The Application of Cultural Literacy Model to Enhance Speaking Ability through Legends for Advance Students in ELT Classroom

Fitri Suci Puspita Sari [1+] and Rita Inderawati [2]

Sriwijaya University, Palembang, South Sumatera, Indonesia

Abstract. The expansion of technology influences to the education area nowadays offers great chances to create innovations for teachers designing an instruction as well as teaching language. English as international language plays an important role in Indonesia as a foreign language. Teaching literacy in English class closely related to cultural knowledge in four skills of language and the use of technology on it. The lack of information in applying cultural literacy to the class make some teachers still use conventional ways of teaching literature. Social media as Facebook has boomed in students' life style, so that it will be used as media for designing literary class through legends. Legends that purely come from Indonesia like Legend of Crying Stone or *Batu Menangis* will be appreciated in the form of visual symbol like tableau and Reader Response Strategy. After performing tableau activity in the class, students will have great deal to surf on Facebook, as media, uploading their speaking performance. Bringing literature to the class is supposed to be fun and meaningful so that the students could improve their English proficiency in mastering four skills especially their speaking ability. This paper aims to elaborate cultural literacy model in bridging culture and language to technology used toward teaching and learning strategies. In teaching speaking, students will be fully getting involved in responding the legends with tableau as visual symbol and social network as media of learning. Teaching and learning process will meet either students' interest or their needs and then the application of this model enhancing students' speaking ability either.

Keywords: Cultural Literacy Model, Tableau, Legends, ICT, Teaching Speaking.

1. Introduction

English functions as a foreign language in Indonesia. The language has been taught from the junior high school to university level and it becomes one of compulsory subjects. In globalization era, English is such an important need to be mastered for any job vacancy as one of qualification nowadays. Brown (2007, p.1360) states that English is not only as a tool for being learned but also it is as a tool for international communication. It directs for English teachers should design four skills of English that are listening, speaking, reading and writing in the form of instruction optimally especially speaking because in the real situation a spoken language will much be used.

As Liao (2009) says that speaking skill is the one which is in the real-life situation will be measured most. According to Kayi (2006) speaking is an important part of second language teaching and learning. Speaking can express the ideas, thoughts and opinions through oral communication. Kayi (2006) also states that the improvement of students' communication skill is one of the goals in teaching speaking that on its process, students could follow the social and culture role in every single interaction.

There are many ways to make students speak accurately and fluently. One of the ways is teachers give the approach of teaching and learning strategies that closely engaged with students' daily life like their culture to be a topic spoken. Students are taught literature only in high schools and language literature lesson in Indonesia (Rudy, 2013). Speaking culture can be as natural as expected if students get their interests in learning literature itself. According to Hirsch cited in Syamshayooadeh (2011, pp. 58-59) teaching more cultural content in the schools is an attractive idea. Here, cultural literacy comes up in relation with English speaking teaching; it involves culture, language and technology in the form of instructional design. Literacy combines language with its four skills and technology involved, so cultural literacy is expected to make the students become addicted with literary works issue throughout learning English as spoken language. Hirsch

---

+ Corresponding author. Tel.: +6281271805553.

  E-mail address: uchie_212@yahoo.com.

(2001) also claims that literacy is more than just mechanics of reading, literacy means understanding what people read and to understand it, people have to have appropriate background knowledge.

Furthermore, Rudy (2007) assumes that since the Information and Communication Technology is widespread as the core of learning process nowadays, students are familiar with the media to browse learning materials and to chat with others in all over the world. In responding and appreciating literary works, the role of technology has a big part on meeting students' learning style. According to Dudeney and Hockly (2007, p. 7) the use of technology in the classroom is becoming increasingly important, the students are using technology more and more. Social media like Facebook, as media of students doing a chat and creating an interaction among their real-life friends or others, is being used as media of learning today. A study conducted by Rudy (2011) that the existing phenomenon of students using Facebook in Indonesia is they actively share comment, make friends and chat with friends or families. It is supported also by the findings of the study. She concludes that Facebook is suitable media for students' appreciation toward literary works that it also was proved, reader response strategy applicable in describing short stories, novels, local literature etc.

One of literary works that can be appreciated by students is legend. Legend is a story from ancient times about people and events, which may or may not be true (*Oxford Advanced Learner's Dictionary*, 2005, p. 878). However, legend is the past events happened; a legend that purely comes from Indonesia will help the students know more about the history of their country. Students will be asked to find out those legends and appreciate them. In appreciating literary works, there are some experts have conducted their studies on dealing with this, one of them by applying two strategic responses; they are Reader Response Strategic and Visual Symbol Response. Based on the study conducted by Inderawati *et.al* (2013) the implementation of Reader Response Strategy and Visual Symbol Response in Literary Appreciation class is the way to improve the students' skill in understanding literary works and in developing their cultural literacy. They create Cultural Literacy Model (CLM) as model of teaching provided for speaking class that combines Reader Response Strategy, Tableau as Visual symbol and Facebook as medium for commenting their speaking performance. In the process of teaching and learning, students will actively use oral interpreting and discussion as response strategy in appreciating the legend as one of literary works and also making a tableau as visual symbol response of the legend chosen by their small group. Tableau is an art performance of literacy that forces the students to do some discussions and to make a guess toward the frozen scene made by their friends. The contribution of literary works is for the improvement of students' speaking ability. Then, CLM is aimed to make the students interest in appreciating literary works by speaking in English.

This paper will elaborate the Cultural Literacy Model in accordance with teaching speaking for advance learners, the teaching speaking through legend and the application of CLM itself in the classroom.

2. Cultural Literacy Model (CLM)

English in the country where English as only foreign language like Indonesia is taught as one of compulsory subject from junior high school to university level. Teaching four skills of language especially English in university level which students are majoring English Language study considers the very various ways of teaching in which this language will be used their social life. This is a challenge for the teachers to create learning English environment fun and meaningful especially in building their literacy. As Rudy (2011) highlights from many perspectives define literacy is a set of cultural practices that conceptualized as a technology. Also Wikipedia (2013) defines literacy is considered to be the ability to use language to read, write, listen and speak. Furthermore, Rudy (2011) states that literacy is the ability of using a variety of socially contextual symbols to make and communicate meaning. Advance students are expected having cultural literacy that shown them as literate people who can use their knowledge of using language skills and convey meaning being their spoken or written.

Cultural Literacy Model is the model of teaching and learning process in accordance with teaching four skills of language related to the use of technology. Hill (2006, p. 3) argues that literacy involves four skills of language that is engaged in effective activities and the functional knowledge in the community. Inderawati *et.al* (2013) also state the meaning of literacy comes bigger now to be four skills of language and technology.

The use of technology in this world today is familiar for everyday's needs. Moreover, technology must also be used by any instructors to develop their students' literacy.

Information and Communication Technology or ICT is used to search any information so easily. Technology facilitates people in searching the information and doing a transaction in maximizing their literacy ability (Inderawati *et.al*: 2013). The use of technology in teaching and learning process is becoming important now. Some reasons are listed by Dudeney and Hockly (2007, pp. 7-8) as a fact of ICT needs in today's world that learners really need it as it presents them with new opportunities for authentic tasks and material, as well as access to wealth of ready-made ELT materials, integrates technology into teaching, and offers new strategies for practicing language.

Consequently, the use of technology in creating learning internet-based environment is closely related to the development of students' literacy ability. It is supported by Rudy (2011) that teaching English literacy will be more interesting by implementation of ICT and can encourage developing students' ability.

Based on the explanation above, Facebook as one of social media can be used in teaching and learning process. It is also touch the internet in the way of teaching in the classroom. Facebook is boomed as one of the biggest used social media in Indonesia and most of the users are the students. This phenomenon based on the result of questionnaire distributed by Rudy (2011) to the students in the university level, the data shows that 97% of students agree that Facebook is important and useful not only for making communication but also developing writing ability.

Furthermore, the instructors have to design the class for literary appreciation that can improve the students' language skills. There are many ways in appreciating the literary works. One of the ways is by combining Reader Response Strategies that has been posed by Beach and Marshall (1991) and Visual Symbol Response proposed by Purves *et.al.* (1990) then it is developed by Rudy in some of her studies. As Beach and Marshall (1991) have argued that response strategies can serve as the building blocks for strategy of planning other activities.

An illustration is also given by Beach and Marshall (1991) (see Table 1):

Table 1: Reader's Response and Activities

Reader Response	Activities
Engaging Readers are engaging with a text when they are articulating their emotional reaction or level of involvement with the text.	Free Writing Think-alouds
Describing Readers describe a text when they restate or reproduce the information that is provided verbatim by the author.	Jotting Listing
Conceiving Readers conceive of the characters or settings in a text, they are moving beyond a description of information to a statement about its meaning.	Author's Chair Discussion
Explaining In explaining a character's actions, students are drawing on their conceptions of characters' traits, beliefs, or goals to infer a reason for that character's action.	Journals Question-Asking
Connecting Students may often connect their own autobiographical or prior reading experiences with the text.	Treeing Conferences
Interpreting It involves defining the symbolic meaning, theme, or point of specific events in the text.	Oral Interpretation Mapping
Judging Students judge a text, they will pulling back from it to make evaluative statements about its characters or literary quality.	Role play

Then, the theory that has been put forward by Purves, *et al* (1990) is visual symbol responses which there are four dimensions of the symbols: graphic, performance art, illustration and film. Rudy (2012) makes use of three symbols. They are socio gram, picture, and tableau for appreciating literary works. ocio gram is a connection among the characters that is connected by arrows in order to see the relationship among the characters of the text, while picture is the art drawn by students by selecting a part of the events happened in the text, meanwhile, tableau is students' performance without movement and the others will guess the performance. Theory of Response Strategies posed by Beach and Marshall (1991) and Visual Symbol

responses proposed by Purves, *et al* (1990) have been collaborated by Rudy (2007, 2008) by employing Research and Development method, so in 2009, Rudy finds that the collaboration between the two responses can be used as the modal of local literature performance to enhance speaking and writing ability of students.

Based on the explanation above, the Cultural Literacy Model that combines the two responses strategy in appreciating literary works and technology is used in enhancing students' oral and written production abilities and to create the students in having cultural literacy mind for the development of the product created by English Language Students. Inderawati (2012) assumes literature is another way to teach students' character beside religious instruction. CLM is specified in the use of oral interpretation and/or discussion as one of the activities of response strategies and the use of tableau as one of visual symbol responses in appreciating the literary works and also the use of Facebook as medium for students' giving feedback of their friends' oral performance or discussion. Here, CLM is also expected for the improvement of student's speaking ability.

3. Teaching Speaking through Legend and the Application of CLM

Delivering speaking materials in university level students seem need a specific strategy as an approach to be designed in speaking class. Advanced students are expected to speak fluently and accurately toward any topic delivered to them. To accommodate teaching and learning process for speaking class, CLM now is challenged to be used to enhance student's speaking ability. According to Beach and Marshall (1991) literature study can be noticed as useful that introduces students to the cultural knowledge in which people need for their communication with others. CLM which combine Reader Response Strategy and Strategy Visual Symbol as a strategy form of development theory by Beach and Marshall (1991) and Purves *et al* (1990) and also the use of technology as medium for the process of learning. Students will be getting involved in class discussion by those strategies designed and surf on the Facebook group as shown their capability in commenting their classmate's speaking discussion toward discussion rubric guided by the teacher.

This is how teaching literature is closely related to enhance one of the four language skills especially speaking in order to express their feelings, thoughts and opinions. Brown and Marshall (1991, p. 17) also states that teaching literature could help the students understand themselves, their community, and their world more thoroughly. Students will elaborate more about legends that purely come from Indonesia such as the legend of Crying Stone (*Legenda Batu Menangis*).

Speaking is taught through legends by using CLM is taking a part of oral interpretation and discussion conducted by the teachers and small groups of students. The tableau activities as visual symbol response are designed in forming the discussion and oral interpretation in the classroom. Teachers move students into smaller groups as direct ways to share control of classroom talk. As Beach and Marshall (1991: p.59) argues that the students may be freer to address topics that interest them in small group discussion.

Furthermore, Cultural Literacy Model in its application of teaching speaking toward advanced students in English Education Study Program is started by giving cultural knowledge as background for students to acknowledge literacy first. Students are divided into two big groups namely group A and group B, each group are asked to search two different legends that fixed by their teacher, then the two big groups are going to be divided again into the small-group of discussion consist of 3 or 4 persons. Small-group discussion is successful either a performance or a social conversation (Beach and Marshall 1991: p. 62). In this room of discussion, students are given opportunities to share new knowledge with their group members.

Legends as known as one of literary works is drawn then to students mind. Then, let two big groups of the class search the legends from the internet; it is such a surfing of the internet activities. After they get the legend of their own group different with others, they are going to criticize the legends through their small-group point of view. This discussion will help the students exploring the opinion, ideas and thought. Teacher facilitates them by guiding some questions from the theory of reader response strategy constructed by Rudy (Table 2, 2007).

After such a discussion in the classroom, a part of Cultural Literacy Model is also appreciating literary work by using visual symbol that related to the development of students' speaking ability that is tableau,

students are in the small-group now rethink of the events that they mostly like to being performed as tableau in front of other groups. In deciding the part of event in their own legend that will be performed by every small groups in group A, they need to discuss it well in order to make the other small-groups from group B doing complicated guessing. It will be done by each small-group in the group B either. The use of oral interpretation is presented in this tableau activities because through guessing, each group will elaborate their knowledge of the story and interpret it orally.

Table 2: Reader's Response and Questions to Guide

Responses	Indicators	Questions to Guide
Describing	Character, characterization, setting, theme, style	1. What do you think of the character of the story? Is he/she good or bad? Do you like or dislike him/her? 2. Where does the story happen? Do you like the setting? Why? 3. Does the story tell about good things? 4. Is the story reasonable? Is the style of the story communicative of figurative? Explain it. 5. What event in the story do you think is very important? Why?
Engaging	Feeling, imagination, thought	6. Can you feel what is felt by the character? What does he/she feel? 7. Would you do the same thing if you were the character? Explain it. 8. Can you imagine what happens? Explain it.
Conceiving	Reason	9. Why is the character forbidden to do something?
Explaining	Character's action, agreement	10. A character is extremely hated by someone but he/she keeps patient and obeys. What do you think of the character's action? 11. Do you agree or disagree of the bad action done by anyone to the character? Why?
Interpreting	Opinion	12. In your point of view, what does the story talk about?
Connecting	Experience, Other story, Film, Social life, Culture, Religion	13. Do you have the same experience with the character? Your brother? Parents? Neighbor? Friend? 14. Have you ever read book or watched film which is similar to the story read? Tell the story and connect it. 15. Can you connect this story to social life? Culture? Religion? How do you connect it?
Judging	Story line, Moral values, The author	16. Is the story interesting? 17. Is the story valuable? What values do you get from reading the story? 18. What do you think of the author?

All these performance will be uploaded into Facebook group class by the member of small-groups in the form of video recording. In the facebook, teaching and learning activities will go with peer comment toward their friends' speaking performance in the class. Every student will be asked to argue and give comment of the art performance. Teacher will measure the speaking performance by guiding discussion speaking rubric. All the content of speaking ability will be seen by the teacher included the facebook activity. Their comment also will be coordinated by rubric speaking assessment.

4. Conclusion

The application of Cultural Literacy Model toward teaching and learning English is effective and feasible for the improvement of four language skills especially speaking ability. Teaching speaking by applying this model for advance students and or university level students is not in the form of monotonous way anymore. This model is the development of theory on literary appreciation that engaged the students on delivering their ideas and thoughts of culture in the practical way. They built their oral interpretation and discussion toward the legends as the one of literary works that followed by the students' cultural literacy increased. They can use high technology that serves them the variety sources of Indonesia legends and it indicates that students will have highly literacy knowledge which is supported by technology knowledge in which it is very useful to meet a goal of teaching. Students' character reflects the way they will socialize in their community later and their speaking ability reflects the way of their thinking either. By implementing the CLM, teachers' design for speaking class meets the students' interest so that their speaking ability could be enhanced significantly.

5. References

[1] H. Brown. *Teaching by Principles and Interactive Approach to Language Pedagogy*. San Francisco: Pearson. 2007.

[2]   G. Dudeney and N. Hockly. *How to Teach English with Technology*. London: Pearson Education Ltd. 2007.

[3]   S. Hill. *Developing Early Literacy Assessment and Teaching.* Eleanor Curtain Publishing, 2006.

[4]   R. Inderawati. The Application of RRA and the Use of Facebook as a Medium to Appreciate Literary Works. Paper Presented at HISKI Conference in Indonesia, 2011.

[5]   R. Inderawati. A response to tolstoy's story god sees the truth but waits for character building of English Study Program Students of Sriwijaya University. *Journal of Teaching and Education*, **1**(4). 2012.

[6]   R. Inderawati, Sofendi, Zuraida. Strategi Respons Pembaca dan Respons Simbol Visual dalam Matakuliah Literary Appreciation untuk Pengembangan Budaya Literasi Mahasiswa. 2013.

[7]   H. Kayi, Teaching Speaking: Activities to Promote Speaking in a Second Language. *The Internet TESL Journal*, 2006,**12**(11).

[8]   G. Liao. Improvement of speaking ability through interrelated skills. *English Language Teaching.*2009, **2**(3).

[9]   R. W. Marshall. *Teaching Literature in the Secondary School.* Washington D.C: Harcourt Brace Jovanovich Publishers. 1991.

[10] R. I. Rudy. From classroom to peer comment in facebook: bridging to establish learners' literacy. *International Conference ICT for Language Learning*, 4th edition, Italy. 2011.

[11] R. I. Rudy. The application of literature for all and literature across curriculum concept by responding literary works to the enlightenment of character education in Indonesia context. *Journal of Teaching and Education*, 2013, **2**(1).

[12] R. I. Rudy. Web-Based Literature: Displaying Students' Response to Short Story. *International Conference of TEFLIN*. 2007.

[13] G. Syamshayooadeh. Cultural Literacy in New Millenium: Revisiting E.D Hirsch. *International Journal of Humanities and Social Science*, 2011, **1**(8).

[14] T. R. Tangherlini. (1990, October 9). Retrieved february 11, 2014, retrieved from Wikipedia: http://en.wikipedia.org/wiki/Legend