

## **BALINESE FOLKLORE AS A LEARNING DEVICE TO ENHANCE STUDENTS' SPEAKING SKILL AND SOCIO-LINGUISTIC COMPETENCE**

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### **ABSTRACT**

Folklore is traditional oral stories that are passed down from one person to another for generations in society. Folklore contains local wisdom, noble characters, cultural heritage, and rich socio-linguistic features that should be preserved for society. Folklore as one of the teaching materials may improve students' cultural and linguistic awareness as well as linguistic competence. The present study was conducted to attempt at improving speaking and socio-linguistic competence through implementing Balinese folklore in the English language classroom. This study was triggered by the fact that the students have low ability in speaking and socio-linguistic competence. The results of the analysis of the questionnaire clearly showed that the students' attitudes and motivation in learning speaking through Balinese folklore were improved significantly. This study implies that Balinese folklore is an effective teaching model to improve the students' speaking skills and socio-linguistic competence. Therefore, the use of Balinese folklore should be carefully considered as an effort to optimally maximize students' engagement in language learning.

**Keywords: Balinese Folklore, Learning Device, Speaking Skill, Socio-Linguistics**

### **INTRODUCTION**

One of the most valuable sources of learning is folklore. It is very rich in cultural values and linguistic resources. This is because folklore is a reflection of human life which contains philosophical and didactic and psychological values which passed on from generation to generation orally (Babalola, & Onanuga, 2012). Although folklore refers to traditional values, it is very meaningful for human life in this globalization era as guidance for a better life. Folklore has a variety of complex forms. As the complexity of folklore forms, the use of folklore as communication media becomes very intensively important (Mantra, & Maba, 2018). Folklore has no limits for anyone to use it in communicating ideas and desires.

The values found in folklore is really in line with the development of humans in a society. Folklore will develop if society members have high creative power (Cubitt, 2006). Therefore, humans are the main characters as the originators of ideas or ideas in creating literary works. Various problems of community life can be used as material or ideas in the creation of literary works. Folklore is the result of creative literary works that make use of language as a medium (Zipes, 2011). Folklore is a work of art that is created with the power of creativity and

the beauty of literature. A literary work is expected to provide satisfaction for its readers. The main purpose of creating literary works for readers is to create an aesthetic impression and satisfaction (Hamilton, 2012). Folklore is one of the literary works that deal with all things that surround human life.

Folklore can provide information and a better understanding of social life. Folklore is the best literature that is read with various characteristics, themes, and formats that are adapted to the child's development. Children can learn from the characters in the stories by understanding the behaviors of all characters (Ragan, 2009). In the world of education, folklore that is introduced should contain character values (Lwin, 2009). The basic values of character are increasingly developed. Low moral values and character greatly affect a child's behavior. The decline in morality and the decline in the value of pride are seen as symptoms of ineffective implementation of education (Mantra, & Widiastuti, 2018). Thus, without having a strong character, a person tends to behave impolitely, such as stealing, lying, fighting, lacking respect for parents and so on.

Character education has been established to provide education to learners and the community so that they can develop their characters appropriately. National education aims to shape character and civilization with dignity in the intellectual life of the nation. Besides, it aims to develop the potential to become individuals who are noble, loyal, knowledgeable, creative, independent, responsible and democratic manner (Mantra, & Kumara, 2018). Learning speaking through folklore may improve students' cultural and socio-linguistic competence. Moreover, it can be used to preserve local wisdom. Cultural and social values that exist in Indonesia need to be taught to students in learning, bearing in mind that current technological advancements have an impact on the possibility that students are reluctant to know cultural and social values (Mantra, 2017). Therefore, the process of learning should be always culturally developed to enrich students' social characters.

Speaking is a productive skill in which its development is undertaken after the receptive skill of listening. Therefore, the effectiveness of the students' listening skills and also reading can influence their speaking skills (Brown, 2004; Bozorgian, 2012). Speaking is the direct route from one mind to another and is the way we usually choose when we want to ask a question, or give an explanation. In other words, speaking is the way to communicate among other ways that can be used to communicate. Speaking is the most often be used as a part of daily life that people take it for granted to feeling, thoughts, opinions, and ideas through words (Bashir, Azeem, & Dogar, 2011). Considering the usefulness of speaking, therefore, it is highly important to be studied.

There are many reasons why speaking is the best of the communication channels as a means of communication between people in a certain social interaction (Latha, 2012). Speaking is a heightened version of familiar day-to-day interaction in all our relations with others. That means, speaking is an important part of our life because without speaking skills we are not able to convey our ideas and thoughts; moreover, it will be more difficult in receiving another person's ideas or thoughts. The ability to speak skillfully with the capacity to put words together in a meaningful way to reflect thoughts, opinions, and feelings provides the speaker with several distinct advantages (Mantra, & Maba 2018).

Speaking in a foreign language has often been viewed as the most important among the four skills. Based on several studies, it was found that the activity of speaking in English as a foreign language classroom is not easy to be done as the students must deal with many aspects of speaking, such as pronunciation, fluency, intonation, grammar, and vocabulary. Students need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech (Efrizal, 2012). It can be said that learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Learners must also acquire the knowledge of how native speakers use the language in the context of structured interpersonal exchange, in which many factors interact. Hence, the students are always anxious when they should do the speaking activity as speaking a foreign language is a complex activity to be done by many students (Boonkit, 2010)..

There are three main strategies for making students speak English in the classroom (Nasiri,& Pourhossein Gilakjani, 2016). Firstly, speaking activities should provide rehearsal opportunities or chances to practice real-life speaking in the classroom. Secondly, the students are supplemented with speaking task which provides feedback for both teacher and students. Finally, students are given the opportunities to activate the various elements of the language they have stored in their brains. As a result, students gradually become autonomous language users in their life. It means that they will be able to use words and phrases fluently without very much conscious thought (Mantra & Maba,2008).

Speaking skill more specifically can be divided into five types of performance: imitative, intensive, responsive, interactive, and extensive. Firstly, imitative is a type of speaking performance that simply imitates a word or phrase or possibly a sentence. Secondly, the intensive is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships. Thirdly, responsive includes interaction and comprehension but at the somewhat limited level of very short conversations, standard greeting and small talks and the like. Fourthly, interactive is different from responsive in terms of length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants (Brown, 2004). In line with the previous elaboration, there are a lot of activities that can be carried out to develop students' speaking skills starting from simple activities to the complex one based on the level of the students.

Generally, the students cannot construct appropriately meaningful sentences due to lack of vocabulary, grammar and inability to express their thoughts in English. Understanding this phenomenon and respecting the importance of having high speaking skills, therefore this study is conducted as an effort to help students improve their speaking skills. Widiastuti, Mukminatien, Prayogo, & Irawati (2020) furthermore emphasize that the learning process should be conducted positively and assessment should be conducted appropriately to find out the students' existing achievement and the result can be used as a reference for better learning improvement.

## METHODS

This study made use of classroom action research (CAR) design. This design was chosen since students' ability in speaking is very low, CAR was employed to enhance students' speaking

skills and linguistic competence by utilizing two kinds of tests, they were, initial reflection or pre-test and reflection or post-test (Maba, Perdata, & Putra, 2018). Hence, the initial reflection or pre-test (IR) was intended to evaluate the pre-existing speaking skill of the students, while reflection or post-test (R) was meant to reveal the expected increase in the students' speaking skills after the subjects have been taught speaking skill using Balinese folklore.

In this present study, the teaching-learning processes were divided into two cycles in which each cycle consisted of four interconnected sessions. Each session consisted of four systematic activities, namely: Planning (P), action (A), Observation (O), and Reflection (R). It was compulsory to note that IR (Initial Reflection) was a term usually used in classroom action research which referred to the pre-test in speaking.

Basically, this study was held to find out the effectiveness of teaching speaking skill through folklore. The degree of the effectiveness of the method implemented through folklore in improving speaking was figured out by comparing the mean score gained by the students with their corresponding mean scores of the reflections or post-test of both first cycle and second cycle. All assessment of the speaking skill should be properly assessed to establish appropriate data regarding students' abilities (Widiastuti, 2017). The most required data to answer the research question under study was gathered through administering pre-test and post-test, some supporting data were collected through administering a questionnaire to the subjects under study. Therefore, there were three kinds of raw scores obtained for the present class action study, they were, (1) scores showing the subjects' pre-existing speaking skill, (2) scores showing the subjects' progress achievement in speaking, (3) scores showing the subjects' changing learning behaviors

## **FINDINGS AND DISCUSSION**

### **Findings**

The data analysis led to the establishment of the finding of present class action study which investigated the effectiveness of folklore in improving speaking of the students under study. The mean score of initial reflection or pre-test scores obtained by the students in speaking pointed out the mean figure of 4.50. This mean figure clearly showed that the pre-existing linguistic competence of the students was low. The result of the data analysis of the reflection scores in the first cycle showed the increasing mean figures of 5.00, 5.50, 6.00 and 6.50. The mean figures obtained by the students of each session in the first cycle were much higher than the mean figure of the initial reflection score. The grand mean figure of the reflection or post-test scores obtained by subjects under study was much higher than the mean figure of the initial reflection score. The resulted grand mean figure for the first cycle was 5.75. This grand mean figure convincing discovered much higher than the mean figure of the initial reflection scores. This grand mean figure convincing by revealing that the teaching speaking skill to the students through folklore significantly improved.

The results of the data analysis of the reflection or post-test score obtained by the students in the second cycle turned out to show the progressing mean figures of 7.00, 7.50, 8.00 and 8.60. Compared with the mean figure of initial reflection scores, the mean figure obtained by the students for each session was convincingly much higher than the initial reflection mean figure. The grand mean figure of the reflection or post-test score obtained by the subjects in the

second cycle was 7.77. There was the difference mean figure of 2.02 between the first cycle and the second cycle. This significant difference mean figure suggested that the teaching of speaking skill in the second cycle through folklore could be remarked to be more effective than the first cycle. This was due to the fact that the second cycle was a revised version of the first cycle, in that the teaching scenarios in the second cycle were accordingly revised by taking into account the weaknesses found out in the first cycle.

The results of the analysis of the questionnaire items showed the comparative percentages of 65%, 30%, 5 % and 0 % for items A, B, C, and D respectively. The results of the comparative percentage figures obtained for the present class study proved that the subjects' learning behavior changed positively, that was their attitude and motivation heightened significantly.

The findings of this study were believed to have rather limited validity as well as reliability. This was due to the fact that during the undertaking of this study, there were some compounding variables which were not simply controlled. Therefore these research findings were applicable only to the subjects under study. In summary, the findings that the researcher presented above showed that folklore was considered to be effective to improve the speaking skill of the students

This study revealed that folklore is a festive learning activity, with all its nuances. Folklore allows all connections, interactions, and differences that maximize learning activities. Folklore focuses on the active dynamic interaction within the classroom environment, interactions, establishing.

## CONCLUSION

The present class action study dealt with improving the speaking skill of the students through the utilization of folklore in the classroom. The result of data analysis showed that the first cycle and second cycle indicated increasing mean figures significantly. This indicated that folklore was an effective way of teaching speaking. In addition, the result of the analysis of the questionnaire scores vividly showed the increasing percentage figure. These findings substantially proved that the attitudes and the learning motivation of the subjects under study changed and increased positively when they were learning through folklore. The findings of the present action study convincingly proved and showed that the problems on speaking skill encountered by the students could be satisfactorily overcome through the implementation of folklore.

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