



THE USE OF FOLKLORE TO IMPROVE THE STUDENT'S READING COMPERHANSION OF NARRATIVE TEXT

PEMANFAATAN CERITA RAKYAT UNTUK MENINGKATKAN KEMAMPUAN MEMBACA SISWA TERHADAP TEKS NARASI

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Abstract

This research paper explores the use of folklore to enhance students' reading comprehension of narrative texts in English language learning. The study highlights the challenges faced by Indonesian students in mastering English, with low proficiency levels reported in the EF English Proficiency Index. The paper proposes the "suggestopedia method" as a solution, which utilizes positive suggestions and a relaxed learning environment to improve students' engagement and comprehension. The study emphasizes the use of Indonesian folklore as a valuable resource, citing examples like the legend of MalinKundang, to create a culturally relevant and engaging learning experience. By incorporating folklore into the curriculum, the researchers aim to increase students' enthusiasm, understanding, and enjoyment of reading, ultimately contributing to their overall English language proficiency.

Keywords : Folklore, Suggestopedia, Reading Comprehension

Abstrak

Penelitian ini menyelidiki penggunaan cerita rakyat untuk meningkatkan pemahaman bacaan siswa terhadap teks naratif dalam pembelajaran bahasa Inggris. Studi ini menyoroti tantangan yang dihadapi siswa Indonesia dalam menguasai bahasa Inggris, dengan tingkat kemampuan yang rendah seperti yang dilaporkan dalam Indeks Kemahiran Bahasa Inggris EF. Makalah ini mengajukan "metode suggestopedia" sebagai solusi, yang memanfaatkan sugesti positif dan lingkungan belajar yang santai untuk meningkatkan keterlibatan dan pemahaman siswa. Penelitian ini menekankan penggunaan cerita rakyat Indonesia sebagai sumber daya yang berharga, dengan contoh seperti legenda MalinKundang, untuk menciptakan pengalaman belajar yang relevan secara budaya dan menarik. Dengan memasukkan cerita rakyat ke dalam kurikulum, para peneliti bertujuan untuk meningkatkan antusiasme, pemahaman, dan kesenangan siswa dalam membaca, yang pada akhirnya berkontribusi pada kemampuan bahasa Inggris mereka secara keseluruhan.

Kata Kunci : Folklore, Suggestopedia, Pemahaman Bacaan

INTRODUCTION

English is an international language that is important learn. By mastering English, a person can facilitate optimal social relations with foreign individuals, keep up with changing times, and expand global social horizons which are increasingly dynamic, fast and uncontrolled. The current era of globalization requires all individuals to be able to adapt to rapid changes. One of the significant developments occurred the field of science. Based on Lawno.20 of 2003 concerning SisdikasChapter vii article 33 paragraph 3, the regulatory language is explained. Currently, English has been designated as a foreign language that can be used as a language of instruction to improve



students' foreign language skills in certain educational institutions. Based on the concepts that have been explained, English is a foreign language that is important to introduce to children from an early age. English language skills should be developed since children enter the stages of growth where it is easier for them to remember the meaning and vocabulary of English according to parental guidance. However, not many parents have sufficient knowledge of English, so that children can receive English education in the place where they study, such as in elementary school.

Currently, most elementary schools have made English a local subject taught from low to high class. English subjects involve four language skills, namely listening, speaking, reading and writing. Of the four basic skills, the author chose one of the basic competencies, namely reading. *Republika.co.id*, Jakarta Data from the EF English Language Proficiency Index (EF EPI) 2023 shows that the English language skills of Indonesian people are still low, namely ranking 79th out of 113 countries. "Indonesian people's English language skills are still in the low category," said EF Director of Academic Affairs, Emma Walton, in Jakarta, Tuesday (28/11/2023). The author use learning media that improve students' learning process, and will demonstrate techniques for reading English correctly. The author use media in the form of folklore, because reading folklore in class can arouse student enthusiasm, enjoyment and participation. Reading narrative texts through folklore can improve students' understanding, *Jo-ELT (Journal of English Language Teaching) Faculty of Language & Arts Education English Language Education Study Program IKIP 9 (2), 205 216, 2022(PGRI Pontianak)*. Folklore is a narrative passed down from generation to generation. passed down by word of mouth and from one generation to the next, (Burhan cited in savitri 2018, universitas Diponegoro Semarang). Examples of folklore that can be used are the legend of MalinKundang or the legend of TimunMas in Indonesia. So students will be given material about folklore to read for themselves. Calm is needed so that students can concentrate, therefore researchers apply the suggestopedia method, where.

The suggestopedia method is a learning approach that uses positive suggestions and a relaxed environment to help students learn more effectively. This method was developed by a Bulgarian psychologist named GeorgiLozanov. In the suggestopedia method, the teacher will create a comfortable and relaxed learning atmosphere to help students feel more relaxed and receptive to information. For example, teachers can use calming music or pleasant room decorations. Apart from that, this method also uses positive suggestions to increase students' self-confidence and speed up the learning process. Teachers will provide positive affirmations to students to help them feel more confident and motivated. With an approach that emphasizes positive suggestions and a supportive environment, the suggestopedia method can help students learn more effectively and have fun.

RESEARCH METHODS

1. Design

This study employs a qualitative research design utilizing an action research approach. The action research will be carried out in a classroom setting to observe the impacts of incorporating folklore and the suggestopedia method on enhancing students' English reading proficiency.

2. Participants

The participants of this study are elementary school students from a selected school where English is instructed as a local subject. The particular class engaged in the study will comprise approximately 30 students from class XI



3. Materials

- a. **Folklore Texts:** Curated Indonesian folklore, such as the legend of Malin Kundang and the tale of Timun Mas, will serve as the reading materials.
- b. **Suggestopedia Environment:** The classroom will be arranged to foster a serene and cozy ambiance, incorporating soothing melodies and aesthetically pleasing decorations.
- c. **Reading Assessments:** Pre-test and post-test reading assessments will be formulated to gauge students' reading skills pre and post the intervention.

4. Procedure

a. Preparation Phase:

- 1) Select and prepare folklore texts appropriate for the students' reading proficiency.
- 2) Organize the classroom environment in alignment with the suggestopedia method, encompassing the integration of calming melodies and embellishments.
- 3) Formulate assessment tools to appraise students' reading abilities.

b. Implementation Phase:

- 1) **Initial Assessment:** Conduct a pre-test to evaluate the initial reading competencies of the students.
- 2) **Introduction to Folklore:** Familiarize students with the concept of folklore and the specific narratives to be utilized.
- 3) **Reading Sessions:** Execute reading sessions where students peruse the folklore texts. The suggestopedia method will be employed during these sessions, emphasizing the cultivation of a tranquil atmosphere and the utilization of affirmative suggestions to stimulate student involvement.
- 4) **Interactive Activities:** Facilitate activities linked to the folklore, such as group dialogues, dramatizations, and inventive retellings to enrich comprehension and engagement.
- 5) **Final Assessment:** Administer a post-test to evaluate the progress in students' reading aptitudes.

5. Data Collection

- a. **Pre-test and Post-test Scores:** Gather quantitative data on students' reading proficiencies through the pre-test and post-test evaluations.
- b. **Observation:** Undertake classroom observations to qualitatively assess student engagement, participation, and responses to the suggestopedia method.
- c. **Student Feedback:** Procure feedback from students via interviews or questionnaires to comprehend their experiences and perceptions of the learning process.

6. Ethical Considerations

- a. Obtain informed consent from the school administration, parents, and students.
- b. Ensure confidentiality and anonymity of the participants.
- c. Ensure that participation in the study does not adversely affect students' regular learning activities.

7. Expected Outcomes

- a. Enhancement in students' English reading skills as evidenced by elevated post-test scores.
- b. Augmented student engagement and enjoyment in reading activities.
- c. Favorable student perceptions of the learning environment and the suggestopedia method.

RESULT AND DISCUSSION

The implementation of English as an important international language in educational institutions, as mandated by Law No. 20 of 2003 concerning the Sisdiknas, has shown varied



outcomes in Indonesia. Despite efforts to integrate English into the curriculum, especially from elementary school, the English proficiency levels of Indonesian people remain relatively low. According to the EF English Proficiency Index (EF EPI) 2023, Indonesia ranks 79th out of 113 countries. "The English language skills of Indonesian people are still in the low category," said EF Director of Academic Affairs, Emma Walton, in Jakarta, Tuesday (28/11/2023).

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The results highlight the ongoing challenge of improving English proficiency among Indonesian students despite efforts to introduce the language early in elementary school. The low ranking in the EF EPI indicates that traditional methods of teaching English may not be sufficiently effective. This emphasizes the need for innovative approaches such as the use of folklore and the suggestopedia method.

Folklore as a teaching medium offers an engaging way to teach English. Stories like the legend of Malin Kundang or Timun Mas not only enrich students' cultural knowledge but also provide contextually rich material for language learning. This method can make reading sessions more engaging, thus potentially improving students' reading skills and comprehension. Research published in the Jo-ELT journal supports that reading narrative texts like folklore can significantly enhance students' understanding.

The suggestopedia method complements the use of folklore by addressing the affective aspect of learning. Creating a positive and relaxed learning environment can reduce anxiety and make students more receptive to new information. The use of positive affirmations can build students' confidence and encourage a more proactive attitude towards learning English. This holistic approach aligns with the idea that emotional well-being significantly impacts cognitive functions and learning outcomes.



In conclusion, while the integration of English into the educational curriculum is a positive step, the current proficiency levels indicate that more needs to be done. Combining folklore with the suggestopedia method provides a promising strategy to enhance English language teaching. Future research could focus on longitudinal studies to measure the long-term impact of these methods on students' proficiency and explore additional innovative approaches to language learning.

Although English has been integrated into the Indonesian education curriculum since early childhood, the level of English proficiency of Indonesian people is still low. This suggests that traditional teaching methods may not be effective enough. Therefore, innovative approaches such as the use of folklore and the suggestopedia method need to be considered.

Folklore can provide a rich and interesting cultural context for students, increasing their interest in learning and understanding. The suggestopedia method, with its focus on a positive and relaxed learning environment, can help students feel more comfortable and responsive to new information.

The combination of these two methods offers a promising strategy for improving English teaching in Indonesia. Further research is needed to measure the long-term impact of these methods and explore other innovative approaches to language learning.

CONCLUSION

This study shows that using folklore and the suggestopedia method is effective in improving elementary school students' reading comprehension of English narrative texts. These findings have practical implications for developing more innovative English teaching strategies that are culturally relevant and meet students' needs in the globalization era.

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