

LEARNING ENGLISH ON SPEAKING SUBJECT BY USING THE FAIRY TALES WITH LOCAL WISDOM FOR ELEMENTARY AND HIGH SCHOOLS' STUDENTS

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Abstract

This article is talking about learning English on speaking subject by using the fairy tales with local wisdom for elementary and high schools' students. This article aims to identify and describe: first, the implementation of learning English on speaking subject by using the fairy tales with local wisdom that consist of measures of learning, teaching, learning activities, and evaluation and second, the value of local wisdom contained in the fairy tales that used in learning English on speaking subject. The implementation of learning English on speaking subject by using the fairy tales with local wisdom, using a thematic approach which consists of: the creation of attractive atmosphere with musical instruments, the process of extracting the insight students through questions and answers, the telling of fairy tales by teachers with regard domains of storytelling aspect, the telling of fairy tales by students with attention to aspects of storytelling, questions and answers in order to provoke the students to express opinions, inference, evaluation, and follow-up with clarifications and amplifications on the end of the lesson. Learning evaluation conducted by the evaluation process and the evaluation of results. In addition, this article also showed that the value of local wisdom contained in fairy tales are the moral individual, social, and religious.

Key words: Learning English on Speaking Subject, Fairy Tales, Local Wisdom

A. INTRODUCTION

Communication is an essential need for human being. Language as a tool of communication has an important role to reveal an intention to someone else. People will be able to express their thought and feeling by using language. Language, communication and life can not be separated from one another. Language can be applied in many aspects, such as: education, society, politics, economics, and culture.

One of the ways in communication is through speaking. Speaking is the key to communication. It is very important to master speaking well. To master speaking skill, the students must be trained to use English orally. The frequency in using the language will determine the success in speaking ability. Without implementing the experience of learning the language in the real life, it is difficult for the students to master speaking skill. Hence, speaking skill can be accomplished by practicing it orally.

A person who considered being a fluent speaker of a language, when he is able to use its structures accurately whilst concentrating on the content rather than form, using the units and patterns automatically at normal conversational speed when they are required.

Speaking is not as easy as imagined. The fact shows that student's speaking ability is varieties, such as good or fluent, average, stutter, and poor. We have to prepare some ways to teach because sometime students not ready if they should be speaking English in front of their friends. Sometimes, students feel shy if should speak in foreign language. They feel confuse about what should they talk.

Moreover, elementary and high school level which is the level of challenging for a teachers in teaching speaking. Students want to learn in a playing condition and always looking for the attention of the teacher. In these conditions, teachers must inculcate speaking skills in an atmosphere of play and fun, so that students feel that learning English, especially speaking would not be hard. Improvisation and creativity are important in learning speaking at this level.

One of the ways to teach speaking is using fairy tales. In addition to the students will not feel bored and difficult also to increase students' vocabulary knowledge, but the fairy tale should be used can give more value to the students. For that teacher can use fairy tales with local wisdom. Learning speaking by using fairy tales with local wisdom has the advantage associated with speaking skills and cultivation of moral values. With a note that the fairy tale is given should be adapted to the stage of development of student's language. Telling tales to students, means that we facilitate student's language development is going on, especially speaking skills. Through fairy tales, the development of language articulation, language comprehension, grammar, use of language and language awareness stimulated whole the students so they will have the ability to speak. This allows students to speak optimal for given the necessary information, to convince others about action is taken, explain yourself or ideas that are owned, and the language used to explain other people through language that students understand.

In addition, learning speaking skills using this fairy tale also helps cultivation of moral values. We realize that there has been the threat of moral gradation on the nation's future students. The influence of television shows, games, and the uncontrolled association is the main cause. Therefore, it should be an important role in the prevention of early education. Planting of moral values in the learning process will indirectly shape the character of children. Fairy tales with local wisdom contain many moral values which could be used as a foundation for students to behave, namely the individual's moral, social moral, and religious morals.

B. BRIEF REVIEW OF RELATED THEORIES

1. Learning Speaking

Good communication does not mean that you have to speak in perfectly formed sentences and paragraphs. It is not about sickness. Simple and clear go a long way. In speaking study there are some things that will be learnt, they are what the meaning of speaking, the elements of speaking, the important of speaking, the characteristics of speaking performance, the speaking difficulties in foreign language learning, and the characteristics to speak well.

Speaking is a basic skill that Language Learners should master with the other language skills. Hedge (cited in Kouicem Khadidja, 2010:27) defines speaking as "a skill by which they (people) are judged while first impressions are being formed."

Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. According to Richards and Renandya (2002:204) speaking is one of the elements of communication. Where communication is the output modality and learning is the input modality of language acquisition.

Sometimes spoken language is easy to perform, but in some cases it is difficult, Brown (2001:270). In order that they can carry out the successful speaking, they have to fulfill some characteristics of successful speaking activity such as giving much time as possible to students talking can help create the best environment for oral activities.

Getting students to speak in class can sometimes be extremely easy. In a good class atmosphere, students who get on with each other, and whose English is at an appropriate level, will often participate freely and enthusiastically if teacher get them a suitable topic and task. However, at other times, it is not so easy to get students going.

Learning strategy that applied to the students in elementary and high school is thematic. Thematic learning is in accordance with the stages of students' development, the characteristics of how students learn, and the concept of learning and meaningful learning. Thematic learning is an integrated learning that uses a theme to tie some subjects so it can provide a meaningful experience to students, Ichsan (2009:1). In addition, Indihadi (2009: 6) also said that "learning thematically likely to provide the knowledge more meaningful as an elementary school student low grade still looking at everything as a whole (holistic), their physical development can never be separated from mental development, social, and emotional".

Speaking as language skills associated with other language skills. The ability to speak develops in a child's life when preceded by listening skills, Tarigan (1983: 16). Speaking skills utilizing vocabulary in children generally obtained through listening and reading activities. Many talks material is lifted from the

results of listening and speaking. Additionally, speaking skills are also assisted with writing skills, whether in the form of making out line or a script.

2. Local Wisdom in Fairy Tales

Fairy tales, though they were originally folk tales told to adults, have been a key part of childhood for centuries and remain popular today. Their patterns and morality have a profound influence on the developing mind of the students, they shape the way students' understand ideas of good and evil, poverty and riches, beauty and ugliness. They stimulate the imagination and provide much-needed heroes and heroines. The deeper meaning of these tales, however, has often been lost.

Moral in the tale contains local knowledge is a means of dealing with certain moral teachings are practical, which can be retrieved and interpreted through the story is concerned by the reader. It is the author of the instructions to be given on various matters relating to the problems of life, such as attitude, behavior, and social manners. "It is practical because the instructions can be displayed or found its model in real life as the model shown in the story through the characters", Kenny (in Nurgiyantoro, 2000: 321). In the story, through the attitudes and behavior of the characters are expected readers can take a lesson from the moral teachings delivered. It is same like Sulistyorini (2009: 2) said that the student's awareness of moral values is very appropriate if done through a story or a fairy tale or fairy tale story because an effective medium to instill values and aesthetics to children. Specifically, Sulistyorini (2009: 3) classifies the values of local wisdom fairy tales into several types below:

a. Individual moral values

Individual moral values are moral values concerning man's relationship with their own personal life or the way humans treat themselves personally. The moral values underlie and guide is a direction of human life and the rule needs to be done in his personal life. The moral value of the individual, namely (1) compliance, (2) intrepid, (3) sacrifice, (4) honestly, (5) fair and wise, (6) honor and respect, (7) working hard, (8) keeping promises, (9) knew reply Budi, (10) good manners, (11) humble, and (12) carefully in the act.

b. Social moral values

Social moral values associated with man's relationship with another human being in society. In doing this relationship, the human need to understand the norms in force in order to do can go smoothly or not there is a misunderstanding. Human beings are supposed to be able to distinguish between good deeds and bad in the relationship with other human beings. The moral values of social, namely (1) together, (2) helpfulness, (3) affection, (4) harmony, (5) likes to give advice, (6) care about the fate of others, and (7) like praying for others.

c. Religious moral values

Religious moral values are the values that govern the human relationship with God. Humans are religious beings who always believe in the power of the highest, that God created man and the universe. Religious moral mythical containing local knowledge can serve as advice to children related to the teaching of manners.

Local wisdom in fairy tales supports the development of character education. Culture-based national character education in primary school education aims to implement in accordance with nature, which is developing the human potential of learners to face its role in the future. Character education based on moral values that underlie behavior, follow patterns and attitudes of learners, Cahyani (2012). In essence, character education will shape ones personality of which consists of three components, namely moral knowing, moral feeling, and moral action, Martono (2012). This is necessary so that learners are able to understand, feel, and implement the values of kindness.

C. DISCUSSION

Generally, the implementation of learning is filled with activities introduction, core, and a closing, which consists of:

1. The creation of exciting atmosphere through musical instruments in apperception proved very effective to prepare students psychological condition prior to receiving study.
 2. The excavation process students' horizons through a question -Answer proved very effective lure student participation in expressing their opinions, ideas, and answers are filled with positive reinforcement.
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3. Teacher use storytelling based on aspects of storytelling, the choice of words or short sentences long, story sequences, expression or expression and pronunciation and intonation was able to provoke enthusiastic response of students.
4. Students use storytelling based on the aspects that must be considered in the storytelling. A student who speaks fluently, coherently, and complete turns very concerned aspects of storytelling. Some students were substandard, incomplete, and not coherent in storytelling was influenced feeling nervous when speaking so that the results are not optimal.
5. Question-answer and discussion through guiding questions related to the content of fairy tales that have been told was very effective in get participation and courage of students in expressing their opinions, ideas, and answers.
6. In the closing stages of learning, the teacher involved students in the concluding learning process, evaluation, and follow-up. Teachers lead students to conclude learning in order to provide the questions and answers and clarification on how to speak of students.

Based on the conclusion, speaking learning can used fairy tales with local wisdom can activate the students in speaking to express opinion, answer, and asking. Learning evaluation is conducted by using evaluation of process and evaluation of achievement.

In apperception stage, interesting and fun atmosphere created by teachers with music instrument and ask the students to sing together, followed by a question-and-answer process. It is justified by Nuryanti (2009: 3) which states that when starting the learning storytelling, musical instruments or image is important to prepare the students psychologically to accept the learning.

In exploration, teachers dig insight and students' knowledge through the process of questioning and discussion to lure students in speech suggests answers, opinions or ideas related to learning material being taught. The process of questioning and discussion directly train students' speaking skills. This is justified by Wendra (2006: 9) that as a language skill, speaking only dominated with the exercises and practice on a regular basis and plans. Appreciation in the form of strengthening carried out by teachers in the form of praise, thumbs up, and touch. This further motivates and increases the students' courage in speaking. Reinforcement is in line with the opinion of Dardjowidjojo (2007: 1) who wrote that the strengthening of the child's work could be appreciated with compliments and gifts.

In elaboration, the teacher telling fairy tales based on the aspects of storytelling, the choice of words and short sentences long, story sequences, expression or expression as well as pronunciation and intonation. This is in line with the view Tarigan (1983: 16) that said that speaking skills utilizing a vocabulary that is generally acquired by children through listening activities. In elaboration, students also spoke telling stories in front of the class is based on a fairy tale told by the teacher beforehand. According to Logan (in Wendra, 2006: 33), it is not difficult for talking and listening is a reciprocal activity. The students already have provision vocabulary of a story that has been listened to before.

The next step in elaboration stage is teacher ask the students to discuss with asking the questions that can provoke students' understanding and the development of their moral and ethical. It is in accordance with Nuryanti (2009), she said that storytelling need to pay attention to the setting of feedback from students. She also added that the way of evaluation for the students' understanding is by evaluating the feedback from students through questions related to fairy tales being delivered.

Although it is directed at the time of the discussion, at the end of the lesson, the teacher can give clarifications about the tale is told as well as provide an understanding of the moral and ethical contained therein. It is in accordance with Nuryanti (2009: 3) that at the end of the storytelling activities there should be clarification and confirmation that the students' understanding of the content of fairy tales, the characters, and the characters are clearly drawn.

Learning English on speaking subject using fairy tales with local wisdom can support the implementation of character education that aims to establish a students' personality, able to understand, feel, and behave in accordance with norms. Fairy tales can be used as a medium of learning which also plays an important role in the formation of students' character.

For the example, the value of local wisdom in fairy tales onion and garlic, may not be arrogant, do not be lazy, diligent and patient is the key to success are categorized as individual values. Do not demean and insult others, do not apply abusive, helpfulness, forgiving and talk polite are categorized as social values. Always pray to God is categorized as religious values.

D. CONCLUSION AND SUGGESTION

a. Conclusion

Implementation of learning English on speaking subject by using fairy tales with local wisdom in elementary and high school using a thematic approach, which consists of the steps of learning, teaching and learning activities, and evaluation of learning.

The description of the implementation of the above, are:

1. The creation of attractive atmosphere through musical instruments in apperception proved very effective to prepare students' psychological condition prior to receiving the learning.
2. The process of extracting the insight students through questions and answers turned out to be very effective to provoke participation of students in expressing their opinions, ideas and answers.
3. Teachers who tell stories based on aspects of storytelling, the choice of words or short and long sentences, story sequences, expression or expression as well as pronunciation and intonation were able to provoke students' enthusiastic response.
4. Students tell stories based on the aspects that must be considered in the storytelling.
5. Question-answer and discussion through guiding questions related to the content of fairy tales that have been told turned out to be very effective to provoke participation and courage of students in expressing their opinions, ideas and answers.
6. In the closing stages of learning, the teacher engages students in the learning process is concluded, evaluation, and follow-up.
7. Evaluation of learning is done with the evaluation process and the evaluation of results.

b. Suggestion

There are some suggestions that given here, they are:

1. English teachers apply the speaking learning by using fairy tales with local wisdom in English language learning in order to provoke students' courage in expressing ideas, opinions, and questions. Additionally, through this of learning, teachers can also provide insight into the value of local wisdom to the students as well as support the development of character education.
2. Students involved in learning speaking by using fairy tales should absorb the values of local wisdom that is discussed with the teacher and then develop and implement in daily life, both within the family, community, or school. With the application of social value, for example, students can live on mutual respect and help each other.

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