

Using Abridged Local Folklores to Develop Students' Reading Achievement and Moral Value

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Abstract. The objectives of the research were to find out: (1) Whether or not there was significant difference in reading achievement between the students who were taught through abridged local folklores and those who were not taught through abridged local folklores. (2) How much the abridged local folklores contributed to the students' reading achievement, and (3) What types of behavior changes that the students had after they read the local folklores? The non-equivalent control group design was applied in this study. The population was the eleventh grade students at SMA Negeri 12 Palembang in the academic year 2012/2013 with the total number 206 students. 48 out of 206 students were purposively taken as the sample. There were two groups in this study, they were experimental group and control group. Each group consisted of 24 students. The data was collected through testing and asking the students' opinions through questionnaire. The data was analyzed by using t-test, regression analysis and percentage analysis. The finding showed that (1) there was significant difference in reading achievement between the students who were taught through abridged local folklores and those who were not taught through abridged local folklores, (2) The abridged local folklores gave much contribution to the students' reading achievement and (3) After they read the abridged local folklores, the students could get the effect of moral messages of the storyline, they know how to behave well, good or bad attitudes, having mutual understanding, respect each other and they know the real meaning of love and peace.

Keywords: Abridged Local Folklores, Reading Achievement, Moral Value.

1. Introduction

The teaching of literature is neglected by the teachers of English since they ponder that it does not give positive feedback in language learning. It is believed that reading, discussing, and writing about literature help the students to better understand what text mean and how text mean (Beach and Marshall:1991). The study of literature provides practice in reading comprehension and can greatly enhance students' vocabulary as well as their ability to synthesize and think critically about the materials they are asked to read. Besides that the teaching of literature can develop students to be morally good students and better humanist, it develops from modest to fairly good. Furthermore, literature is powerful, at least in part, because it allows the students to examine the thoughts, beliefs and actions of other men and women without the necessity of taking direct action ourselves.

The objectives of the research were to find out: (1) Whether or not there was significant difference in reading achievement between the students who were taught through abridged local folklores and those who were not taught through abridged local folklores. (2) How much the abridged local folklores contributed to the students' reading achievement, and (3) What types of behavior changes that the students had after they read the local folklores?.

2. Theoretical Frameworks

2.1. Local Folklores From South Sumatera

There are several local folklores from South Sumatera that can be taught to the students in ELT classroom, they are as follows:

- The story of Semesat Semesit
- The legend of Batu Belah
- The legend of Putri Kembang Dadar
- The legend of Dempu Awang
- The story of Sipahit Lidah

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- The legend of Pulau Kemaro
- The story of Perahu Bidar
- The legend of Putri Rambut Selako
- The story of Pempek
- The story of Asal Usul Sungai Musi, etc.

2.2. Using Abridged Local Folklores for A Better Reading Achievement

Using folklore as educational material helps the students to understand and appreciate their society and themselves, while developing their reading interests. This paper suggests touse local folklores in independent teaching units, as supportive material for motivation, and as recreational material in reading or language arts classes (Collie and Slater: 1990). Folklore makes the students’ reading task easier due to being simple and short when compared with the other literary genres. Besides that, folklore enlarges the advanced level readers’ worldviews about different cultures and different groups of people, provides more creative, encrypt, challenging texts that require personal exploration supported with prior knowledge for advanced level readers and motivates learners to read due to being an authentic material. Furthermore, While reading the students must be able to see relationships, perceive the development of character, theme, symbols, and the students must be able to detect multiple meanings. They can reject or accept, like or dislike the literary work, depending on the effect it has on the students.

2.3. Folklore : A key to Develop Moral Value

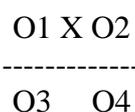
A story of folklore is told with a lesson embedded in it. Typically, the stories of folklore show how to behave or how not to obey in situations where a decision has to be made. Often in these stories right behaviors and actions are rewarded and of course, wrong behaviors bring undesirable consequences (Obediat: 1997). Myth has been used to teach right and wrong for thousands of years. This approach is most effective when the listener or reader is provoked to think by the story and then through discussion and thought discovers the lesson embedded in the story. Obviously, the lesson in the story can be too difficult to figure out or too obvious. When either is true, the approach is not very successful. It also fails if a lesson runs contrary to the existing worldview of the audience and when the story seems to be an attempt to force a belief that they do not want to accept. The story approach offers a lot of possibilities for the teacher. Most importantly, stories have plots, characters, and settings, all factors that make them both interesting to listen to or read and, at the same time, memorable.

Nonfiction or fiction stories provide a way to look at different cultures, different times, and different beliefs. Every folk story tells a great deal about the culture from which it came. It shows what those people believed and, more importantly, what they thought was worth teaching or passing along to the younger generation. Stories offer opportunity for discussion and thinking, for questions, for focusing on alternatives, and for comparison both with other stories and with personal experiences. Students can learn through dramatizing experiences with stories, through looking at character motivation, through examining alternative outcomes and beginnings, and through looking at the author's viewpoint.

3. Methodology

3.1. Method of Research

This research belonged to an experimental research. In this study, one of quasi experimental designs was applied, that was non-equivalent control group design. According to Campbell and Stanley (1991), the non-equivalent control group design can be portrayed as follows:



Note:

- -----: dash line presents that the experimental and control groups that have not been equated by randomization.

- O1: pre-test of experimental group
- O2: post-test of experimental group
- O3: pre-test of control group
- O4: post-test of control group
- X: treatment

In analyzing the data, the writer used paired sample t-test to prove how significant difference between experimental and control group. All the computation was analyzed by using SPSS 15.

3.2. Research Procedures

The two groups were involved in this study, they were experimental group and control group, each group had different settings.

3.2.1. The experimental group

In the experimental group, the class setting used abridged local folklores in teaching reading. The writer provided some abridged local folklores. There were about sixteen titles of abridged local folklores that were taught during 16 meetings.

3.2.2. The Control group

The condition in control group was not the same as in experimental group. The students in this group did not get the treatment from the writer, they just got the pretest and posttest.

3.3. Population and Sample

The population was all the eleventh grade students at SMA Negeri 12 Palembang in the academic year 2012/2013 with the total number 206 students. Meanwhile the sample was taken through purposive sampling which consist of 24 students for experimental group and 24 students for control group.

3.4. The Techniques for Collecting the Data

There were two techniques for collecting the data in this study, they were testing sample and asking for the students' opinions through questionnaire. The writer used test as an instrument of reading test and a questionnaire as an instrument to find out what types of behavior changes that the students had after they read the abridged local folklores.

3.5. The Techniques for Analyzing Data

3.5.1. Data From the Test

The data was purely taken from the results of the pretest and posttest of reading skill to find out the difference of the students progress before and after the treatment given. In analyzing the data, the writer used paired sample t-test to prove how significant difference between experimental and control group. All the computation was analyzed by using SPSS 15. The word *develop* here referred to the mean difference of the pre-test and the post-test of both groups.

3.5.2. Data From the Questionnaires

In analyzing the data from questionnaire, the percentage analysis and the Likert scale method was used. The outline of scoring the questionnaire is presented in the following table.

Table 1: The Scoring of Questionnaire

No	Positive Statement	Score	Negative Statement
1	Strongly Agree	5	Strongly Disagree
2	Agree	4	Disagree
3	Undecided	3	Undecided
4	Disagree	2	Agree
5	Strongly Disagree	1	Strongly Agree

4. Findings

4.1. Independent Sample T-test Analysis

In order to find out whether or not there was a significant difference in achievement between the experimental group and the control group, the writer compared the results of the posttest in the experimental group with those in the control group by using independent sample T-test. Table 2 shows the result of the

independent sample T-test: the result of the posttest in reading achievement in the experimental and control group. The analysis result can be seen in the following table.

Table 2: Independent Sample T-Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
post-test	Equal variances assumed	19.599	.000	5.093	46	.000	5.292	1.039	3.200	7.383
	Equal variances not assumed			5.093	30.529	.000	5.292	1.039	3.171	7.412

The analysis of independent sample T-test showed that the mean difference of the posttest in each group was 5.292 and the significant level was 0.000. Since 0.000 was lower than alpha value 0.05, it means that there was a significant difference in reading achievement between the two groups. This confirms that the students in experimental group made better achievement if it is compared to those of the students in control group.

4.2. The Contribution of Abridged Local Folklores to the Students' Reading Achievement in Experimental Group

A regression analysis was used to find out how much abridged local folklores contributed to the students' reading achievement in experimental group. From the result of regression analysis, it was found that abridged local folklores contributed 9.94% to the students' reading achievement. It can be concluded that abridged local folklores gave high contribution to the students' reading achievement. The table of regression analysis can be seen from the following table.

Table 3: The Contribution of Abridged Local Folklores

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.997 ^a	.994	.993	.509

4.3. The Result of the Questionnaire

Table 4: The Result of the Questionnaire

Statement	(1) SD	(2) D	(3) U	(4) A	(5) SA	Note
1	8.4%	8.5%	-	14.5%	71.8%	8.4% (Strongly Agree and Agree), 16.6% (Strongly Disagree and Disagree)
2	67.7%	19.7%	-	9.3%	8.3%	16.6% (Strongly Agree and Agree), 83.4% (Strongly Disagree and Disagree)
3	35%	7.3%	-	45%	46.7%	66.7% (Strongly Agree and Agree), 33.3% (Strongly Disagree and Disagree)
4	42.7%	30.8%	-	22.8%	16.7%	37.5% (Strongly Agree and Agree), 62.5% (Strongly Disagree and Disagree)
5	5.2%	4.2%	-	8.2%	85.3%	91.6% (Strongly Agree and Agree), 8.4% (Strongly Disagree and Disagree)
6	73%	8.3%	-	16.7%	75%	91.7% (Strongly Agree and Agree), 8.3% (Disagree)
7	35%	29.2%	-	25%	20.8%	45.8% (Strongly Agree and Agree), 54.2% (Strongly Disagree and Disagree)
8	8.5%	8.3%	-	25%	58.3%	83.3% (Strongly Agree and Agree), 16.6% (Strongly Disagree and Disagree)
9	47.8%	8.5%	-	30.2%	16.7%	45.9% (Strongly Agree and Agree), 54.1% (Strongly Disagree and Disagree)
10	8.3%	20%	-	33.3%	37.5%	70.8% (Strongly Agree and Agree), 29.1% (Strongly Disagree and Disagree)

From the table above, it shows that most of the students gave the similar responses for some items. The gain of the students' responses from the data questionnaire confirmed that the students felt they could get the moral messages from the abridged local folklores which guide them to behave well, respect each other, having good mutual understanding among people and they know the real meaning of love and peace.

5. Conclusions and Suggestions

5.1. Conclusions

It can be concluded that abridged local folklores could develop students' reading achievement. Second, abridged local folklores gave high contribution to the students' reading achievement and the last, abridged local folklores could give meaningful moral messages which guided them to be a better human, such as: behaving well, appreciating among people, respecting each other, mutual understanding. Besides that, abridged local cultures might make the students to be aware of their own local cultures and appreciated them.

5.2. Suggestions

Some suggestions are recommended in order to develop the teaching and learning process of English in EFL classroom.

First, the students should have high motivation in reading since reading is the key to open doors to the worldwide. Second, the student's achievement is depending on how creative teacher of English in managing the class. Teacher should know the suitable approach, method or technique of teaching students effectively in order to make studying English contextual, meaningful and communicative. She or he should also know the appropriate class settings to practice English skills. The teacher also has to be creative in using materials and media to support the teaching and learning process. Besides, a teacher has to give materials based on students' level ability and students' need.

Third, the school has role to provide facilities to support English teaching and learning process needed by the teacher and students to achieve the objectives of study. School also needs to make the facilities usage rules accessible and easy. In addition, the school must maximize the role of library by providing various reading materials in various level of reading. Moreover, the school must send the teachers of English to attend workshops, training and seminars related to the English teaching and learning activities to improve the teacher's subject mastery, teaching skill and class management.

6. References

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