

# **Developing Local Folktale-Based English Materials for Teaching Reading Comprehension in Senior High School**

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## **ABSTRACT**

This research was to find out learning needs of the tenth grade students at SMAN 1 Gowa and to develop Local Folktale-Based English Materials for improving reading comprehension of the tenth grade students at SMAN 1 Gowa. In order to achieve the objectives, this research was conducted through Research and Development with ADDIE model. The subject of this research was the tenth grade students of SMAN 1 Gowa in academic year 2017/2018 that consists of 32 students. The data of students' learning needs were collected using questionnaire and Focus Group Discussion among 7 students, and the development of the materials were conducted through 5 phases: Analyzing, Designing, Developing, Implementing, and Evaluation. The result of the questionnaire showed the students' learning needs in 3 categories which were necessities, lacks, and wants. Further, the materials could improve the students' reading comprehension. It was proven by the result of the t-test (11.89) which was higher than the t-table (2.039). Therefore, it is concluded that Local Folktale-Based English Materials were effective to be used as learning materials for improving students' reading comprehension at SMAN 1 Gowa.

*Keywords: Local Folktale, English Materials, Reading Comprehension.*

## **INTRODUCTION**

Learning materials have strategic role in supporting English language teaching. It provided anything which is used by teacher or learner to facilitate and support the language learning in every teaching and learning process (Richards, 2001). Teachers had been using textbooks as reference in teaching. However, based on the researcher's

learning experience and observation, it seemed that their teaching was merely about activities in the textbook since they used only textbooks as the learning resource. Hence, the observation which was done at SMAN 1 Gowa, it was found that the students considered reading activity in English classroom to be less interesting and boring because of limited reading resources and activities. Beside limited reading resources, monotonous reading activities had become a problem faced by the students. The reading activities conducted were merely reading aloud the story then answering questions based on the story, whereas according to Nunan (1988), learning activities should provide greater opportunity for students to use language with a greater range of language functions, as well as to encourage students to help one another.

Another finding from the observation was that the students responded positively to the use of local folktale as reading materials. They were enthusiastic to know more about the folktale from their place. Unfortunately, the textbooks they used did not involve local folktale and still gave a lot of exposure on foreign culture. On the other hand, inserting students' culture is essential as they can be more familiar with the language they are learning. Kusuma (2016) concluded that to make good quality of a reading material, the development of it should involve local content. Considering the result of the observation, there were needed some supplementary materials to support the use of textbook in the classroom. Among many kinds of teaching and learning materials, literature or narrative text is considered to be a very effective material that provides a wide range of benefits. Collie & Slater (1987) stated that a language teacher should use literary text in teaching as it is valuable authentic material, culture enrichment, language enrichment and personal involved. There are many types of narrative text, such as folktale, fantasy, legend, etc.

Folktale as one kind of literature has many special characteristics that make it exceptionally good for language teaching. Myrick (2012) stated that folktales have understandable structure which help students in comprehending the details of the story. They also contain cultural connections that allow students to easily compare and contrast the story with their own culture, especially related to beliefs, moral ethics, practices and

traditions. By examining folktales from their own culture, students became more engaged in the learning process since the materials are familiar to them. This familiarity increased their interest level and motivation, and decreased anxiety (Myrick, 2012). Therefore, considering the advantages of inserting culture and folktales in teaching language, it was evident that local folktales were necessary to be involved in the process of teaching and learning English

Based on the illustration above, the objectives of the research are:

1. To identify the learning needs of the tenth-grade students of SMAN 1 Gowa for improving their reading comprehension.
2. To develop and describe local folktale-based English materials for teaching reading comprehension to the tenth-grade students of SMAN 1 Gowa.
3. To find out the effectiveness of local folktale-based English materials for improving reading comprehension of the tenth-grade students of SMAN 1 Gowa.

## **REVIEW OF RELATED LITERATURE**

Mantra (2017) found that the use of folktales-based learning activities in language teaching made the students more active and motivated in participating in the teaching and learning process because they were familiar with the materials. This study also suggested that folktales-based learning activities may enrich the students' local cultures awareness and comprehend their diversity.

Hita (2015) developed reading materials for Junior High School students in SMPN 1 Prambanan Sleman by inserting local culture. She found that the reading materials were developed by involving some of local contents and it had high validity and practicality and was proven to be effective. She concluded that to make a good quality of a reading material, the development of it should involve local content and should be based on the criteria of good material.

Utami, et al (2014) developed culture-based supplementary reading materials for the eighth grade students of SMP Laboratorium Singaraja. There were four themes in material; they were Balinese traditional clothing, Balinese food and drink, Places of

interest in Bali, and Balinese traditional dance. She found that the students were doing excellent during the implementation of culture-based supplementary reading materials.

## **RESEARCH METHOD**

This research employed Research and Development using ADDIE's model by McGriff (2000). This research involved class X IPA 3 of SMAN 1 Gowa which consists of 32 students. The instruments of this research were questionnaire, guidelines of interview and Focus Group Discussion (FGD), and reading test.

The questionnaire was developed based on the theory of need analysis by Nation and Macalister (2010) that classified the needs into necessities, lacks, and wants. It was designed using likert chart and based on the theory of characteristics of effective materials by Nunan (1988), Richard (2001), and Nhung 2016) which consisted of 18 statements with 4 options (strongly agree, agree, disagree, and strongly disagree).

Another type of instrument was guideline of interview. The interview in this research was conducted twice. The first interview was given to the teacher to find out the students' learning needs and preference, as well as the condition of available reading materials that they used in teaching. The interview consisted of 6 main questions. The second interview was to get the teacher's idea, feedback, comment, and suggestion about the developed materials after the implementation. The interview consisted of 7 main questions.

Focus Group Discussion was also conducted in need analysis phase to find deeper data about the students' learning needs in reading skill. 7 students were asked about five main questions, then they were required to read a text and answer some questions related to the text. So, the researcher could find out more about the students' lack in reading.

There were conducted reading test in pre-test and post-test to know the effectiveness of the product. The test consisted of 20 numbers that covered reading comprehension in literal, inferential and critical levels.

## FINDINGS AND DISCUSSION

### 1. The Students' Learning Needs

Identifying students' learning needs is fundamental in developing learning materials as it is used as base in designing and developing materials. In this research, the students' learning needs were obtained through distributing questionnaire to the students, interviewing the English teachers, and conducting focus group discussion among 7 students. The students' learning needs were obtained based on 3 categories of learning needs according to Nation and Macalister (2010) which were necessities, lacks, and wants. The students' learning needs are elaborated as follows:

#### a. Necessities

According to Nation and Macalister (2010) necessities deal with the students' view about the demand of their target situation. The outline of the students' view is as follows:

Aspects of learning needs	Items of learning needs	Students' response	Source
Necessities	Students' perception about English reading comprehension	English reading comprehension is important	Quest. No. 1 & FGD
	Students' interest in reading English text	Reading English text is less interesting and difficult	Quest. No. 2 & FGD

Based on the result of the questionnaire, all of the students perceived that having English reading skill is important, even most of them (84.4%) strongly agreed with it. Further, in FGD they said that having English reading skill would be beneficial for their future study and career. Moreover, some of them planned to continue their study abroad and some desired to make successful business. Therefore, they realized that they have to master English skills, particularly reading. The students' positive perception about reading comprehension is essential in order to improve their reading comprehension. This is supported by Clarke, et al (2014) who stated that it is necessary for the students to return to the importance of reading for meaning to reach effective reading comprehension.

In spite of the students' positive perception about reading comprehension, only about 43% of them enjoyed reading English text. They thought it was difficult as they did not know the meaning of the words and they were tired of searching the meaning of every word in dictionary. It indicates that the students had low interest in reading English text and the major problems was lack of vocabulary. Therefore, it can be concluded that all of the students perceived that having English reading skill was important. However, most of them were not interested in it.

### b. Lacks

Another category was lacks which were gap between the existing proficiency of the students and their target proficiency (Nation and Macalister, 2010). The students' lacks can be seen in the table below:

Aspects of learning needs	Items of learning needs	Students' response	Source
Lacks	Literal comprehension	Quite good at finding specific information in the text	Quest. No. 5 & FGD
		Quite good at finding out the elements of story, like the characters and the setting.	Quest. No. 6 & FGD
	Inferential comprehension	Difficult to understand meaning when it is expressed in different grammatical form	Quest. No. 7 FGD
		Lack of ability to infer the traits of each character in a story	Quest. No. 8 & FGD
		Lack of ability to guess word meaning based on the context	Quest. No. 4 & FGD
	Critical comprehension	Lack of ability to give comment about a text/story	Quest. No. 9 FGD
		Lack of ability to identify communicative function of a text as well as the structure	Quest. No. 10 & FGD
	Problems in reading	<ul style="list-style-type: none"> <li>• Lack of vocabulary</li> <li>• Unfamiliar reading topic</li> </ul>	Quest. No. 15 & FGD
	Background knowledge about local folktales	Recognizing the whole story: 1) <i>Datu Museng</i>  Recognizing only the title of story: 1) <i>Legenda Gunung Lompo</i>	FGD

		<i>Batang</i> 2) <i>I Kukang</i> 3) <i>Pangeran Lamadukelleng</i> 4) <i>La Galigo</i>	
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Based on the findings from FGD, the students were quite good for literal comprehension. Among 7 students, 5 students could answer correctly the questions that asked explicit information in the text. However, they were still lack of understanding for implicit information. Only 1 student could answer correctly the question about implicit information.

Some of reading skill according to Brown (2004) are recognizing word meaning and the communicative functions of written texts, according to form and purpose. However, among the 32 students, only 17 of them could guess the word meaning based on the context and only 7 of them could identify the type of the text. Further, based on the result of FGD, none of the students could give comment related to the story that they read. It indicates that they still found it difficult to comprehend the text critically. As the conclusion, the students' inferential and critical comprehension were still low and they had not recognized narrative text as one of types of text, as well as the generic structure.

### c. Wants

Wants refers to what students wish to learn. It deals with students' preference in learning. The students' learning preference and interest are as follows:

Aspects of learning needs	Items of learning needs	Students' response	Source
Wants	Reading materials <ul style="list-style-type: none"> <li>• Genre</li> <li>• Length</li> <li>• Other characteristics</li> </ul>	Narrative text Maximally 2 pages Equipped with picture	Quest. No. 16 FGD Quest. No. 13 & FGD
	Reading Activities	<ul style="list-style-type: none"> <li>• Story Web</li> <li>• Character's trait</li> <li>• Critical discussion</li> <li>• Asking the Author</li> <li>• T/F/NG</li> </ul>	FGD

	Learning Strategy	Group work or pair work	Quest. No. 17 & FGD
	View about Local Folktales	Interesting and motivating	Quest. No. 11, 12 & FGD

The findings of this research indicate that most of the students preferred narrative text as reading materials as it is interesting and not boring. This finding is supported by many researches that had been conducted before like Hikmawati (2016) and Dewi (2012). Further, one of problems that impede the students' reading comprehension is the length of the text. Based on the FGD, the students said that they would be lazy to read a text that is too long, when it is more than 2 pages. They also preferred reading materials that are equipped with picture. This finding is in line with Roslina (2017) who found that the utilization of picture in storybooks had positive effect on students' reading comprehension.

Regarding the students' preferred reading activities, in FGD, the students chose 5 activities among 15 reading activities as their preference. They were Story Web, Character's trait, Critical Discussion, Asking the Author and T/F/NG. These 5 kinds of reading activities enable students to work in pair and group as what the students preferred. According to Marzano, et al (2005), cooperative learning and other group activities can be effective classroom instructional strategies, not only academically but also as ways to develop students' relationships with one another. Besides, Hedgcock and Ferris (2009) suggested strategy instruction for EFL teacher, that is to raise the student awareness of different strategies in reading. Therefore, the researcher decided to use those 5 reading activities as reading exercises in the developed product.

Most of the students (75%) enjoyed listening and reading folktales from their area. Considering culture in language teaching is fundamental as it significantly affects the learning environment. This findings were in line with the theory of Ginsberg and Wlodkowski (2009) about motivational framework for culturally responsive teaching in how teacher and students work together to create learning environment in which learners and teachers feel respected and connected to one another, create learning experience through personal relevance that include learner's perspective and values, as well as help



learners understand how they are effectively learning something that is of authentic value of their community.

## 2. Description of Local Folktale-Based English Materials

Local Folktale-Based English Materials are reading materials that used local folktales as the core materials along with reading exercises which are related to the story. These materials were developed through 5 steps of ADDIE model, those were Analysis, Design, Development, Implementation, and Evaluation. The process of the development is described as follows:

### a. The Needs Analysis

The needs analysis was done to the tenth grade students of SMAN 1 Gowa to obtain the students' learning needs, preference and lacks in reading comprehension. The data of students' profile are as follows:

	Origin	Domicile	
		>10 Years	<10 Years
Makassar	4	6	3
Gowa	19	17	6
Outside Makassar or Gowa	9	0	0
$\Sigma$	32	32	

It is illustrated that the total number of the students in Class X IPA 3 was 32 students. About 72% of them were originally from Makassar or Gowa, while the rest was from other regencies, mostly Buginese. Further, about 53% of them had been living in Gowa for more than 10 years. The data of the students' learning needs were obtained from questionnaire and FGD. The data from the questionnaire were completed and strengthen by the data from FGD in which the students conveyed frankly what they think and feel.

## **b. The Design of Local Folktale-Based English Materials**

After all data had been collected in Need Analysis phase, the researcher designed the materials based on the data. The design included objective of the subject, course description, description of learning activity and reading materials.

### **1) Objective of the Subject**

Objective of the subject was: The students are expected to be able to comprehend English text in three levels of reading comprehension which are literal, inferential, and critical comprehension, as well as to recognize the purpose and generic structure of narrative text.

### **2) Course Description**

Local Folktale-Based English Materials are reading materials that consists of 6 local folktales along with reading activities which are related to the story. The folktales are taken from the students' area, Makassar and Gowa. The students learn reading comprehension using the folktales as well as some reading activities which are sequenced into pre-reading, whilst-reading, and post-reading activities. The activities are designed to let students practicing reading comprehension that enable them understand English text in literal, inferential and critical levels.

### **3) Description of the Learning Activities**

The learning Activities included in Local Folktale-Based English Materials were deigned based on the students' preference that had been taken from the result of students need analysis as well as considering the objective of this course that were to encourage students to be able to comprehend English text literally, inferentially and critically. The reading activities were organized based on the phase of reading comprehension according to Estes (1999) those were Pre-reading, Whilst-reading and Post-reading, to make the reading activities run systematically. The activities based on students' reference were:

PRE-READING	Activity 1	Making Prediction
	Activity 2	Vocabulary Exercise
WHILST-READING	Activity 1	Sentence Level Comprehension
	Activity 2	- Story Log
		- Story Web
		- Asking the Author
POST-READING	Activity 1	- Character's Trait
		- T, F or NG
		- Critical discussion
	Activity 2	Finding out the Generic Structure

#### **4) Description of the Reading Materials**

The reading materials were 6 folktales from South Sulawesi, those were obtained by interviewing some experts and conducting literature review. The researcher decided to take 6 folktales: Prince Lamadukelleng (a folktale from Makassar), The Legend of Lompo Battang Mountain (a folktale from Gowa), I Lapung (a folktale from Makassar), Pung Buaja and Pung Kura-kura (a folktale from Soppeng), Nenek Pakande (a folktale from Soppeng) and La Upe (a folktale from Bone). Considering the students profile that most of them had been living in Makassar and Gowa for long time, 3 stories from Makassar and Gowa were chosen to meet the students' culture. Then, 3 stories from Buginess were also selected because some of the students were originally Buginess.

### **3. The effectiveness of Local Folktale-Based English Materials for Teaching Reading Comprehension**

The effectiveness of Local Folktale-Based English Materials for teaching reading comprehension can be seen from the result of experimentation, questionnaire of students' response, and interview to the teachers.

**a. The Result of Experimentation**

After analyzing the data using test of significance, it was found that there was significant difference between the result of the students' pretest and posttest. The result of the T-test computation of the students' score in the pretest and posttest showed that the t-table (2.039) was lower than the t-test (11.89). Therefore, it can be interpreted that there was a significant difference between the students' pretest and posttest. So, it can be concluded that the implementation of Local Folktale-Based English Materials could improve the students' reading comprehension.

**b. The Result of Students' Response Questionnaire**

To know the students' response toward the use of Local Folktale-Based English Materials, the researcher distributed questionnaire to the students. The data was analyzed by using Likert Scale. The results show that the students responded positively toward the use of the materials. The majority of the students strongly agreed that Local Folktale-Based English Materials were interesting, motivating, and effective to be used as learning materials. Besides, most of the students perceived that the materials enabled them understand English text easier, learn vocabulary, recognize purpose and structure of narrative text, as well as know more about folktales from their area.

**c. The Result of Interview with the Teacher**

The result of the interview describes that the teachers had positive perception toward the content and input of Local Folktale-Based English Materials. They said that the materials were suitable with 2013 curriculum in how the materials enabled students to learn about narrative text. Further they thought that the language use was appropriate enough to be understood by the students, and the activities would be able to motivate the students to learn. However, one of the teachers suggested to revise the cover as the picture was too big for senior high school level. He also suggested to add Reflection part at the end of each part to match with the learning approach contained in 2013 curriculum.

## CONCLUSION AND SUGGESTION

Local Folktale-Based English Materials are reading materials that consists of 6 local folktales along with reading activities which are related to the story. The folktales are taken from the students' area, that is South Sulawesi. The students learn reading comprehension using the folktales as well as some reading activities which are sequenced into pre-reading, whilst-reading, and post-reading activities. The activities are designed to let students practicing reading comprehension that enable them understand English text in literal, inferential and critical meaning.

In relation to the conclusion above, the researcher would like to suggest the following points:

1. In teaching reading comprehension, English teachers should be creative in presenting materials of the lesson by considering the students' preference in order to make the students enthusiastic to learn.
2. The students are suggested to use Local Folktale-Based English Materials as one of learning materials to improve their reading comprehension because the materials were constructed based on their learning preference.

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