Learning Folklore Using English Language Teaching (ELT) Materials for Students

Dra. Cut Aja Puan Ellisafny, M.Ed., Dr. Ratna Asmarani, M.Ed., M.Hum ,
Hadiyanto, S.S., M.Hum

English Department, Universitas Diponegoro, Semarang, Indonesia
cpuanellisafny@gmail.com

Abstract

Folklore is a medium in learning English because it has a context of stories that are close to language learners to make it easier to understand. This study aims to determine and correct errors in learning English based on folklore. The method used in this research is English Language learning using a descriptive and evaluation method. researchers use descriptive and evaluative methods. In the use of descriptive methods, the research process begins with drafting basic assumptions and thought rules to be used in research. In the evaluative method, the process of using this method is to evaluate the teaching materials in the use of folklore. The results obtained from this study are knowing weaknesses and errors in learning, especially writing, reading, and speaking to 20 students. Researchers also provide guidance to correct errors in writing, reading and speaking.

1. Introduction

English is a spoken language that is used by many people in this era of globalization and this has an impact on several aspects of life, one of them in cultural and educational aspects. In the aspect of culture, for example, is folklore and in education, for example, is material that will be discussed in the fields of writing, reading, and speaking. In this study, culture and education will be collaborating with each other.

In 1846, William John Toms coined the term "Folklore" By interpreting folklore as a monolithic term, which translates not only to the lore (tradition) but also from folk (the people), their communities, and therefore the word folklore can be interpreted translated on the part of the culture that is publicly distributed through oral messages. According to Danandjaja (1983), folklore in the world of education itself is part of a culture that can consist of folk language, traditional answers, puzzles (traditional questions), folk poetry and poetry, folk prose stories, such as mites, battles, and anecdotal tales), folk songs, folk theater, folk games, beliefs, folk art, folk music and gestures. Some examples of folklore in Central Java are Rawa Pening Legend, Nyi Blorong Legend, Golden Cucumber Legend, Nyi Roro Kidul Legend, Jaka Tingkir, Roro Jonggrang Legend, and so on. William R. Bascom states there are four important functions of folklore research:

a. As a projection system, namely as a means of reflecting the imagination of a collective.
b. As a means of approving institutions and cultural institutions.
c. As a child educator tool (pedagogical device).

d. As a coercive and supervisory tool so that the norms of society will always be obeyed by their collective members.

In the field of education, folklore can be used as material for developing ELT material. ELT material itself consists of 3 forms, namely reading, writing, and speaking. In Indonesia, it can be said that English is a basic compulsory subject in both middle and high schools. Despite English lessons are one of the eligibility test requirements to enter college or work. However, many students master a little English language competency and they are difficult to use it in conversation. Of course, several factors cause the low competence of students in mastering English. One of them is teaching material delivered to students. In this case, the material they get is not from their teacher's writing, but students get learning the material from books written on a national scale that refers to the concept of English as Foreign Language. Those the closeness factor of text with students is difficult to measure. This is because, without the closeness of the text's relationship with students, English will still feel strange and difficult to master English. For example, Gutrie (2013) researches the teaching of English in secondary schools in Ontario, Canada as a place for learning local wisdom. The results showed that several elements of local wisdom emerged in the process of English education. The teacher tries to link literacy teaching and practice in the classroom to student learning about life (students' life learning), an affirmation of life themes (life them CS), life experience (self-experiential), self-evaluation learning (self-reflective learning), and individual needs (individual needs).

Another example, according to Barfileld and Uzarski (2009) who taught there for a long time saw that almost all English teaching programs as foreign languages (EFL) use curricula from English-speaking countries (English-dominant countries) such as Britain (United Kingdom), United States (USA) and Australia. Therefore, Barfield & Uzarski tries to integrate local culture (indigenous culture), especially folktales into English teaching programs (EFL) because, based on their assumptions, the local culture not only enriches students' insights but also learning English is more relevant to local learners (indigenous students). Those if folklore from the scope of their area is used as the contents of ELT material, it is hoped that students will more easily understand the material and they can master learning much easier.

2. Methods

In this study, the design of the methods used in research is research and development, the use of research and Development studies is always used in education because according to Borg and Gall (1986:624), research Educational development is a process used to develop and validate research products. In the implementation, researchers use descriptive and evaluative methods. In the use of descriptive methods, the research process begins with drafting basic assumptions and thought rules to be used in research. The next step of the researcher will collect and process the data obtained from the teaching book that will be used as a comparative in the development of the teaching book. In the evaluative method, the process of using this method is to evaluate the teaching materials in the use of folklore. The teaching material will pass the evaluation to know the advantages and disadvantages of the teaching. The evaluation process can be done by policy to improve teaching material.

3. Results and Discussion

This research conducted by the researcher on 20 students in Semarang. The topic of local wisdom or folklore that relevant to be English Language Teaching method. This research is using *Rawa Pening* folklore as the topic of study. The students will learn about English vocabulary, reading, writing, and speaking. That folklore is used because the story made from near Semarang and it must be attracted the participant to study the topic. It is in Ambarawa which is only a few kilometers away from Semarang city. The participants who learn have the various ability of English

acquisition. The students will be in 3 sections of learning and there is no grouping of ability or knowledge of the English language.

Once upon a time, there was a little boy, who was poor, dirty, and smelly, came into a little village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody cared about him. Nobody wanted to help the little boy. Finally, a generous old woman helped him. She gave him shelter and a meal. When the boy wanted to leave, the old woman gave him a "lesung", a big wooden mortar for pounding rice. She reminded him, "Please remember if there is a flood you must save yourself. Use this "lesung" as a boat".

The little boy was happy and thanked the old woman. The little boy continued his journey. While he was passing through the village, where he had asked for food, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People challenged each other to pull out that stick. Everybody tried, but nobody succeeded.

"Can I try?" asked the little boy.

The crowd laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Everybody was dumbfounded. Suddenly, from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him shelter and meal. As she told him, he used the "lesung" as a boat and picked up the old woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.

The English language Teaching (ELT) used by the researcher to the participants. The researchers have some evaluation at the end of the study. Most of the students having some difficulties in every section of learning. The first is an evaluation of the reading comprehension of folklore. The folklore above contains the aspect of a short story that needs to identify the player, theme, setting, plot, and messages. The researcher gave the short story of *Rawa Pening* to be read by the students. Then the researcher instructed looking forward to this story. The intrinsic aspect of the story must be investigated by the students. The student read carefully the story but they felt difficult to find. Most of the students are difficult to see the messages from the story. The comprehension of reading might be the factor of those problems. The students are easy to find the player, setting, and theme. The factor of reading comprehension could be the vocabulary mastering of the students. The whole students with high ability of vocabulary mastering are the leading in this section of English Language Teaching.

The researcher gave the theory about the reading comprehension for the student's ability of reading section. The competence of reading comprehension using the interpretation skill (how the student interpret the story), creativity skill (how the student's emotional response of the story), critical skill(how the students investigate the aim on the story), and literal skill (how the student looks for the meaning, the arrangement of the story, and the main idea of the story). Using four components of reading comprehension might be the student will face the reading section in English be better.

The evaluation of writing learning. Most of the students have some difficulty in writing words they have not yet mastered. Lacking letters or writing punctuation that is not right in a word or sentence. The students have difficulty in defining a word in Indonesian into English. However, as time goes by learning vocabulary will increase and can be improved. The use of active and passive sentence types whose knowledge of the difference is still minimal so that many of them are not aware of writing but do not know the type of sentence. Writing a direct and indirect speech that still lacks a colon or a comma. They also still do not know whether it is past tense or must be written with the present tense.

The researcher gave the basic concept of using passive sentences (To Be + Past Participle). It can be seen from the results of the evaluation that participants still experience difficulties when required to use the Past Participle of irregular verbs. This shows that the learning participants still need to be

given guidance that focuses on the use of the Past Participle of irregular verbs, direct speech or indirect, vocabulary mastering and punctuation.

The evaluation of speaking learning from the researcher found some difficulties for the students. The students have to train their oral ability. The researcher gave a test by using the story-telling of the folklore. The students required to know the point of storytelling the folklore as simple as talking to their friends. This test does not require a huge utility to show or to tell the story. Almost half of the students doing storytelling are only a few students who are able to retell without losing meaning or message in the original story. The problem of incorrect pronunciation is the main problem in this learning. reading and understanding the content of reading before retelling it is key in story-telling.

From the English Language Teaching on the students above, the students need some motivation form the teacher especially as the person who has the main factor of language teaching. The teacher has statements regarding the need for local wisdom were inserted into the teaching of English because of the reason to strengthen character education. As same as the statement by Sukarno (2012) which integrates local wisdom in English for character education and also Sudartini (2012) tries to insert local culture into English teaching in order to promote character education. While the teacher's statement that the insertion of local wisdom can add insight or know Indonesian culture in line with the results namely integration of local culture will enrich students' local cultural insights.

Based on the observation of the research team and the perceptions of respondents after the trial of teaching materials that incorporate aspects of local wisdom, it can be concluded that teaching-learning by inserting local wisdom has several benefits as follows: (l) animating the classroom atmosphere due to the lack of video in the form of video played (students sing together and some students come forward to dance following the dance in the video, (2) the existence of local wisdom in English material will add insight into local culture, and (3) teaching materials that will create local wisdom facilitate understanding of English texts.

5. Conclusions

In this research, the English Language Teaching (ELT) based on folklore might be an interesting method to use. The researcher found the problem or difficulties among the students by doing some test on reading, writing, and listening section. There most difficult problem and elementer is the vocabulary mastering. Taking the most interesting and well – known folklore to enrich their knowledge about English and also their local wisdom. The folklore as the attraction of interest for the students for doing the test and language learning. The teacher should give more motivation and alternative ways to study not to be bored. the insertion of local wisdom can add insight or know Indonesian culture in line with the results namely integration of local culture will enrich students' local cultural insights. The book that the student used might be bored and it needs improvement on the contents to be known by the students. The content of the book will be the attraction also for studying more. The student perspective to see the folklore in English Language Teaching (ELT) consists of interest, well-known, easier to study, and fun. Further research might be more focused on the perspective of the production of the book for arranging their contents of learning English more interesting and more attraction for the students.

References

[1] Barfield and Uzarski, *"Integrating Indigineous Cultures into English Language Teaching Englsih"* English Teaching Forum 2009

[2] Dadan Ahmad, "Pengertian, Jenis-jenis dan Fungsi Folklor," June 13, 2018. [Online], https://www.sridianti.com/jenis-dan-fungsi-folklor.html. [Accessed Nov 30, 2019].

[3] Ellisafny, Puan, C.A, "The Folklore-Based English Learning for the Tourism Development in Pekalongan" pp. 1-4

[4] Guthrie, C.E. 2013. "Teaching for Wisdom in the English Language Arts:Secondary School Teachers' Beliefs about Literature and Life Learning in the Classroom". M.A Thesis. Graduate Departmeant of Applied Psychology and Human Development. Ontario Institute for Studies in Education, University of Toronto.

[5] Hapsari, Marisca Puspita. 2013. Resume: Folklor Indonesia Ilmu Gosip, Dongeng, dan lain-lain oleh James Danandjaja. UNIVERSITAS PADJAJARAN BANDUNG.

[6] Murphey, Tim. Music and Song. Oxford: Oxford University Press. 1995. P. 89.

[7] Prasetini, Dyah. 2017. *Muatan Budaya Lokal dalam Pembelajaran Berbicara*. International Seminar on lannguage and shift (LAMAS). Universitas Negeri Semarang.

[8] Wahyuni, Tri. 2016. *"Legenda Rawa Pening"*. Jakarta:Badan Pengembangan dan Pembinaan Bahasa.