



IMPROVING ENGLISH SPEAKING SKILL WITH LOCAL CULTURE-BASED LEARNING THROUGH BIG BOOK

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ABSTRACT

This study aims to describe the implementation of language learning by applying local cultures through big book and to find out the improvement of students' English speaking skill by using big book. This study applies Classroom Action Research (CAR) which had two cycles consisted of planning, action, observation, and reflection. This study involved 30 students of grade VB of Islam Kreatif Muhammadiyah Elementary School Cianjur. The data of this study were gathered from observation, questionnaire, and interview. Then, the data were analyzed by comparing the score of each cycle for the quantitative data and triangulation for the qualitative data. According to the data, the study indicates there was an improvement in cycle one to cycle two. In cycle one, the average score was 64,4 and 76,9 in the cycle two. Furthermore, the students admitted that big book was improved their local culture knowledge, but they were not conscious that their speaking abilities were improved. The students also felt excited and enjoyed the teaching learning process. Based on these results, the researchers concluded that learning language combined with local cultures by using big book gave positive impacts on improving students' English speaking skill and students' local cultures knowledge.

Key words: *English, big book, classroom action research, speaking skill*



INTRODUCTION

English becomes one of the international languages that need to be mastered by people from various countries. The use of English becomes more important when it successfully affects the growth of technology, method, media, and even certain institution to facilitate the society to learn English. The urgency of mastering English has been realized by the Indonesian government; as a result, English was included in the national curriculum.

In the context of education, the development of English has an impact on the level of teachers and students' curiosity towards its local culture. Furthermore, some of English language learning materials were developed based on the cultural context of English' native speakers. There are also those who make English as a language of instruction in the teaching-learning process.

These phenomena considered positive as long as the foreign culture does not change the position of Indonesian culture. However, according to Kompas.com (2008), Indonesian' youths were not proud of their local culture. Not only in urban areas but also in rural areas, students found the difficulty of finding local culture' references.

As a response to these issues, the researchers took the initiative to integrate learning English with local culture through big book for improving students' English speaking skill and obtain information related to local culture by using English. This is relevant to Đorđević (2009) who states that by integrating cultural knowledge in learning materials could increase the students' motivation to communicate better. Moreover, big book also could be an inspiration for students to tell stories by using English.

Based on the problems above, this study aimed to describe the implementation of learning language based on local culture through big book media in improving students' English speaking skill and to find out the improvement of students' English speaking skill by implementing learning through big book media.

Additionally, this study expected to improve the students speaking skill and to increase their local cultural knowledge. Furthermore, teachers can use this study to revise or improve their knowledge and also skills in developing the English learning model. The researchers also expected to make this study as reference and input for the next study.

THEORITICAL FRAMEWORK

Culture-Based Learning

According to Goldberg in Permana (2016) stated that there are three kinds of culture-based learning, namely learning about the culture, learning with culture, and learning through culture.

First, cultural learning can be studied specifically as a scientific discipline. This has been applied in various educational institutions by holding special cultural subjects. In this case,



culture is not integrated with other subjects.



Second, culture-based learning can be learned through various disciplines. In the context of school, culture can be learned from any subject, not only the cultural subject itself. In addition, culture, in this case, can be used as a medium in the learning process, learning material, subject concepts, and the context of applying the principle of subjects.

Third, learning through culture is a way of demonstrating the accession of students' understanding or meaning of what has been created in a subject through various cultural manifestations.

Big Book

A big book is one of storytelling media. Big book has special characteristics that both text and images have big sizes, thus enables the occurrence of reading activities between teachers and students (Synta, 2015). According to the United States Agent International Development in Laily and Gunansyah (2018), big book is a medium in the form of reading books presented in a large size format.

Moreover, to create a big book, the author raises local stories that can be written into the big book, for instances "Malin Kundang", "Sangkuriang", and "Bandung Bondowoso". There are various kinds of Big Book sizes, for examples, A1, A2, or A3 sizes. These sizes are adapted to the readability aspects of all students in the class.

Furthermore, the usage of big book is the same as using storybooks generally. The tutor or teacher explains the contents of the big book by reading the pages one by one. According to Karges and Bone in Septiyani and Kurniah (2017), a good big book has the following characteristics; a) short stories, b) clear sentence patterns, c) meaningful images, d) types and sizes of letters which clearly legible, e) plots of stories which can be easily understood.

Speaking Skill

Richards in Nirmawati (2015) states that the mastery of speaking skill in English is a priority for many second language or foreign language learners. Furthermore, Nirmawati (2015) claimed that speaking is the skill that the learners will be judged upon most in real-life situation. In addition, Nadzirotunnuha (2017) states that speaking is an activity of producing word by sound that including speaker and listener or to communicate with other.

Moreover, Finnochiaro and Brumfit in Nirmawati (2015) propose that speaking means giving oral expression to thoughts, opinions and feelings in terms of talk or conversation. Speaking is not simply expressing something orally. However, the students need to acquire some speaking aspects to have a good speaking skill. As proposed by Halimah (2019), those aspects are fluency, grammatical, pronunciation, vocabulary and content.

The first criteria is fluency which shows the learners ability to speak in understandable way in order not to break down communication because listeners may lose their interest (Hughes in Leong & Ahmadi, 2017). Moreover, Hui (2011) claimed that learners who fluent in speaking English have two signs such as the speed of speaking and using a small number of fillers.



The second criteria is grammar. According to Rusman (2013) grammar is a set of logical and structural rules that govern the composition of sentences, phrases, and words in any given



natural language. The students need grammar to arrange the correct sentence in conversation and to gain expertise in a language in oral and written form (Hui, 2011).

The third criteria is pronunciation. Otlowski in Gilakjani (2016) stated that pronunciation is the way of uttering a word in an accepted manner. Learners need to have acceptable pronunciation, so other people could understand the speakers' utterances. Learners also need to practice their pronunciation at the beginning of the learning process because it affects the students learning quality.

The fourth criteria is vocabulary. Rusman (2013) stated that vocabulary means the appropriate diction which is used in communication. Furthermore, Alqahtani in Susanto (2017) argued that the acquisition of an adequate vocabulary is essential for successful foreign language use because without an extensive vocabulary, a language learner will be unable to use the structures and functions we may have learned for comprehensible communication.

The last criteria is content. Jacob in Una (2016) explains that content should be clear to the listeners so they can understand what the messages convey and gain information from it. This aspect describes students' knowledge dealing with the story. The students can retell story in correct sequence. They are also able to mention several cultural terms containing in the story.

Students' speaking ability is influenced by five factors, namely (1) performance conditions, (2) affective factors, (3) listening skills, (4) knowledge of the topic of conversation, and (5) feedback during learning speaking (Tuan and Mai in (Halimah, 2019).

Moreover, there are also two factors which influence speaking learning process, namely 1) internal factor and 2) external factor (Mirhadizadeh in Halimah, 2019). Psychological factors such as motivation, appreciation, anxiety, fear of being wrong, shame, insecurity also affect learning outcomes in speaking (Halimah, 2019)

English speaking skills can be tested using forms of speaking tests. There are five forms of test in speaking such as imitative, responsive intensive, interactive, and extensive (Brown, 1994 in Halimah, 2019). The first form is imitative. It is the ability to speak by imitating words or phrases or sentences. It only applied to test the pronunciation. The second is intensive speaking which can be tested with the task of directed responding such as reading aloud, completing sentences and dialogue, guessing pictures, and translating simple sentences. The third form is responsive which can be done by using question and answer techniques, giving instructions, paraphrasing, describing the physical form of objects, narrating the materials, summarizing the information, giving instructions, expressing opinions, comparing, giving hypotheses. The next form is interactive which can be tested by using interviews, role playing, discussion and conversation to assess the ability to choose topics, pay attention, interrupt, explain, ask questions, negotiate, check intonation patterns, body language and courtesy. The last form is extensive (monologue). It can be tested by speeches, presentations, and story-telling (Halimah, 2019).



RESEARCH METHODOLOGY

This study used classroom action research which consisted of two cycles. Each cycle had four meetings. The researchers chose it because they were directly involved in the whole processes which consisted of planning, action, observation, and reflection. It was relevant to the statement of Kemmis and Taggart in Burns (2010) who claimed that CAR could be carried out in several cycles where each cycle had four implementation stages such as planning, action, observation, and reflection.

The subject of this study was 30 students of grade VB in Islam Kreatif Muhammadiyah Elementary School located in KH. Abdullah Bin Nuh Street, No. 64, Sawah Gede District, Cianjur. The researchers chose this school because it is one of elementary schools in Cianjur which included English to their school curriculum. Moreover, the location of this school is strategic. It is nearby with location of our university. It is relevant with Mujayin (2012) who chose the location based on strategic aspect because it is easier for the researchers to collect data optimally. The study was conducted from April to May 2019.

In the planning stage, the researchers planned actions that would be taken as the solutions to the problem in improving the students' ability to speak in English by using local culture-based learning. After that, the researchers applied the planning into teaching-learning process. Furthermore, the observation stage was conducted during the teaching-learning process in each meeting. The reflection was done in the end of every cycle and it aimed to evaluate the action in the previous stages.

Three techniques had been used in this study, namely observation, questionnaires, and interviews. The observation was an activity carried out during the learning and teaching process. The important things obtained by researchers were written in detail and systematically in the form of field notes to obtain valid data. In the observation, researchers used English speaking rubric based on Halimah (2019b) who categorized it into five categories such as fluency, grammatical, pronunciation, vocabulary, and content.

According to the speaking skill rubric which proposed by Halimah (2019), the range of score of each aspect is zero (0) until three (3). The researchers calculated the students' total aspects score and divided it with 15 which was a maximum total score. After that, the researchers multiplied it by 100 to get the students' score. Besides that, the researchers also got data from Islam Kreatif Elementary School English teacher to compare the students score before and after action. Moreover, the minimum criteria of mastery learning of the students is 75. It was to find out the improvement of the students' English speaking skill. After that, the researchers calculated the average score of each cycle and found the score improvement of cycle one to cycle two. The researchers also categorized the students' score into four categories such as very good, good, sufficient, and less.

In this study, the researchers used closed questionnaires which consisted of 10 questions. The researchers also used the Guttman Scale or Scalogram to get decisive data either agrees or disagrees. It was relevant with Munggaran (2012) who claimed that using the Guttman Scale could give consistent (decisive) answers of a case. Moreover, he explained that each agree



statement had one (1) point with zero (0) points for disagreeing. The students were asked to fill



the questionnaires which could reveal their interest in using the big book as media for learning English based on local culture. This activity was done at the end of cycle two in the classroom.

Furthermore, the researchers gathered data from interviewing some students based on their categories including high achievers, middle achievers, and low achievers. The aimed of the interviews was to find out the students' point of views towards teaching-learning activities using big book. In this case, the researchers divided the questions into two themes, namely: (i) students condition in the classroom; (ii) the effectiveness of learning English through big book. The researchers spent 15 minutes to interview each student in the classroom.

FINDING AND DISCUSSION

The Result of Implementing Big Book in Local Culture-Based Learning

The researchers used classroom action research in two cycles. Each cycle consisted of four meetings. In each meeting, the researchers gathered data from observing the students' classroom activity. At the beginning of cycle one, the researchers asked students' scores from Islam Kreatif Muhammadiyah English teacher to measure students' speaking ability before action. In the end of cycle one and two, the researchers calculated the students' score based on English speaking skill rubric which proposed by Halimah (2019) to reveal the improvement of students' speaking ability by comparing the results of before and after action.

In cycle one, the researchers gave stimulus by showing big book media. Mulyasa in Nurmilasari (2014) claimed that stimulus could avoid students' boredom, so students could show perseverance, attention, enthusiasm and being active in teaching learning process. The researchers also stimulated the students to speak in English by giving some spontaneous questions. As a result, according to the observations, most of the students seem to be curious and excited to know what the story was about.

Next, the researchers started to read aloud the story. The titles of big book on the cycle one were "Lampu Gentur" and "Malin Kundang". According to the observation, the researchers found that some students preferred to talk with their friends to discuss the picture than listened the story. Because of that, the researchers gave some spontaneous questions to measure their understanding about the story and to make them stay focus. It was relevant to Turney in Sujati (2006) who claimed that the aim of questions were to build students' attention and curiosity.

After that, the researchers wrote 20 vocabularies on the board and each student was asked to translate it. It aimed to increase their vocabulary. It was relevant to Zulkhaeriyah (2017) who claimed that translation was an effective way to increase students' vocabulary. According to the observations, we found that the students were excited to write the translation on the board. After all of the vocabularies translations were filled, the researchers asked students to pronounce it all together.

Afterwards, the researchers gave questions which related to the story and each student answered the questions by raising their right hands. According to the observations, the researchers found that the students felt difficult to answer reasoned questions and mixed



language between English and Indonesian. It was caused by their limited vocabularies. On the



other hand, the students needed to increase their vocabularies so that they could use English in passive and active communication (Tungka, 2010).

Then, the activity was continued by describing the picture of the big book slide. The students were asked to describe the big book slide alternately and mention things that appeared in the pictures. According to the observations, the number of vocabulary could be mentioned is four vocabularies on each slide.

The last activity was retelling the story. Tompkins in Handayani (2018) identified three benefits of retelling story such as expanding the students' oral language, enhancing the students' comprehension strategies, and deepening the students' knowledge of story structure. In this activity, students retold the story into their own words using English. Based on observation, some students seemed to be shy to join the activity because they could not arrange the words into a sentence. It is also in line with student's response of interview that the student still had limited vocabularies. Only active students and interest on English who wanted to retell the storyline.

In cycle two, the researchers gave stimulus to students in order to increase their language learning motivation. According to Al-Hazemi in Alizadeh (2016), learners who had strong motivation to learn language could achieve high level of competence in the target language. First, the researchers showed big book and asked the students to guess what the story was about. The researchers also gave spontaneous questions to build interaction between teachers and students. Based on the responses, the students tried to guess the story by seen the cover and excited to listen the story.

Then, the researchers started to read aloud the story of "Egrang". Reading aloud was the most effective method to teach reading for children because it could adapt with children's brain to associate reading as fun activity (Maulipaksi, 2015). The researchers' purpose to read aloud was to stimulate the students' understanding regarding the content of the story. It seemed successful since the result of questionnaires showed that 79% of students were able to understand the content of the story. So that the students became familiar with the local culture and got moral values from the stories.

Next, the researchers wrote 20 vocabularies and the translations on the board. Then, each student matched the vocabulary and translation by giving a line. Leonardi (2009) explained that translation can teach students to learn vocabulary in making a connection between the meaning and the form of the word. Moreover, matching word is usually used to measure low thinking processes especially regarding memory (Nasoetion, 2011). According to the observation, the students were excited to come forward. In addition, based on the questionnaires, 85% of the students agreed that their vocabulary were improved.

After that, the researchers asked students to pronounce it together to improve their English pronunciation. According to the result of questionnaires, 96% the students agreed that their English pronunciations were improved.

The next activity was answering questions to guide the students' thinking process became more creative because they were required to answer questions well (Rosyidah, 2015). According



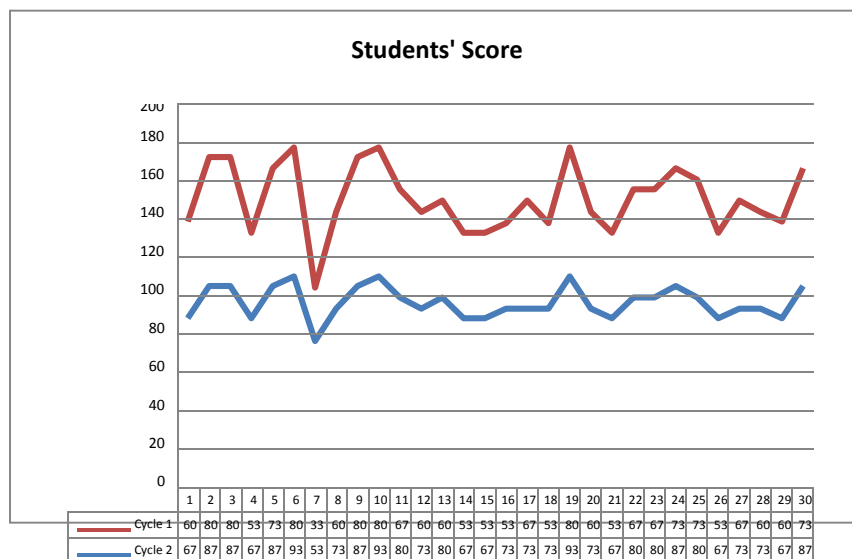
to the observation, the students understood the researchers' English questions and answered it in simple sentences.

The next activity was describing the big book' slides to test students' vocabulary knowledge. According to Ribas, Salam, and Arifin (2015) using pictures in teaching-learning activity could stimulate students' memory, so they could memorize the words easily by looking at the pictures. Based on students' responses, they could mention at least six vocabularies.

In the cycle two, the researchers divided students into five groups to discuss the storyline and wrote it in the paper. After that, the representatives from each group came forward to read the result of their work. Passive students were triggered into being active because of group activity (Ribas, *et al.*, 2015). Furthermore, we found that all students participated to arrange the story. Their speaking skill and self-confidence increased when they worked in groups, they were also capable to tell the storyline in complete sentences. In contrast, 22% questionnaire's result revealed students are able to tell the English story.

The Result from the Improvement Students' Score of Cycle 1 and Cycle 2

The comparison between cycle one score and cycle two score was presented on Graphic 1.1. Moreover, Diagram 1.1 showed score based on categories. Average score, the highest score and the lowest score were presented on Graphic 1.2. Furthermore, score based on aspect speaking score was presented on Graphic 1.3.



Graphic 1.1 The Students' Score from Cycle 1 and Cycle 2

From the graphic above, students who got score more than 70 were increasing from 10 students on cycle one to 21 students on cycle two. It reveals the students' speaking skill improvement.

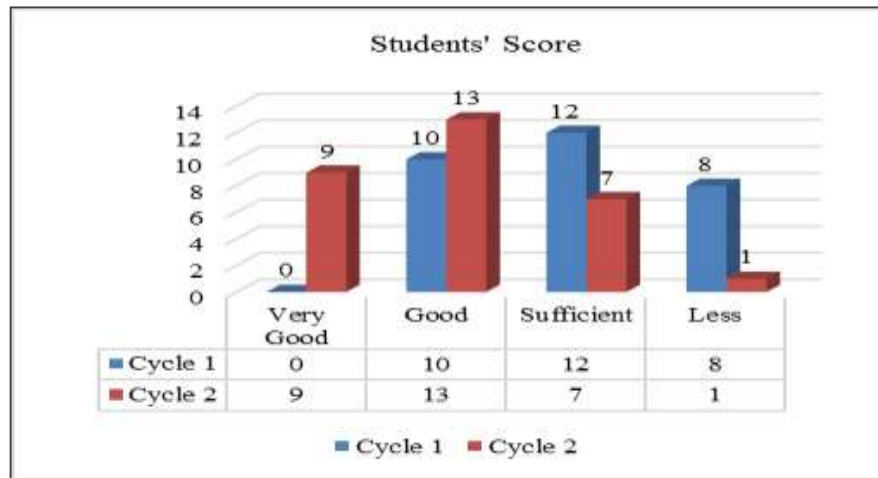
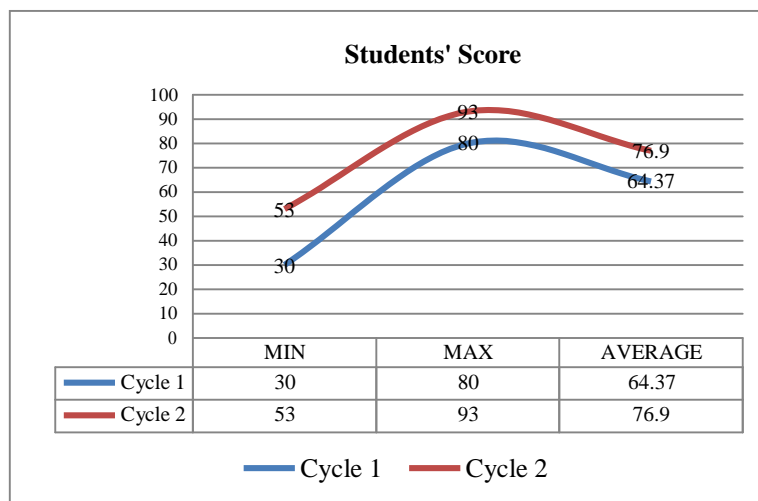


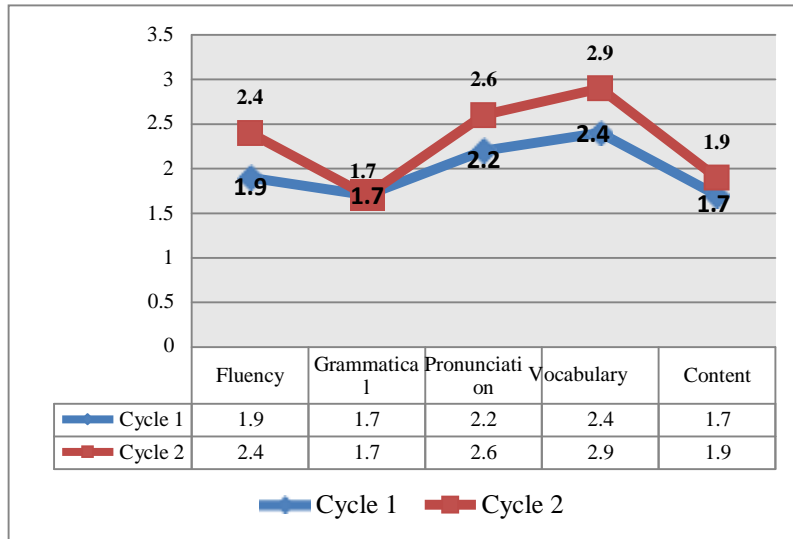
Diagram 1.1 Tests' Score from Cycle 1 and Cycle 2 Based on Categories

Based on diagram above, there was no student identified as very good category while in cycle two there were nine students who identified in very good category. The number of students who identified in good category was increased from 10 students in cycle one to 13 students in cycle two. Moreover, the researchers found out that there were 12 students who identified in sufficient category and the number of it became reduced to 7 students on cycle two. In cycle one, there were 8 students in less category while in cycle two, only one student who identified in that category.



Graphic 1.2 Score of Cycle 1 and Cycle 2 Based on Average

Graphic 1.2 explained the result of cycle one and cycle two. The highest students' score on cycle one was 80 and became 93 on cycle two. The lowest score from cycle one was 30 while in cycle two, the lowest score was 53. In addition, the average score of cycle one was 64.4 and became 76.9 in cycle two.



Graphic 1.3 Average of English Aspect Speaking Score

Graphic 1.3 presented the result of the average students' speaking skill based on aspects which proposed by Halimah (2019). The average score of fluency aspect on cycle one was 1,9 and became 2,4 on cycle two. The average score of the grammatical aspect on cycle one and cycle two was 1,7. It showed that the grammatical aspect was not increasing in cycle one to cycle two. Moreover, the average score of pronunciation aspect was increasing. It was 2,2 on cycle one to 2,6 on cycle two. Furthermore, the average score of vocabulary was increasing from 2,4 on cycle one to 2,9 on cycle two. It means the vocabulary translation activity was effective. Additionally, the average score of content aspect on cycle one was 1,7 while on cycle two, it was 1,9.

CONCLUSION

This study used Classroom Action Research (CAR) which had two cycles. At first, tutors were not able to control the class but it became better in the next meetings. Based on data from observations, the average score of cycle two was better than cycle one. It was 64.37 in the cycle one and 76.9 in the cycle two. Moreover, the minimum criteria if mastery learning of students' score is 75. It can be concluded that learning English by using local culture through big book media gave a positive impact on improving students' speaking skill in the class.

Based on questionnaires, students admitted that their local cultures knowledge is increasing. In fact, 79% students agreed about that. Furthermore, the local cultures' stories gave them moral value, 93% students agreed about that.

Moreover, in the interviews' session, students admitted that learning English through big book was interesting and effective to increase the students' English knowledge such as pronunciation and vocabularies which affected the students' speaking ability.



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