


THE USE OF ENREKANG FOLKTALES TO IMPROVE THE STUDENTS SPEAKING SKILL AT MAN ENREKANG

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: June 9, 2021 Revised: July 10, 2021 Accepted: August 12, 2021 Published: August 31, 2021</p> <p>Keywords: Speaking Fluency Accuracy Enrekang's Folktales</p>	<p>This research aimed to find out whether or not the use of Enrekang's folktales can improve the students' speaking skill in learning English that the eleventh grade students of Man Enrekang, Enrekang and whether or not the use of Enrekang's folktales can improve the students' speaking skill in learning English at the eleventh grade students of Man Enrekang, Enrekang. The result of analysis showed (1) the use of Enrekang's folktales make the students more confidence, relax and very helpful in learning English. It also can be seen in mean score (X_1) of the pre test was 5.55 and in post test (X_2) was 8.3. . Then, the result of t-test = 17.18. So, where it is greater than t-table (1.729) and it means that there was a significance increase after used Enrekang's folktales as a media. H_0 was rejected and H_1 is accepted. Therefore, the used of Enrekang's folktales in learning English at the Eleventh grade students of Man Enrekang, could improve the students' speaking skill.</p> <p>Keyword: <i>Speaking, fluency, Accuracy, Enrekang' folktales</i></p> <p>This is an open access article under the CC BY-SA license.</p> 
<p>St Nuraysia Daud, Nurdevi Bte Abdul, Wildhan Burhanuddin(2020) The Use Of Enrekang's Folktales to Improve the Students Speaking In Learning English . Journal of English Language Teaching Methodology, Vol 1 (2), December 2021 . doi: https://doi.org/10.22219/jpbi.vxiy.xxyy</p>	
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INTRODUCTION

In social interaction the most important aspect is a language. In communication and to interaction with other people we use the language. In several community in Indonesia, they use English language to communicate and to interaction with other people from the others country so we can communicate with other people who have different language. From this, we can see that English language is very important to be taught and learnt by all people, especially the students in Indonesia. As the implementation of our government's to improve our English language, English language is put in the educational system in our country.

Speaking is one of the important aspects in learning language, because speaking is the important tool for communication. Without speaking skill students will be a dumb. The teacher never knows the purpose of student's mean. Indonesia is the country that rich of the

cultures. Indonesia also has many regions and each region has some folktales. We all had favorite folktales we learned when we were growing up. Folktales began as oral stories that were told to help people explain the world around them. Some are fantastic with ogres and sprites, while others are more realistic. They can be written in rhyme or with repetitions and as narratives.

There are various ways folktales can be used in a school lesson. Instead of letting the students read the story for themselves, the teacher can read it aloud (with comments on pictures) and have the students summarize it. The teacher can also tell the tale orally and have the students draw, sort pictures, complete a timeline or make an event map of the story and also the students can tell to the teacher and their friends about folktales (Lwin, 2015).

The researcher used folktales to know the students 'speaking skill in learning English, because folktales most popular to students. Therefore, folktales can be adopted as the material in attracting the children to the lesson. Students might be will comfortable with familiar folktales. Although some students might be very nervous before starting learning English (www.grin.com/Teaching Folktales). Those will be make the students relax to study and interested in learning process because the folktales are near from their life so the students will be enjoy the learning process. Based on the description above, the researcher did a research under the title "*The Use of Enrekang`s Folktales to Improve the StudentsSpeaking Skillin Learning English*".

Taylor (2006) states that folktales is used for several related kinds of stories. Most narrowly, a folktale is traditional story that has been passed on by word of mouth – told from parent to child over many generations or passed on by countless storytellers sitting around countless evening fires. No one know who the original author was, and there are usually different versions of the same story. A folktale is on of short story, one torn of prose fiction that is relatively short. The word "short" in definition does not have an exact measurement, but they mean that the short story can be read at one setting not more than an hour (Sumardjo and Saint Rahmah, 1997).

Folktales are usually about ordinary people and everyday life. Other general characteristics that identify a story as a folktale include these elements: The stories begin quickly, Characters are uncomplicated (flat, not round; or one sided, not multi-sided), Plot move swiftly along well-trod paths and all questions are answered before the story ends, but there is plenty of room for flexibility within the plot, from beginning to happy ending.

There are some elements of the folktales. The are plot is a technical term to say about a series of field together events in story. Perrine (in Rahmah 1997) defined plot as the sequence of incidents or clients of which

a story composed, character It is a main points of a story because we can recognize human personality that become familiar to us, the tendency of a modern short story stresses the characters element, but it does not mean that the old short story does not regard the characterization as an important one, theme is the idea of the author. Some people say that the theme is the message or the moral of the story. The theme can be drawn out and it depends on a particular character, situation,time in the story, and point of view with setting. is the author` s vision, It is very important to tell a story for determining how much the reader must know of what happened. Kennedy (2010) stated that setting is the time and place. Sumario and Saini in Rahmah (1997) state that setting talk not only about place and time but also situation or the region until the kinds of dust thinking of human, activities of them, style of their life and suspicion or distrust.

There are many folktales in south sulawesi, which are;Gowa`s folktales, the example are; syekh Yusuf`s Story, Sultan Hasanuddin and etc. Makassar`s Folktales, the example are; Tala`salapang`s Story and Enrekang`s folktales, the example are; Jalan Pintas Lajana, Buttu Kabobong, Bellang Langi, La`bo Balida` and etc.

RESEARCH METHOD

The research used a experimental reserch. The method used in this research was story telling method with enrekang`s folktales. According to Taylor (2006) folktale is traditional story that has been passed on by word of mouth – told from parent to child over many generations or passed on by countless storytellers sitting around countless evening fires. In this case the researcher was use second grade students of senior high school as a sample. However, in the process not all second grade students are include only XI Mipa 3 consist of 20 students.

In this research, the researcher used pre-experimental research to know whether the use of Enrekang`s Folktales could improve the students` speaking skill in learning English at the Eleventh Grade of Man Enrekang. “Pre-experimental research is one of the research experimental design that has not been categorized as truly experimental” (Sugiyono, 2014:74). It causes there are still external variables that influence the formation of dependent variables. Besides, according to Sugiyono (2006:80) reveals that “the purpose of pre-experimental design is discovering the cause-effect relationship among variables in a controlled condition”. Thus, the experimental results which are the dependent variable are not solely influenced by the independent variable (independent). It could be due to the absence of control variables and the sample was not randomly selected.

Pre-test	Treatment	Post-test
(O1)	(X)	(O2)

RESULT AND DISCUSSION

a. The Students' Accuracy

The improvement of students' speaking skill in learning English used Enrekang's folktales before and after treatment was given. The number of students are 20 students. In pre-test, the highest score is 4 and the lowest score is 2, the mean score (\bar{X}) is 2.75 In post-test, the highest score is 5 and the lowest score is 3, the mean score is 4.10.

b. The Students' Fluency

The improvement of students' speaking skill in learning English used Enrekang's folktales before and after treatment was given. The number of students are 20 students. In pre-test, the highest score is 4 and the lowest score is 2, the mean score (\bar{X}) is 2.90 In post-test, the highest score is 5 and the lowest score is 4, the mean score is 4.25

The researcher discussed about enrekangs' folktales by the XI MIPA 3 students of MAN Enrekang, and Whether students some active in tell their story but some of students not. The percentage of students' score usage their video. The results of this study indicate that during the observation process the most active role in the use of students who originally from enrekang. The percentage of students' pre-test is 5,5 and students' post test is 8,3 while the students'. Besides that, the result of analysis data found by the researcher were the t-test was 17,8 with t-table was 1,729. It means that there was a significant increase after used enrekang folktales as a media in learning english especially i students' speaking skill

CONCLUSION

Using Enrekang's folktales as a tool is effective to improve the students' accuracy. It is approved by in the pre-test was 2.75 and in the post-test it becomes 4.10. Using Enrekang's folktales as a tool is effective to improve the students' fluency It is approved by in the pretest was 2.90 and in the post-test it becomes 4.25. Therefore it can

be concluded that the use of Enrekang`s folktales is effective in improving the students` speaking skill in learning english at the Eleventh Grade students of MAN ENREKANG, Enrekang.

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