement, it has an overall mean of 4.82, a standard deviation of 0.38, and shows that the level of PanLiLok: Interventional Material based on Characteristics according to Personal Perspective has a comment that strongly agrees and a literal explanation that is very high. Therefore, the above results only prove that it is good that the students have an adequate and personal perspective regarding local literature, this will be their foundation for learning other literature from other locales. It is also important that students have a personal perspective regarding the origins of the towns and barangays that they sometimes visit.

In Table 8. The level of PanLiLok: Interventional Material based on the characteristics according to Knowledge. The researcher presented statements and two hundred students from Linga National High School answered them. The data collected from the respondents was interpreted by the researcher as "Very High."

Table 8. The level of PanLiLok: Interventional Material based on the characteristics according to Knowledge.

Mga Pahayag	Mean	SD	Puna
<i>Napauunlad ang kaalaman at kamalayan dahil sa mga akdang binasa.</i>	4.87	0.34	Lubos na sumasang-ayon
<i>Nagiging basehan ang panitikang lokal ng bayan ng Santa Cruz sa pag-aaral ng iba pang akdang pampanitikana sa ibang lugar.</i>	4.85	0.36	Lubos na sumasang-ayon
<i>Nakapagbibigay ng kaalaman ang mga babasahin tulad ng alamat, kasaysayan at tula.</i>	4.88	0.33	Lubos na sumasang-ayon
<i>Napayayabong ang kaalaman hinggil sa panitikang lokal ng bayan ng Santa Cruz.</i>	4.83	0.38	Lubos na sumasang-ayon
<i>Naibabahagi ang mga kaalamang napulot sa pagbabasa sa mga kamag-aral.</i>	4.87	0.34	Lubos na sumasang-ayon
Overall Mean: 4.86			
Standard Deviation: 0.35			
Literal na paliwanag: Lubhang Mataas			

In the general statement, it has an overall mean of 4.86, and a standard deviation of 0.35, and shows that the level of PanLiLok: Interventional Material based on Characteristics according to Consciousness has a comment that strongly agrees and a literal explanation that is very high. Therefore, the above results only prove that it is good that the students have enough knowledge about the local literature of the town of Santa Cruz because it will be one of the foundations for cultivating the culture and history of the town of Santa Cruz.

Level of Reading and Learning Literary Works.

The Literary Reading and Learning Level was measured according to Vocabulary and Comprehension.

Table 9 shows the Level of Literary Reading and Learning based on Vocabulary, out of a total of two hundred respondents, the score "43 to 47" scored the highest number of ninety (90) or 45.00% of the total respondents and has a descriptive equivalent Best. And the score "33 to 42" has the number of seventy (70) or 35.00% of the total respondents and has the descriptive equivalent of Excellent. While a score of "8 to 27" scored the lowest number of one (1) or 0.50% of the total respondents and had a descriptive equivalent of Not Very Good.

Table 9. Level of Reading and Learning Literary Works based on Vocabulary

Marka	Kabuoan	Bahagdan	Mapaglarawang Katumbas
48 – 50	25	12.50	Pinakamahusay
43 – 47	90	45.00	Higit na Mahusay
33 – 42	70	35.00	Mahusay
28 – 32	14	7.00	Katamtamang-husay
8 – 27	1	0.50	Di-gaanong Mahusay
3 – 7	0	0.00	Di-Lubhang Mahusay
0 – 2	0	0.00	Di-Mahusay
Total	200	100	
Weighted Mean		42.12	
Pinakamababang Marka		27	
Pinakamataas na marka		50	Medyo Kasiya-siya
Standard Deviation		5.44	

There is a total (Weighted Mean=42.12, SD=5.44) and (lowest score = 27, highest score = 50) shows that Level of Reading and Learning of Literary Work based on Vocabulary has a descriptive equivalent of Excellent and has a literal explanation of Quite enjoyable. Therefore, the result from table seven shows that there are some students who perform well in vocabulary and some who do not. By answering the vocabulary, students can enrich their vocabulary even more. Vocabulary answers are also a way to quickly understand the text to be read because there are no words that can hinder the understanding of the text to be read. Still based on the result that the impact of the past pandemic is still felt on the rawness of the students in terms of vocabulary.

Table 10 shows the Level of Reading and Learning Literary Work based on Comprehension, out of a total of two hundred respondents, the score "29 to 30" scored the highest number of seventy-six (76) or 38.00% of the total respondents and descriptive equivalent Best. And the score "26 to 28" has a number of sixty-three (63) or 31.50% of the total respondents and has a descriptive equivalent of Better. While the score "17 to 19" got the minimum number of three (3) or 1.50% of the total respondents and has the descriptive equivalent of Excellent.

Table 10. Level of Reading and Learning Literary Works based on Comprehension.

Marka	Kabuoan	Bahagdan	Mapaglarawang Katumbas
29 – 30	76	38.00	Pinakamahusay
26 – 28	63	31.50	Higit na Mahusay
20 – 25	58	29.00	Mahusay
17 – 19	3	1.50	Katamtamang-husay
5 – 16	0	0.00	Di-gaanong Mahusay
2 – 4	0	0.00	Di-Lubhang Mahusay
0 – 1	0	0.00	Di-Mahusay
Total	200	100	
Weighted Mean		26.85	
Pinakamababang Marka		19	
Pinakamataas na marka		30	Napakakasiya-siya
Standard Deviation		2.88	

There is a total (Weighted Mean=26.85, SD=2.88) and (lowest score = 19, highest score = 30) shows that the Level of Reading and Learning Literary Work based on Comprehension has a descriptive equivalent of Better and has a literal explanation Very satisfying. Therefore, the result only shows that the students fully understand the legends and poems found in the town of SantaCruz. The high result of their comprehension score shows learning.

Significant Effects of PanLiLok as Interventional Material on Students' Reading and Learning of Literary Works.

In this part, the data is calculated using T-test. The Part and Characteristics of PanLiLok of Sta. Cruz calculated if there was a significant impact on students' reading and learning of literaryworks.

Table 11 shows the Significant Effect of PanLiLok as an Interventional Material on Students' Reading and Learning of Literary Works. In obtaining the effect of PanLiLok as an interventional material on students' reading and learning of literary works, the data indicated in Table 9 were calculated through Microsoft Excel and the statistical method used the t-test.

Table 11. Significant Effect of PanLiLok as Interventional Material on Students' Reading and Learning of Literary Works.

PanLilok	Akdang Pampanitikan	Beta Coefficient	t-stat	p-value	Analysis
Bahagi					
Layunin	Talasalitaan	-0.231	-0.194	0.8461	Not Significant
Nilalaman		-1.596	-1.524	0.1292	Not Significant
Gawain		-0.316	-0.234	0.8153	Not Significant
Kahalagahan		0.2691	0.2009	0.841	Not Significant
Katangian					
Personal na Pananaw	Talasalitaan	-1.255	-1.191	0.2351	Not Significant
Kaalaman		0.7931	0.6382	0.5241	Not Significant
Bahagi					
Layunin	Komprehensyon	-3.337	-1.483	0.1397	Not Significant
Nilalaman		-0.384	-0.194	0.8465	Not Significant
Gawain		3.3451	1.3109	0.1914	Not Significant
Kahalagahan		1.5158	0.5985	0.5502	Not Significant
Katangian					
Personal na Pananaw	Komprehensyon	-2.086	-1.054	0.2933	Not Significant
Kaalaman		4.5727	1.9582	0.0516	Not Significant

The Part and Characteristics of PanLiLok of Sta. Cruz did not notice there was a significant impact on students' reading and learning of literary works. Data were calculated using the t-test with a lower critical t value. In general, the p-values obtained are greater than the 0.05 level of significance. And it also shows that the invalid assumption that "PanLiLok of Sta. Cruz in students' reading and learning of literary works" will be accepted. It only means that Santa Cruz's PanLiLok has "no significant" impact on students' reading and learning of literary works.

CONCLUSION

Based on the aforementioned answers, the following conclusions were drawn:

The hypothesis in the first chapter that is "PanLiLok has no significant effect as an interventional material on students' reading and learning of literary works" is accepted based on the results of each problem presented. It just means that Santa Cruz's PanLiLok material is

nothing new to students. They may have already used materials similar to this. Students may also have prior knowledge about the local literature of the town of Santa Cruz.

RECOMMENDATION

After studying and analyzing the findings, the researcher suggests the following recommendation.

1. Based on the results of this research, the researcher suggests to teachers enjoy and use the local literature in their area so that the students have sufficient knowledge about the culture and beliefs of the people living there.
2. The researcher encourages the students to give interested in the study of local literature because it has been proven in this research that the knowledge of local literature is one of the foundations for the study of other literary works.
3. To future researchers, may they pay attention or focus on doing research related to localization so that students can fully understand the things that exist in their area and neighboring areas. Through this, students become more aware of the cultures, beliefs, and resources of their places.
4. Generated material may undergo further review and revision. You can also add more information about the topic. Add activities that will help make the material more effective. All of this will benefit future generations of students.
5. In using the material, to maximize learning and understanding, because the material is designed to be used as an intervention in reading. The researcher recommends using the material repeatedly to fully achieve the goal of increasing reading performance.

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