

The Effectiveness of Critical Reading Skills Teaching Programs Integrated With Local Culture: A Meta-Analysis Study

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Abstract—This study investigates the effectiveness of critical reading skills teaching programs integrated with local cultural elements through meta-analysis. The research method used in this study is meta-analysis, which analyzes the results of numerous studies to identify patterns and draw conclusions. This study analyzed 23 articles from Scopus, Google Scholar (Scholar), EBSCO, EmeraldInsight, Science & Direct, SpringerLink, Taylor & Francis, and ProQuest databases in the 2011-2024 range. The collected data underwent a comparative meta-analysis (CMA) to ascertain the efficacy of critical reading skills teaching programs integrated with local cultural elements. The study's findings indicate that such programs demonstrate enhanced effectiveness compared to learning experiences without such cultural integration. Additionally, the study provides evidence to dispel any potential biases in the meta-analysis process. The analysis results based on moderators of education level, country, and publication type also demonstrate that the critical reading skills teaching program integrated with local cultural elements is statistically significant.

Index Terms—critical reading, comparative meta-analysis, experimental research, meta-analysis, analysis moderator

I. INTRODUCTION

In the contemporary era of globalization, the ability to read critically has emerged as a pivotal skill for students to cultivate (Ratanaruamkarn et al., 2023). Notwithstanding, some suggest that the teaching of critical reading skills across many institutions is subpar (Comber & Nixon, 2011; Khamkhong, 2018). The lack of culturally sensitive teaching is a significant issue facing educators today (Natoli et al., 2020). The cultural dimension of the curriculum is often overlooked, even though it is essential to create a more inclusive and relevant learning experience (Davey et al., 2021). Many teachers are, unknowingly, adopting a universalist approach in their teaching practices, which may not fully take into account the diversity of students' cultural backgrounds (Natoli et al., 2020). This gap can hinder students' understanding of the learning material, as they are not always able to relate new knowledge to their own cultural experiences (Natoli et al., 2020). This misalignment creates a gap in teaching critical reading skills, especially those relevant to young learners' ability to process and understand issues critically. Therefore, it is important to integrate the cultural dimension in the teaching of critical reading so that students can more easily relate the knowledge learned to their social and cultural contexts (Pratama et al., 2024), thus improving their analytical and critical skills.

A thorough analysis of existing work demonstrates the formation of distinct theories and strategies aimed at improving the levels of critical reading. One example is how the constructivism-based learning theory considers the contextualized experiences the learner is exposed to. However, Pira and Lisiecka (2022) show that such approaches are often too textbook-based and miss the mark when meeting the broader needs stemming from cultural diversity. There is a lack of literature on Indigenous culture's use in developing critical reading skills. Hence, a serious void exists in studying how integrating local culture into teaching essential reading skills can be effective.

This study intends to meta-analyze the research outcomes between 2011 and 2024. It examines the effectiveness of integrating local culture in teaching critical reading skills. Using evidence from different studies, this study aims to illustrate how local cultural integration impacts the development of essential reading skills. In addition, this study intends to analyze the suggested trends, identify gaps, and develop more efficient teaching methods.

This study seeks answers to a given problem by sifting through the facts and purposes created. This paper contends that contextualization of culture assists in enhancing the value and the quality of teaching critical reading skills (Main & Slater, 2022). This contention for this study is supported by a plethora of research findings that show the effectiveness

of constructivist learning on student performance and achievement (Azizah et al., 2020; Khusniyah, 2022; Matin, 2017; Misaa et al., 2022; Psyridou et al., 2024; Tompo et al., 2023; Utomo et al., 2023; Yakin & Madi, 2024). The critical reading skills teaching program integrated with local culture has added a dimension to the education of in-depth reading. This integration enables students to comprehend concepts and content, thus allowing them to apply what has been learned in practice. Hence, the significant contribution of this research is that there is indeed a gap that can be filled – a model on how critical reading is taught is needed, and so is the incorporation of local culture.

II. LITERATURE REVIEW

A. *The Effectiveness of Critical Reading Integrated With Local Culture*

Research shows how combining critical reading with local culture can elevate students' analytical and evaluative thinking skills. Several studies show that students tend to be more focused and engaged with the material because it is relevant to their daily lives. For example, research conducted by Azizah et al. (2020). This shows that adding Bangka local culture to descriptive reading materials helps students improve their English language skills and other supportive competencies related to their studies. This is supported by recent research done by Tompo et al. (2023). This shows that incorporating Luwu's local cultural aspects in reading instructional materials increased students' willingness to learn and helped them develop critical reading skills. Also, the theory of cultural-historical activities enables qualitative, interpretative understanding of the sociocultural practices of students in teacher education (Mulumba, 2016). In addition, studies conducted Zahran (2020) how can EFL teachers support the use of multicultural content in regional languages, which improves students' language skills and attitudes? Also, follow-up studies show that the preparation of literacy teaching materials with cultural insertion has been shown to improve students' reading skills (Yakin & Madi, 2024).

Data collected through research substantiates the importance of incorporating local culture in the critical reading strategy instruction pedagogy. Studies show that this not only boosts the students' "analytic evaluative competence but also strengthens the student's involvement in the reading and learning activity (Wilson, 2016). Emphasis has been placed on the effectiveness of materials relatable to learners as they promote participation. The incorporation of local cultures has emerged as a powerful tool to improve the student's abilities in critical reading (Liu, 2024). The research provides good evidence that teachers and education policymakers can use to develop teaching aids and methods that fit the existing cultural diversity of society and improve the quality of education.

B. *Comparative Analysis of Critical Reading Integrated With Local Culture*

This table compares studies regarding critical reading, local culture, and how its intervention compares with the traditional approach. The findings of multiple studies point to the fact that approaches that define local cultures have better outcomes. The work of Tompo et al. (2023), for example, it shows a gap in the learning outcomes for and against local culture and more conventional models. The results showed that those in the local integration-focused group obtained better critical reading and thinking results. Research by Tonks (2019), it also confirmed Tuuli's point regarding using local culture as an impetus in overcoming problems associated with a lack of motivation and comprehension while reading because it has been reported to work better than traditional methods. Incorporating local culture into critical reading has improved comprehension and fostered critical thinking skills. This is mainly because critical thinking serves as the basis for critical reading, which enables learners to connect previously acquired knowledge with newly provided information (Bobkina & Stefanova, 2016; Hidayati et al., 2020; Pratama & Sumardi, 2022; Zin et al., 2014). Critical reading integrated with local culture has myriad direct and indirect benefits, both in education and in shaping the learner's character. This approach allows a learner to think critically while comprehending both the specific and the broader discourse of culture, which creates an intellectually stimulating and personally rewarding learning experience.

Separate studies by Main and Slater (2022) have claimed that adding locally relevant cultural elements into the teaching program can increase a student's appetite for reading and fully comprehending the texts provided. Also, the integration of Culturally Relevant Pedagogy in online instructions was shown to meet students' requirements by building their critical thinking as well as academic reading and writing skills (Khoo & Huo, 2022). Furthermore, incorporating culture into language teaching has been shown to affect learners' reading attitudes positively (Zahran, 2020). In addition, the use of different types of texts and various approaches has been shown to improve the reading and critical thinking skills of students from various linguistic backgrounds (Thomas & Choi, 2019).

Integrating critical reading research with local cultures has garnered considerable attention in educational contexts worldwide. This approach has been shown to enhance students' reading comprehension and cultivate a more profound connection with their cultural identity. This analysis synthesizes a range of international studies that underscore the significance of local culture in the practice of critical reading. Research conducted in Indonesia demonstrates that incorporating local cultural elements into reading materials substantially enhances student motivation and engagement, enhancing reading skills (Ratminingsih et al., 2020). This finding aligns with the findings of research conducted by Chhouk and Chusanachoti (2021). The findings indicate that an inquiry-based learning model incorporating local culture effectively enhances students' critical reading skills. Additionally, students' comprehension of texts is significantly influenced by their existing knowledge and cultural context (Yousef et al., 2014). This assertion is

corroborated by Estuarso (2017); the following discussion will explore how incorporating local cultural content into English language teaching can enhance student motivation and comprehension, optimizing the reading experience. Beyond enhancing understanding, integrating local culture into critical reading cultivates critical thinking skills (Aghajani & Gholamrezapour, 2019). Furthermore, reading critically is imperative for developing critical thinking and problem-solving skills, mainly when students engage with culturally relevant texts (Terasne et al., 2022).

C. The Relationship Between Critical Reading and Local Cultural Integration

Critical reading and regional culture integration are fascinating inquiry areas that stress context's significance in reading development. This is most evident in an English as a foreign language (EFL) setting where text comprehension and engagement with the culture is made easier when the reader is familiar with it. Through research undertaken by Damaiani et al. (2017). This article elaborates on fully understanding culture through specific reading exercises centered around cultural context. Other studies in the area support this statement. Utami and Rakhmanina (2021) emphasize the importance of promoting the development of reading materials based on local wisdom. This also underscores the need to make the educational material relevant to the student's culture to improve their reading skills. Mulyati and Rohman (2022), on the other hand, it highlights the need for a needs analysis to determine the need to include local wisdom in English language teaching to enhance learners' understanding and character education. On the other hand, the role of local culture in critical reading is apparent in studies that look at particular cultural settings, for example, Wulandari et al.'s (2020) research. Further, research by Fauzan et al. (2023) The Central Kalimantan culture-based reading materials are developed based on the cultural interests and backgrounds of the students. From earlier studies' findings, it is established that critical reading and local culture integration are not necessarily claimed to contradict each other; these two points can be taken together.

Thus, critical reading and its relationship to the local culture is an important dimension within the general teaching context, particularly in English as a Foreign Language (EFL). It is noted that texts are understood only within the cultural contexts that surround them. That strengthens the relevance, effectiveness, and impact of the learning process and its outcomes on the students. Also, a significant number of studies have revealed that learners' local culture in EFL classes has always been beneficial for learner motivation and critical thinking development and has acted as a powerful medium for character values and cultural identity development (Lvping, 2021). Strategies for active reading, those intended for specific cultures of readers, the design of reading materials based on local traditions, and the concordance of instructional materials with the learners' cultures have been shown to enhance critical reading performance. Further, studies point to the need for a local culture-practice model that seeks to nurture the development of essential reading skills that are relevant in these times. In this model, students are expected to develop higher-order thinking skills, which enable them to appropriately analyze and comprehend the values embedded in the reading materials (Mutekwe, 2014). Within the scope of EFL pedagogy, this approach is beneficial for improving students' life experiences, which fosters a more effective and meaningful way of learning a language and appreciating culture. Indeed, this review substantiates the claim that culture is not only a practical concern in teaching critical reading. It is also an emerging paradigm dealing with the need to design instruction that is appropriate for the context (Davey et al., 2021), a subject known for great intellectual complexity and cultural value (Rohmah & Imaniar, 2023). This approach assists the development of learners and future generations who are both critical-minded and anchored in the realities of the rich local culture.

III. METHODOLOGY

This study utilized a quantitative method employing a type of meta-analysis. The following work steps were taken to adhere to the meta-analytical method as outlined by Field and Gillett (2010) The following steps were taken in the research process: (a) a search of the extant literature was conducted, (b) studies were selected for inclusion, (c) the size of the effect was determined, (d) basic meta-analyses were conducted, (e) more complex analyses were conducted to identify moderators and estimate publication bias, and (f) the results were written in article form. The data that had been collected was then analyzed using the Comprehensive Meta-analysis software. The software facilitates determining the distribution of effect sizes on the forest plot, the execution of moderator analysis, and the estimation of publication bias. The estimated aggregate is the mean and the difference between groups (Cumming, 2013). Therefore, the data utilized in this study are secondary, having been derived from journal articles published between 2011 and 2024.

A. Search, Identification, and Selection

A comprehensive electronic search was conducted through various databases, including Scopus, Google Scholar (Scholar), EBSCO, Emerald Insight, Science & Direct, SpringerLink, Taylor & Francis, and ProQuest. The search used keywords for the research article's title, abstract, and keywords. The search keywords included "critical reading learning," "culturally integrated critical reading learning," "critical reading with local culture," and "local culturally integrated critical reading learning." The search was limited to the publication of scientific articles in the last thirteen years, from 2011 to 2024, to ensure the timeliness of the results. The results of this study were then selected for a relevant study involving the teaching of critical reading skills integrated with local culture. This study aims to select and focus on research using an experimental/quasi-experimental design. The experimental design was chosen using a

comparative design of the intervention and control groups. Twenty-three studies using experimental designs were obtained from the election results, described in Figure 1.

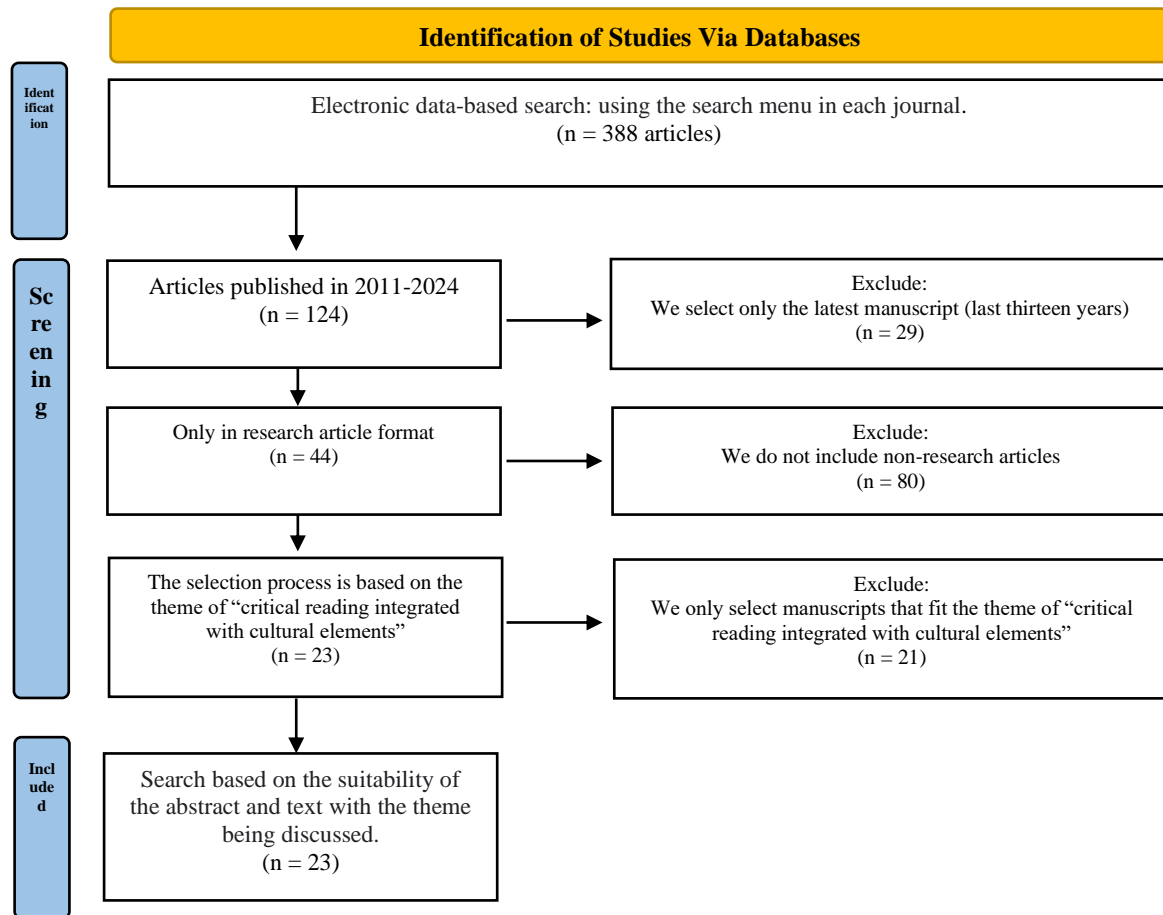


Figure 1. Flow Chart for Meta-Analysis Process by PRISMA Guidelines

This study utilized 19 journal articles and four proceedings as data sources in the meta-analysis, yielding 23 effect sizes for the critical reading skills teaching program integrated with local culture. The effect sizes were obtained by comparing the subject's pre-test and post-test scores in the experimental group or the experimental and control groups' scores. The meta-analysis also synthesizes the scores of critical reading skills teaching programs integrated with local culture, drawing upon data from 1681 subjects. The descriptive data of the study, along with its characteristics, is shown in Table 1.

TABLE 1
DATA ON INDEPENDENT VARIABLES OF THE STUDY

No	Author and Year	Level	Country	Publication	Year	Sampling Number
1	Aghajani and Gholamrezapour (2019)	Collage	Iran	Journal	2019	9
2	Akin et al., (2015)	SD	Turkey	Proceeding	2015	25
3	Allagui (2021)	Collage	UEA	Journal	2021	18
4	Al-Shaye (2021)	Collage	Kuwait	Journal	2021	15
5	Darvenkumar and Devi (2022)	Collage	India	Journal	2022	13
6	Halim (2011)	Collage	Mesir	Journal	2011	2
7	Hariyati and Ahmadi (2019)	Collage	Indonesia	Proceeding	2019	37
8	Haromi (2014)	Collage	Khazakthan	Proceeding	2014	24
9	Hazaymeh and Alomery (2022)	Collage	UEA	Journal	2022	14
10	Henry and Mohamad (2021)	Collage	Malaysia	Journal	2021	41
11	Hromova et al., (2022)	Collage	Ukraine	Journal	2022	12
12	Khamkhong (2018)	Collage	Thailand	Journal	2018	1
13	Khonamri and Sana'ati (2014)	Collage	Iran	Proceeding	2014	36
14	Koray and Cetinkilic (2020)	SMP	Turkey	Journal	2020	20
15	Lee (2017)	Collage	Taiwan	Journal	2017	21
16	Mekuria et al., (2024)	Collage	Ethiopia	Journal	2024	34
17	Moghadam et al., (2021)	Collage	Iran	Journal	2021	23
18	Mulcare and Shwedel (2017)	Collage	USA	Journal	2017	10
19	Shokrpour et al., (2013)	Collage	Thailand	Journal	2013	40
20	Sultan et al., (2017)	Collage	Indonesia	Journal	2017	30
21	Varaporn and Sithitikul (2019)	Collage	Thailand	Journal	2019	39
22	(Yang et al., 2022)	SMA	Thailand	Journal	2022	19
23	Yulian (2021)	Collage	Indonesia	Journal	2021	5

B. Selection Criteria for Included Studies

The selection criteria for the manuscript that the researcher employed to include the study in the meta-analysis are as follows.

TABLE 2
SELECTION CRITERIA FOR THE STUDY ANALYZED

No	Criteria	Study Taken	Eliminated Study
1	Publication Type	Scientific Journals and Proceedings	In addition to scientific journal articles and proceedings
2	Year of Publication	Last thirteen years (2011-2024)	Before 2011
3	Languages Spoken	English	Languages other than English
4	Research Design	Experiment/Quasi-experiment with a control group involving teaching critical reading integrated with local culture	<ul style="list-style-type: none"> - Qualitative studies - Action Research - Non-experimental research - Non-control group experimental research

C. Final Selection and Data Extraction

The selected study records were subsequently extracted with pertinent data to address the research questions. The extracted data included the following: author, year of publication, average score of critical reading skills integrated with local culture, standard deviation of teaching essential reading skills integrated with local culture, sample size, t-count value, and effect sizes. Based on the results of data extraction from 23 studies, complete mean, standard deviation, and sample size data were obtained.

D. Data Analysis

The data analysis of this study utilizes Comprehensive Meta-Analysis V3 (CMA) software, employing a range of tests to ensure the robustness of the findings. These include heterogeneity and meta-analysis tests, which aim to ascertain the most suitable effect model for the data, namely the fixed effect model or the random effect model. The meta-analysis process involves several key steps. First, effect size is calculated by standardizing the mean difference with bias correction (Hedges' *g*). Next, the standard error effect size is calculated. Then, the standard difference in the mean is calculated. Finally, the effect sizes are estimated. Calculation of the standard error summary effect, calculation of the lower and upper limits, calculation of the Z value and hypothesis testing, interpretation of the summary effect, description of the forest plot, and correction of publication bias through the plot funnel diagram (Borenstein et al., 2009; Moher et al., 2010).

IV. RESULT

This study assesses the impact of critical reading skills instruction integrated with local culture. To that end, a comprehensive review of the extant literature was conducted, yielding 23 studies that examined the effectiveness of critical reading skills instruction integrated with local culture. These studies employed experimental research designs, incorporating both control and experimental groups. The 23 research data sets were collected from 2011 to 2024, encompassing all levels of education. The total sample size encompassed 1,681 students, categorized into two groups: 841 participants enrolled in classes that incorporated a critical reading skills teaching program integrated with local culture, and 840 participants enrolled in control or conventional courses that did not utilize such a program. Comprehensive and detailed information concerning the analyzed research data can be found in Table 1.

A. Meta-Analysis Results

The results of the analysis, conducted by the researcher using the Comprehensive Meta-Analysis (CMA) program, are presented in Table 3 below.

TABLE 3
META-ANALYSIS RESULTS

Model	Effect size and 95% confidence interval					Test of null (2-tail)		
	Number Studies	Point estimate	Standard error	Variance	Lower limit	Upper limit	Z-value	p-value
Fixed	23	0,729	0,054	0,003	0,623	0,836	13,422	0,000
Random	23	1,034	0,253	0,064	0,539	1,529	4,093	0,000

The fixed model demonstrated a mean overall standard difference of 0.729 (95% CI, 0.623 to 0.826) with a p-value of 0.00 (<0.05). The effect sizes derived from the random model revealed an overall standard difference in the mean of 1.034 (95% CI, 0.539 to 1.529) with a p-value of 0.00 (<0.05). These two meta-analyses suggest a positive effect size for the critical reading skills teaching program integrated with local culture. Therefore, the essential skills of the reading teaching program integrated with the local culture are more effective than the teaching program not integrated with the

local culture. In addition, the study's results also reported a significant effect because the size of both effect sizes was above 0.6. To elucidate the substantial impact observed in the two class models employed and the effect sizes that exceeded 0.6, the data from each study is presented in Table 4.

TABLE 4
STUDY EFFECT MEASURES INCLUDED IN THE STUDY

Author and Year	Effect Size (d)	Standard error	Varyans	Lower Limit	Upper Limit	Z value	P-value
(Aghajani and Gholamrezapour, 2019)	0,249	0,151	0,023	-0,048	0,545	1,644	0,100
Akıñ et al., (2015)	0,916	0,286	0,082	0,355	1,477	3,202	0,001
Allagui (2021)	2,431	0,362	0,131	1,721	3,141	6,709	0,000
Al-Shaye (2021)	3,626	0,321	0,103	2,996	4,256	11,282	0,000
Darvenkumar and Devi (2022)	2,828	0,246	0,061	2,346	3,311	11,488	0,000
Halim (2011)	7,910	0,542	0,294	6,847	8,973	14,587	0,000
Hariyati and Ahmadi (2019)	0,748	0,244	0,059	0,270	1,226	3,067	0,002
Haromi (2014)	0,000	0,258	0,067	-0,506	0,506	0,000	1,000
Hazaymeh and Alomery (2022)	0,068	0,309	0,095	-0,537	0,673	0,222	0,824
Henry and Mohamad (2021)	0,461	0,262	0,068	-0,052	0,973	1,761	0,078
Hromova et al., (2022)	1,049	0,218	0,047	0,623	1,476	4,820	0,000
Khamkhong (2018)	0,963	0,249	0,062	0,475	1,451	3,866	0,000
Khonomri and Sana'ati (2014)	0,093	0,316	0,100	-0,527	0,713	0,295	0,768
Koray and Çetinkılıç (2020)	0,161	0,286	0,082	-0,400	0,722	0,562	0,574
Lee (2017)	0,012	0,239	0,057	-0,456	0,481	0,052	0,959
Mekuria et al., (2024)	-0,426	0,238	0,057	-0,892	0,040	-1,790	0,073
Moghadam et al., (2021)	0,182	0,283	0,080	-0,374	0,737	0,641	0,521
(Mulcare and Shwedel, 2017)	0,050	0,267	0,071	-0,474	0,574	0,186	0,853
(Shokrpour et al., 2013)	0,050	0,258	0,067	-0,456	0,556	0,195	0,846
(Sultan et al., 2017)	-0,038	0,267	0,071	-0,561	0,486	-0,140	0,888
(Varaporn and Sitthitikul, 2019)	0,241	0,254	0,065	-0,257	0,740	0,949	0,343
(Yang et al., 2022)	1,705	0,330	0,109	1,058	2,352	5,162	0,000
(Yulian, 2021)	1,545	0,265	0,070	1,026	2,064	5,831	0,000

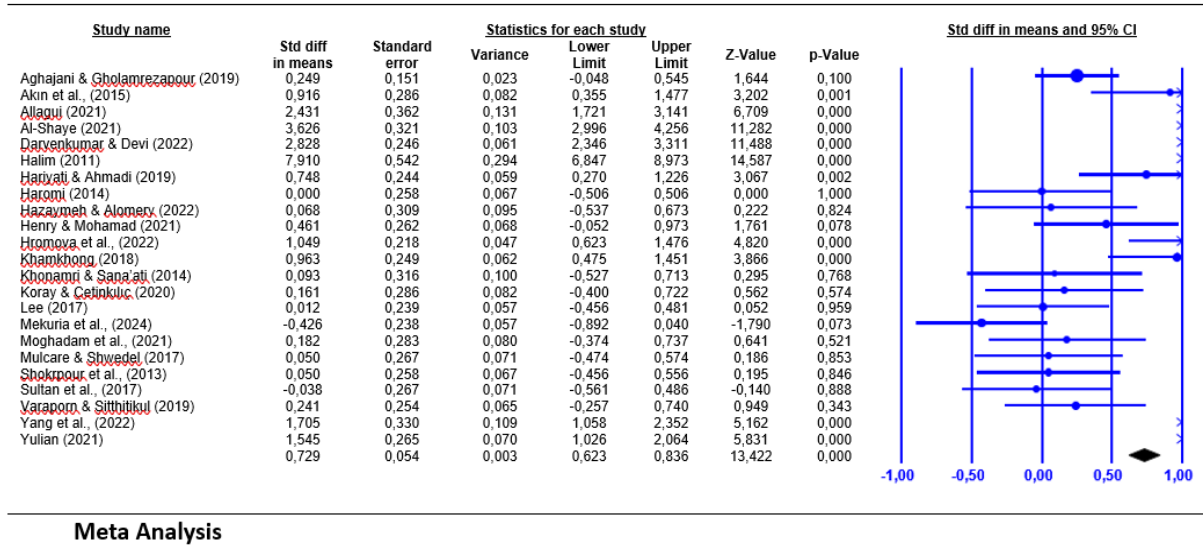
As illustrated in Table 4, the results of the effect size to p-value for each study are presented. The data will be utilized as the foundation for conducting a series of analyses in this study. The subsequent analysis will examine the study's heterogeneity to ascertain the impact of implementing a critical reading skills teaching program integrated with local culture—the outcomes of the heterogeneity assessment for all studies utilized as data are presented in Table 5.

TABLE 5
RESULTS OF EFFECT SIZE HETEROGENEITY ANALYSIS

Heterogeneity			Tau-Squared				
Q-value	df (Q)	P-value	I-Squared	Tau Squared	Standard Error	Variance	Tau
466,290	22	0,000	95,282	1,386	0,478	0,229	1,177
p<.05							

The I2 statistic for heterogeneity was determined to be 95.282 (95.28%), $p = 0.000$ ($p < 0.05$), indicating that alternative hypotheses were to be considered. The findings of this study demonstrate significant variation among the studies selected for this investigation. Consequently, estimating the average impact size of the 23 studies investigated using random effects is more appropriate. These findings imply that further investigation into the moderate factors influencing the Y variable may be beneficial.

As illustrated in Figure 2, the forest plot for a critical reading skills teaching program integrated with local culture displays an unaffected line marked as 0, reflecting the continuous variation in critical reading ability outcomes. The summary of the average effect sizes can be observed on the treatment side, indicating a positive shift towards the upper right of the graph, consistent with the direction of the set effect sizes. The forest plot in Figure 2 reveals that, among the 23 studies conducted, two exhibit a less significant influence measure or a negative z-value. The remaining 21 studies demonstrate a significance of <0.05 and a positive z-value. This observation suggests that the majority of studies exhibit consistent effect sizes.



Meta Analysis

Figure 2. Forest Plot

B. Publication Bias

As illustrated in Figure 3, the funnel plot for utilizing a critical reading skills teaching program integrated with local culture is presented. An analysis of the funnel plot reveals that the estimated effect is distributed relatively symmetrically around the centerline. This suggests that related trials may have been incorporated into the analysis. However, determining whether the funnel plot findings are on a symmetrical axis remains challenging, necessitating the implementation of Egger's test for further testing.

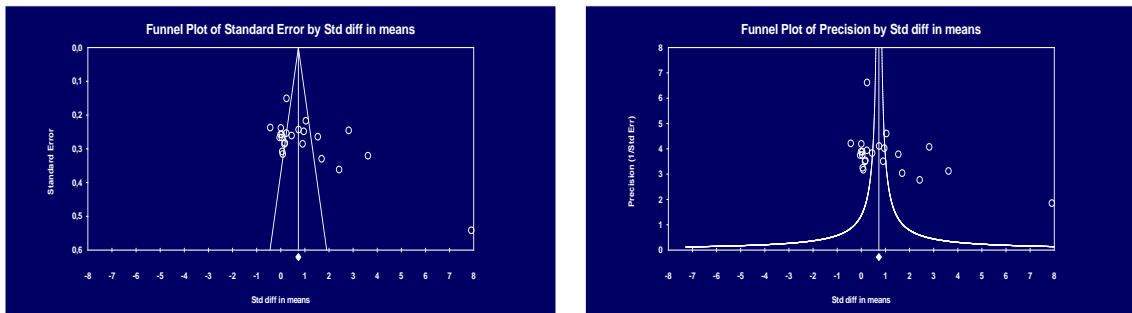


Figure 3. Precision Plot Funnel by Std Diff in Meaning and With Standard Error

The regression test findings demonstrate a substantial, albeit less pronounced, deviation from zero, as indicated by the P value 0.05 for both the one-tailed and two-tailed tests. The researcher will consider the P value of 0.05 for the two-tailed test, which supports the null hypothesis and suggests the presence of significant asymmetry, thereby ensuring the result is not biased. Furthermore, publication bias was identified by implementing the Begg and Muzambdar rating correlation and the classic fail-safe N, as demonstrated in Tables 6 and 7.

TABLE 6
RESULTS OF BEGG AND MUZAMBNDAR RANK CORRELATION

Kendall's S statistic (P-Q)	Kendall's tau without continuity correction			Kendall's tau with continuity correction				
	Tau	z-value for tau	P-Value (1- tailed)	P-value (2- tailed)	Tau	zvalue for tau	PValue (1- tailed)	P value (2- tailed)
81,000	0,32016	2,13925	0,01621	0,03242	0,31621	2,11284	0,01731	0,03461

TABEL 7
HASIL N FAIL-SAFE CLASSIC

Z-value for observed studies	The P value for observed studies	Alpha	Tails	Z for alpha	Number of observed studies	Number of missing studies that would bring p-value to > alpha
15,55348	0,00	0,05	2	1,95996	23	1426

The missing studies score indicates a total of 1,426 studies, suggesting the presence of studies with potential biases and unpublished status. The significance value of Kendall from the correlation of Begg and Muzambdar's ratings exceeded 0.05 on both sides. Given these parameters, the research utilized for this meta-analysis is unbiased.

V. DISCUSSION

A comprehensive analysis of 23 studies published in scientific journals revealed that integrating critical reading skills teaching programs with local cultures is conducive to enhancing students' critical reading abilities. Furthermore, many studies conducted over the past thirteen years on essential skills of reading teaching programs integrated with local cultures have identified heterogeneous effect sizes on students' critical reading skills. The majority of the studies (20) indicate that essential skills of reading education programs that are integrated with local culture have a significant impact on students' essential skills of reading, particularly at the university level (Din, 2020; Gaetjens, 1997; Sari & Prasetyo, 2021; Wang & Gierl, 2011). Nonetheless, the findings of two studies indicated that the critical reading skills teaching program, when integrated with local culture, did not significantly influence students' critical reading abilities (Quanqin & Cheong, 2023). The results of the meta-analysis study demonstrated that the program led to a significant improvement in students' critical reading skills. The teaching methods that reflect local culture have been shown to enrich students' critical thinking processes (Azizah et al., 2020; Matin, 2017); the objective is to facilitate a more profound comprehension of the text and the context in which it is situated (Setiyanika et al., 2023; Tompo et al., 2023). Furthermore, students participating in the program exhibit enhancements in their analytical, evaluative, and reflective abilities. These skills are pivotal components of critical reading (Khusniyah, 2022). The integration of local cultures in teaching critical reading has been demonstrated to positively impact the quality of students' comprehension of more relevant and contextual texts (Main & Slater, 2022; Medranda-Morales et al., 2023).

The present study demonstrates a substantial correlation with numerous preceding investigations that underscore the significance of incorporating cultural context into the pedagogy of critical reading skills. Contrary to prior research that prioritized the enhancement of reading abilities without acknowledging the incorporation of local culture, this study offers empirical evidence that local cultural integration can profoundly enhance students' comprehension of textual materials (Tompo et al., 2023). Several preceding studies, including those undertaken by Philpot et al. (2021) and Philpot and Smith (2018), indicate that pedagogical approaches that neglect local cultural elements into the teaching process often result in a more limited comprehension of the subject matter. In contrast, the study's approach synthesizes cultural components pertinent to the students' daily lives, enhancing their learning experience. Consequently, this research significantly contributes to the existing literature by underscoring the pivotal role of local cultural integration in fostering a more comprehensive and critical reading approach.

The findings of this study offer a comprehensive illustration of the advantages associated with fostering local cultural integration within the context of critical reading instruction. This investigation demonstrates that an approach that aligns learning with local cultural contexts enhances essential abilities of reading and fosters increased relevance and motivation among students towards the material being taught (Tonks, 2019). Implementing these strategies has the potential to engender a more substantial learning experience, which, in turn, can enhance the quality of education. An additional benefit of this approach is that it facilitates a deeper understanding of how learning programs can be more adaptable to students' social and cultural contexts (Olifant et al., 2021); this is a crucial element frequently disregarded in the overarching educational paradigm.

The results of this study carry significant implications for the broader context of education. Integrating local culture in teaching critical reading skills is a relevant model that should be considered for implementation at various levels of education. This approach has the potential to enhance student's critical thinking skills (Fauzan et al., 2022; Kamaruddin et al., 2023; Safi'i et al., 2021; Setiawan et al., 2023); however, it has the potential to fortify their cultural identity as well (Lyping, 2021). A salient issue is the significance of training educators to comprehend the integration of local culture in teaching materials. Consequently, education policies can be formulated to address these needs, thereby facilitating more contextual and relevant teaching for students.

The findings of this study can be elucidated through a constructivist framework, which underscores the significance of social and cultural context in the educational process. Learning embedded within a local cultural framework facilitates students' ability to connect their personal experiences more readily to the subject matter being instructed. This pedagogical approach fosters students' capacity for critical thinking (Misaa et al., 2022); the integration of local culture in the learning process has been demonstrated to enhance students' sense of ownership regarding the knowledge they acquire. This, in turn, has been shown to improve their critical thinking skills. The relevance and direct application of the material read daily is also a contributing factor (Yakin & Madi, 2024).

In light of the findings from this study, it is imperative to implement several key actions to enhance and expand the implementation of analogous programs within educational institutions. Primarily, it is necessary to disseminate critical reading skills teaching programs integrated with local culture more extensively at national and regional curriculum levels. Secondly, it is essential to prioritize enhancing teachers' understanding and competence regarding the significance of local cultural integration in learning through continuous training and professional development. Finally, further evaluation and research on the effectiveness of these programs in various social and cultural contexts is necessary to ensure that these models can be adapted and applied effectively in different regions.

VI. CONCLUSION

It is pertinent to note that teaching critical reading skills in conjunction with local culture has surprising and unexpected elements. One of the more significant points is the existence of some programs that use an elaborate local culture to enhance critical reading, which turns out to be more effective than those programs that attempt a general curriculum base. This is especially so about the students trained using the local cultural approach. These students perform better in text analysis and comprehension than their counterparts trained using the standard approach. This indicates that in the design of reading education programs, more thoughtful integration of instructional materials and local contextualized academic materials is needed along with local 'wisdom,' which has been overlooked.

Both for the theory and its practical application, the finding of this research carries powerful additional value. This is important, especially in how the results highlight the significance of contextualization in critical reading skill instruction. This study also presents a new methodology that can guide educators and researchers who seek to create a curriculum anchored on local culture. As for practice, the results of this study greatly help design teaching programs that consider the students' local attributes and cultural diversity, as well as help the students develop their reading skills more enjoyably and profoundly.

While this acquired information is critical, it, too, comes with some constraints that need to be addressed. However, this limitation is certainly not a hindrance to bolstering the value of the findings. The scope of this study is one of the limitations, as the smaller sample size may affect the broader application of the results concerning different cultures and regions. As such, it would be beneficial to pursue follow-up studies with sufficient participants to determine whether the results of this study will hold in different contexts. Moreover, follow-up studies can broaden the scope of examining other variables that may act as moderators in the effective teaching of critical reading skills grounded on local culture, for instance, variation in students' primary literacy skills or variation in their socio-economic backgrounds.

A. Limitation & Recommendation

This study cannot be interpreted in isolation, for it has several limitations. To begin with, this study examined only those programs that teach critical reading skills with the aid of instructional materials reflecting the local culture. Hence, the findings may not apply to other contextualizations that do not emphasize local culture. Secondly, this research included several experiments; however, the sample utilized in this study was restricted to a particular group of students, which does not capture the broader range of socio-economic and cultural backgrounds. In light of the findings and challenges encountered in this study, some recommendations are made to improve future research and educational practice. To begin with, attention should be given to the sample size and diversity, including in terms of culture, socio-economic status, and students' initial literacy levels. This will likely strengthen the generalization of the research findings and offer a representative assessment of culture-based critical reading skills instruction.

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