Students' Perception On Teacher's Teaching Reading Through Local Folktale

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Abstract

Teaching reading to the English learners is an essential skill to teach. It is required a typical way of teaching by selecting such an exciting instructional. Many ways might be used to do. One of them is by using an outstanding local folktale. However, the current reality showed that most of the students' skill of reading were very low. It was proved by lack of students' participation when they responded the topic of the lesson taught. In line with this problem, the purpose of this research was to determine the students' perception on teacher's teaching reading through local folktale. This research was a descriptive qualitative research. To sum up the finding of obtained data from those instrumets, the use of local folktale in teaching reading was in good response. The open questionaire indicated that there was 13.33% strongly agreed, 33.33% agreed, 27.85 was anxious of the application of local folktale, 20.71% disagreed and 4.76% strongly diagreed. It was also supported by interview result with the respondents. Viewing the overall result, it could be concluded that local folktale was welcomed well by the students as one of straategies to teach reading.

Keywords: Students Perseption, Teaching Reading, Local Folktale

Abstrak

Mengajar membaca kepada pelajar bahasa Inggris adalah keterampilan yang penting untuk diajarkan. Diperlukan cara mengajar yang khas dengan memilih bahan ajar yang menarik tersebut. Banyak cara yang mungkin bisa digunakan untuk dilakukan. Salah satunya dengan menggunakan cerita rakyat lokal yang luar biasa. Namun kenyataan yang ada saat ini menunjukkan bahwa sebagian besar keterampilan membaca siswa masih sangat rendah. Hal ini dibuktikan dengan kurangnya partisipasi siswa ketika menanggapi topik pelajaran yang diajarkan. Sejalan dengan permasalahan tersebut, tujuan dari penelitian ini adalah untuk mengetahui persepsi siswa terhadap pengajaran guru membaca melalui cerita rakyat daerah. Penelitian ini merupakan penelitian kualitatif deskriptif. Menyimpulkan penemuan data yang diperoleh dari instrumen tersebut, penggunaan cerita rakyat lokal dalam pengajaran membaca mendapat respon yang baik. Angket terbuka menunjukkan bahwa terdapat 13,33% sangat setuju, 33,33% setuju, 27,85 cemas

penerapan cerita rakyat daerah, 20,71% tidak setuju dan 4,76% sangat tidak setuju. Hal ini juga didukung oleh hasil wawancara dengan responden. Melihat hasil keseluruhan, dapat disimpulkan bahwa cerita rakyat lokal disambut baik oleh siswa sebagai salah satu strategi untuk mengajar membaca.

Kata kunci: Persepsi Siswa, Pengajaran Membaca, Cerita Rakyat Lokal.

LATAR BELAKANG

Considering English as main subject in secondary and senior high school in Indonesia is still disputable. The Indonesian government, mainly the educational stake holders have done many efforts to develop the quality of education. One of the efforts done is by changing the system of curriculum. Principally, the changing of curriculum is intended to drive new result of development of education itself. However, the final shows us that curriculum which is implemented to change the former curriculum result at the same way.

Recently, Indonesia as an archipelago needs English more because Indonesian goverment is trying to develop all sectors of which are usually faced by all developing countries. One of the prominent sectors needs to be developed is education. Citing the definition of education, Hornby (1995, p. 369) defines as a process of training and instruction especially of children and young people in schools, colleges, etc, which is designed to give knowledge and develop skills. He adds more that education is the process of teaching somebody about something or how to do something.

Education comprises two main factors; they are teaching and learning. Teaching is a process of transferring course or help the students in teaching and learning. That process means there are some interactions between individual attitude, habitual and knowledge in their relationship. Here, the teachers' role appears to control all kinds of student's needs in achieving the purpose of teaching and learning. Learning is a process done by individual to achieve a change of attitude as their own experience in their interaction with their environment (Harmer, 1998). The result would be great if the motivation created and good achievement in learning can be expected.

Looking at teaching and learning today, the focus of English teaching mostly lies on reading. It is proved by the most of the English test is dominated by reading.

Unfortunately, the current fact shows us that reading comprehension is one of the difficult parts to answer.

Concerning with the difficulty of reading, there are some factors involving on it: (1) English is difficult because it is rare to practice (2) the English learners are lazy to read (3) no habit. Highlighting the factors above, gives description that reading comprehension is skill which is hard to teach to English learners.

Based on the observation that had been done, the researcher did practice teaching in senior high school a few years ago, the researcher was interested in determining students' perception regarding to English teaching. During the observation, the English teacher of the school instructed the students by applying folktale in teaching reading. It seemed to be hilarious due to the students felt so delighted of the material presented. According to Richards and Rodgers (1992) students will grow much more that those who do not get the contextualize media as instructional teaching.

In line with the phenomenon above, the researcher wished to determine and analyze one of main aspects of teaching that was the students' perception on teacher's teaching reading through local folktale in *SMPN 1 Terara*. This study focused on the students' perception of teacher's teaching reading through local folktale in *SMPN 1 Terara*. Referring to research question, the researcher declared that the purpose of the study as follows: to find the students' perception of teacher's teaching reading through local folktale in *SMPN 1 Terara*.

THEORITICAL FRAMEWORK

Local Folktale

Key Concept of Folktale as Local Literature

Teaching local literature contributes some positives sides. First, by presenting local content from own cultures in studying English, it will enhance students' motivation, increase their ability in self-expression, and further allow for greater sensitively to students goals in learning the language. In addition, a wide range of studies have shown that using a familiar local content to students influence students' comprehension. (Buchori, 2008)

The real phenomenon faced by teachers when they come through the classroom is students do not participate while the class is going on. They are silent. They are not active and tend to be stiff. Woodward (2005) argues that the learners cannot express their

thought and ideas caused by two factors namely: (1) students do not take role in the process of learning because they are strange with the lesson given. (2) No topic to talk. The students have no file to produce.

There are some advantages can be taken from local literature: a) Folktale is very close to the learners' life. The story is light and easy to understand. b) Reading material is available in the form of folktale and students easily get as its own collection so the teacher can assign them to bring such materials into classroom to be used by other students. c) The values embodied in folktale are for personal and moral development. (http://www.teachinglocalliterature.acc.)

Before teaching, the English teacher goes to the classroom to greet students with warm speech. If students look so unenthusiastic, engage them to involve gaming or quizzing to freshen up their brain and spirit. This process is what we call lead-in or commonly said warmers (Harmer, 1998). After the English learners are seemed to be energetic and love this activity, then guide them to go through the topic that will be discussed.

To precede this topic of the lesson teacher can bridge them with lead - in activity. For example, if the topic discussion will be talking about "*Putri Mandalika*" elicit the information about her. Teacher can initiate question: 1) Well class, have you heard about folktale? 2) Good, everybody knows what folktale is? 3) Could you mention them? 4) Which of them to you like best? 5) Why is it so? 6) What about "Putri Mandalika", do you know that story? 7) How is she? When the English learners get stuck of what the teacher means, preceding with questions: "is putri mandalika beautiful?" this question will help students understand what the teacher means. While telling and describing that story, the English teacher may help them with vocabularies referring to the story. The advantages of running this activity is to facilitate students by providing them stock of words corresponding to story.

Relevant Study

In response to the previous study as reference to dig this research deeply, the present researcher took the study done by Hasan Basri (2012), College of STKIP Hamzanwadi Selong entitled "Improving students reading comprehension through the

use of lead-in and building good rapport on local literatures for the first graders of *SMAN 1 Keruak* in the school year 2012-2013."

The research focused on the use of lead-in and building good rapport to foster students' reading comprehension by research question: how does lead-in and building good rapport on local literatures improve students' reading comprehension for the first graders of *SMAN 1 Keruak* in the school year 2012-2013?

The research was done in *SMAN 1 Keruak* with the object of the research was limitied of improving reading comprehension through the use of lead-in and building good rapport on local literatures. The instruments used to collect data were test , observation as well as field notes. The observation and field notes were used to record the process of teaching and learning activities in the form of observation sheet. Meanwhile, the test was used to measure the students' reading comprehension serving as a tool to determine how large portrait of absorption of the students when studying reading. The test used was in the form of multiple choices and essay.

This research was similar on teaching reading. However, they were different in the focus and research design used. Hasan Basri used classroom action research in his research and focused on local literatures as the instructional teaching. Meanwhile, the present researcher presented this study in the form of descriptive qualitative by focusing the study on students' perception of teacher's teaching reading through local folktale.

In accordance with theoretical description, the present researcher goes to the theoretical framework relating to the research problem stated in previous chapter. In teaching English, there are many hindrances to be settled. One of the most difficulties of english skill is reading. In order to solve the problem, the English teacher is required to be creative to select and design instructional teaching that will triger students' eagerness to involve in the classroom setting.

In line with this, Richards (2005, p. 14) offers communicative teaching activity drawn as follows: first, reflecting natural use of language, Second, focusing on achieving communication, Third, requiring the use of communication strategies, and the last is seeking to link language use to context. This perspective will trigger all English teachers to present good teaching material that is adapted by familiar language use.

Adrianne and Jordan (2004) also add that English learners will be more successful when they are supported by language that is contextualized in which the

activity can be connected to the real-life situation of the classroom teaching. While perception is considered as the ability to see and hear or become aware of something through the sense.

Refering to this research, the present researcher attempted to determine the students' perception of teacher's teaching reading through local folktale in teaching reading. This research, present researcher would like to know how the students feel and express their feeling and thoughts based on their point of view into some manageable ways conducted by teacher.

METODE PENELITIAN

In this study, the researcher used a descriptive research design. It is viewed as the research which focuses on highlighting the phonomena of students' perception on local folktale in teaching English reading. According to Suharsimi (2010) argues that descriptive research is the research in which the focus of the study does not get administration and control to the treatment. Furthermore, the descriptive research is not intended to test hyphothesis, but it explains and describes a certain variable, phenomena or even situation. This due to that this study has one investigated variable.

Instead of Suharsimi's perspective regarding to this design, Alsa (2003) gives description that in qualitative study is the study in which the subject should be seen from the researcher's point of view. In the sense that, in qualitative research the present researcher constructed the research based on subject point of view. In short, their points of view became the basic reflection of describing the phenomenon.

Relating to the title taken of the study, this study described the students' perception on local folktale in teaching reading. So, it is ovbious that descriptive research is not experiment due to that this research did not focus on the cause of another treatment and it focused on describing and explaining phenomena mainly teaching reading using local folktale as an instructional teaching.

In this research, the researcher took *SMPN 1 Terara* as the place for the researcher to conduct the research. The subject of the study was the students of *SMPN 1 Terara* namely the students in year eight. This research used the informants that have characteristics as follows: (1) students of *SMPN 1 Terara*, (2) students in year eight and

(3) the students who have local folktale as instructional and teaching aids. The number of the students used as subject was 28 students taken from VIII.

This study used three techniques in collecting data. The first technique used was questionaire. The questionnaire used was close-ended. Close questionaire was the list of questions answered by students by giving mark on the column provided. It comprised 15 items to answer. The second technique was observation. The observation used was participant observation. In the sense that, the researcher got involved on the subject activity investigated. So, the data obtained was complete in accordance with the phenomena happened. The last technique that can be used was by performing interview. The interview was done to both teacher and students. This intended to obtain the data accurately since the researcher could dig up the information toward data expected.

HASIL DAN PEMBAHASAN

Observation Result

To sum up the research finding, the researcher conducted observation. The type of observation used was in the form of participant observation. This kind of observation intended to see students' perception on teacher's teaching reading through local folktale in *SMPN 1 Terara*. The participant observation was done by observing the teacher's teaching using local story as instructioanal teaching. The researcher rocorded the process of teaching using local story in teaching reading.

The result of participant observation done by the researcher by taking part to the classroom was satisfaying. It was shown with the result of hilarious teaching and learning insructed by the teacher. During teaching, students seemed to be energetic to learn reading. The teacher initiated question by welcoming them with friendly talk. After this step done, teacher wrote "folktale" on white board to discuss. The teacher asked the students' prior knowledge what they know toward folktale. This was in the form of text taken from local story. The students then answered the question hilariously. There were various answers. Some of them anwered with "*cerita pendek*", *cerita rakyat*, *cerita lama*, , and so forth. The class looked so alive at the time. The students were taught new related vocabularies and gave correct pronunciations of those related word as well. After this phase, the teacher provided one slice of text to discuss together. It was *Putri Mandalika*. When the teacher having the text, some of the students answered spontenously. They were happy to have such a material given by the teacher. In the teaching learning process, the

teacher gave stock of vocabularies relating to *Putri Mandalika*. The students were required to produce the words they heard from the teacher.

As the main point of the teaching and learning using local folktale, students were asked to work induvidually by answering the text provided. During the teaching learning, the teacher checked and helped the students by performing them English text. To determine the students' capability in comprehending reading, the teacher got the students to present the text in front of the class. Viewing the description above, the present researcher found that the students learned reading happily.

Questionaire Result

Collecting the data of this research, the researcher used the second instrument namely questionaire. The questionaire used by the researcher was in the form of the close-ended. It was used to record the students' perception on teacher's teaching reading through local folktale comprising 15 items. There were 28 respondents in this research. The open questionaire showed that there was prominant response with positive response. Obviously, the result of the close questionaires was presented in the following table.

Table 1. The respondents Responses

No	Items	Responses				
		Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
1	I love studying English	10	6	5	6	1
		35.71%	21.42%	17.86%	21.42%	3.57%
2	The exciting method in learning English can foster my motivation	5	13	9	1	0
		17.86%	46.42%	32.14%	3.57%	
3	I am the most diligent to study English	6	5	7	8	2
		21.42%	17.86%	25%	28.57%	7.14%
4	Learning by presenting unfamiliar topic is the boring thing	4	9	7	4	4
		14.29%	32.14%	25%	14.29%	14.29%
5	Reading is the most excited during learning period	1	6	13	6	2
		3.57%	21.42%	46.42%	21.42%	7.14%
6	Through familiar topic I can understand reading easier	2	19	6	0	1
		7.14%	67.86%	21.42%		3.57%
7	I am more active to study reading relating to surrounding	1	12	9	6	0
		3.57%	42.86%	32.14%	21.42%	
8	I remember words faster of the material I know beforehand	5	12	8	2	1
		17.86%	42.86%	28.57%	7.14%	3.57%
9	Learning English by producing words and phrases correctly is my challenge	7	5	7	9	0
		25%	17.86%	25%	32.14%	
10	I like contextual or real learning	7	15	5	1	0
		25%	53.57%	17.86%	3.57%	
11	Discussing with teacher is frightening	3	8	9	5	3
		10.71%	28.57%	32.14%	17.86%	10.71%
12	I do not comprehend teacher's explanation when learning reading using folktale	3	7	7	10	1
		10.71%	25%	25%	35.71%	3.57%
13	Wasting much time to study reading by folktale	1	9	9	7	2
		3.57%	32.14%	32.14%	25%	7.14%
14	Teacher does not get students involved when learning reading	0	8	8	12	0
			28.57%	28.57%	42.86%	
15	Teacher learning-center not students learning center	1	6	8	10	3
		3.57%	21.42%	28.57%	35.71%	10.71%
	Total	13.33%	33.33%	27,86%	20.71%	4.76%

Sumber: Penulis (2022).

In accordance with respondents' answer on the table above, this study showed positive response on teacher's teaching reading through local folktale in which the

students' response strongly agreed were 13.33%, 33.33% agreed, 27.86% neither agree or disagree, 20.71% disagreed and 4.76% strongly disagreed. So it could be infered that the perseption of the students on teacher's teaching reading through local folktale was responded positively. It was proved by the dominant of positive response of the students' total number given response on questionnaire provided.

Interview Result

After collecting the data by questionaire and participant observation, the researcher used interview to strengthen the finding. in the field of the research, the researcher had long talk to the English teacher and respondents regarding to the application of indonesian comedian photos in teaching reading. The teacher explained in detail of what the use of local story and its benifit in reading. One of the benifits is the students are more engaged in studying. Interview also was done by the researcher to the students. Most of them replied the researcher's questions by good response. They liked studying reading by using local story. They felt excited to learn. So, the result of both teacher and students indicated that the students approved with the teacher's teaching using local folktale as text to teach reading.

Discussion

The result of three instruments used showed that the use of local folktale in teaching reading was in good response. It could be seen from the answers of the respondets recorded in the form of questions.

The open questionaire indicated that there was 13.33% strongly agreed, 33.33% agreed, 27.85 was anxious of the application of local folktale, 20.71% disagreed and 4.76% strongly diagreed. Comparing the students' response number, It was indicated that students' perception on teacher's teaching reading through local folktale was positively welcomed.

Viewing the result of the finding, the English teacher is expected to apply local folktale in teaching reading. Local folktale itself is one of English text in teaching reading in which local folktale draged the students' motivation to understand the text well.

Refering to the result of the research which aimed at finding the students' perception on teacher's teaching reading through local folktale, the researcher found that the students were happy to learn reading. During teaching reading in the classroom, the

students were more involved by participating in the learning setting. The teaching activity covered three steps of technique. In pre-teaching activity, the teacher as a mentor applied warming-up to elicit the information regarding to the topic. The teacher touched the students condition by asking them some questions. Whilst-teaching activiy was done by handing out text and providing some words to produce.

Viewing the result of those instruments, it could be concluded that local folktale was welcomed well by the students as one of straategies to teach reading. The purpose of local folktale helped students easier then those which are not.

CONCLUSION

Based on the research result and discusion drawn from the perseption of the students, the researcher comes to the conclusion, those are: 1) The students' perception on local folktale in teaching reading showed that open questionaire was 13.33% strongly agreed, 33.33% agreed. However, the result of the open questionaire stated 20.71% and 4.76% strongly disagreed. It indicated that students' perception on teacher's teaching reading through local folktale was positively welcomed. 2) The result of interview showed that local folktale in teaching reading was an appropriate way to teach. It was proved by students' responses during interview done. Most of them positively agreed of implementing local folktale in teaching reading. The observation result also strengthened the finding that the students actively participated in teaching learning process by using local folktale in teaching reading. The students seemed to be energetic to learn and intereact among others.

Suggestion

In accordance with research finding, the present researcher offers some suggestions as follows: 1) It is suggested to the English teacher to design instructional teaching creatively for reading comprehension in focus. 2) It is recommended that the teacher use local folktale in teaching reading as one of selecting teaching to English learners. 3) It is recommended to the public to concern on local folktale in teaching reading as guide for those who want to do further research on the same case as the present researcher did.

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