

The Design of Teaching Materials Based on Folklore to Enhance the Reading Fast Ability of Primary School Students in Medan City

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ABSTRACT

An analysis of the utilization cerita rakyat daerah (Folklore) has implemented in contextual learning of Indonesian Language lesson for primary students grade V. By integration of this folklore, the reading fast ability of students is expected to improve. Before it is implemented in classes, this research has succeeded in lesson plans design and teacher's books on folklore. The lesson plans and teacher's books have been validated by some professional such as design, evaluation, language and folklore experts. Based on the data obtained that lesson plans designed is very feasible with an acquisition score of 3.95. Furthermore the scores from the evaluation experts and linguists were 3,73 and 3,35. Teacher's book design based on folklore was carried out by design, evaluation, language, and folklore experts. The scores from each professional are 3.93; 3.85; 3.35; and 3.73 with very decent categories. Based on the results obtained from the design of lesson plans and teacher's book based on folklore, that device is perfectly feasible to be applied for primary V students to improve reading fast ability of students.

Keywords: *folklore, reading fast ability, lesson plans, teacher's book*

1. INTRODUCTION

Reading process is the process of symbols acceptance and symbols interpretation or the words that are seen or read (Syafii, 2013). According to Soedarso (2010: 4) reading is a complex activity by deploying a large number of actions, in this case when carrying out reading activities, the readers must use insight and fantasy, observing, and remembering. Someone can't read without moving eyes or without using the mind. Understanding and reading fast become important depending on the ability to run every organ of the body needed for it.

At school, students can read not by chance or by inspiration, but because they are taught. Reading is not a natural activity, but a set of components that are mastered privately and gradually, which are integrated and automatic, so those students are expected to appear calm and mature because they have various experiences such as can enjoy from not only fiction but also nonfiction that reads. It depends on the care and direction of parents and teachers.

The same thing, Radner, Obermayer, Mueksch, Willinger, Parel and Eisenwort (2002) explained in modern information-based society, reading ability is very important for daily life. Inability of reading reduces individual independence and thus has an impact on life quality.

Reading ability can be trained since kids or when a student is in primary. The students primary age is one of the assets of national which very valuable to continue leadership in the future. Bahasa Indonesia Learning is intended to improve the ability of students to communicate properly and correctly in oral and written, and foster an appreciation of the work of Indonesian human literature (Depdiknas, 2006: 13).

Contextual learning is a learning strategy that emphasizes the process of full student involvement to be able to find the learned material and relate it to real life situations so that students are encouraged to apply it (Sinaga et al., 2019; Kartika et al., 2019). There are three things that must be understood, namely: (1) contextual learning emphasizes the process of student involvement in finding material, (2) contextual learning encourages

students to find relationships between the material learned and real life situations, and (3) encourages students to be able to apply in life.

Folklore is a part of a collective culture, which is spread and passed down hereditary, both in oral form and examples accompanied by gestures or assistive reminders. Folklore can be used as teaching material delivered to students to facilitate the learning process. Folklore that contained folkore material is a strategic effort to convey the bright ideas from all aspects of students' lives Rathje (2014: 2).

The use of folklore as a source of learning can be utilized in various disciplines including language learning (Olajide 2010: 200).

The use of folklore helps many teachers so students understand well what is delivered by the teacher. Folklore is used as a tool that can represent information clearly and interestingly from the messenger (teacher) to the recipient of the message (students) so that the learning communication objectives can be achieved optimally (Khairani et al., 2019; Jonny et al., 2020). The function of folklore in education acts as a tool that can stimulate the thoughts, feelings, attention, and willingness of individuals to be involved in the learning process. In addition, learning by using folklore-based text in which there are schemes or structures that are already mastered by students, students will quickly grasp the meaning contained in folklore text so that it can improve reading fast activities.

2. METHOD

Analysis of the use of folklore to improve the reading fast ability of elementary school students departs from several previous research results. Folklore has been widely applied to train students' language and communication skills. The ability of students to speak and write simultaneously also improved by applying the folklore methods [1]. In this research, an investigative method is used to find out the real condition of the implementation of Bahasa Indonesia learning, especially the topic of elementary reading fast in Medan. The subjects used in this study were primary V students of SD Negeri 064027 and SD Negeri 064960 Medan in the 2018/2019 school academic year. While the object of investigation that is focused on this study is the availability of learning tools used by teachers and students. In general, the components of learning tools include lesson plans, teacher's books, student books and student worksheet. But in this study the investigation and design focused on lesson plans and teacher books. Furthermore, the two devices are analysed for the completeness of the elements, whether they have fulfilled in terms of structure, composition and content so it is feasible to be used in reading fast learning. The next stage is the design of lesson plans and teacher books by integrating local folklore into the toolkit. After being designed, lesson plans and teacher books containing folklore are validated by experts to determine their feasibility before being implemented. The types of instruments that are the focus of the assessment and

feasibility of the lesson plan are in terms of design, evaluation, and language use as shown in Table 1. The validation instrument for the teacher's book was also developed by involving four experts as shown in Table 2. Each component was assessed by an expert (validator) using indicators that had been developed.

Table 1. Types of validation instruments developed for experts in assessing lesson plans

Type of Instrument	Assessment Aspects	Number of Indicators	Score Range
Validation Lesson Plan by Design Expert	Formulation of Competencies and Indicators	3	1-4
	Organizing Learning Materials	4	1-4
	Learning strategies/ methods	7	1-4
	The selection of learning resources and learning media	6	1-4
	Evaluation of Learning Outcomes	3	1-4
Validation Lesson Plan by Evaluation Expert	Conformity and clarity of indicators	11	1-4
Validation Lesson Plan by Linguist	Language rules	10	1-4
	Legibility	10	1-4

Table 2. A type of validation instrument developed for experts in assessing teacher's books

Instrument Type	Assessment Aspects	Number of Indicators	Score Range
Validation Teacher's Book by Design Expert	Teacher's Book Display	5	1-4
	Completeness of the Teacher's Book	11	1-4
	Description of Material in the Teacher's Book	5	1-4
Validation Teacher's Book by Evaluation Expert	Learning Guide	5	1-4
	Learning Purposes	7	1-4
	Description of Learning Materials	5	1-4
	Learning strategies	6	1-4
	Learning Evaluation	3	1-4
Validation Teacher's Book by	Language rules	10	1-4
	Legibility	10	1-4

Linguist			
Validation	Book Display	5	1-4
Teacher's	Complete	4	1-4
Book by	Books		
Folklore	Description of	5	1-4
Expert	Folklore		

3. RESULTS AND DISCUSSION

3.1 Feasibility Lesson plans

The availability of learning tools such as lesson plans and teacher books can facilitate teachers and students to achieve the expected competencies. Besides competence, a quality learning process, participation and high student learning outcomes can be achieved by the existence of appropriate and appropriate learning tools. The lesson plans that have been prepared are validated by several experts based on design, evaluation, and linguists. The assessment score given by the design expert for the lesson plans that has been designed is shown in Table 3. There are five aspects reviewed by the expert in assessing the lesson plans including (1) competency and indicator formulation; (2) organizing learning materials; (3) learning strategies/ methods; (4) selection of learning resources and media and (5) evaluation of learning outcomes.

Table 3. Design expert assessment score lesson plans

No	Rated aspect	Score	Category
1	Formulation of Competencies and Indicators	4.00	Very decent
2	Organizing Learning Materials	3.75	Very decent
3	Learning strategies/ methods	4.00	Very decent
4	The selection of learning resources and learning media	4.00	Very decent
5	Evaluation of Learning Outcomes	4.00	Very decent
Average score		3.95	Very decent

It can be seen from Table 3 that the design expert's evaluation of folklore-based contextual learning plan implementation products produced an average score of 3.95 which is a very feasible category. Of the five aspects of assessment, 80% of them produce a maximum score of 4.00. While one aspect produced a score of 3.75 but it was still in the very feasible category.

The second assessment observed in the lesson plan is the evaluation of the content, clarity and compatibility of several aspects of the competencies and expected indicators. There are ten aspects related to the evaluation of this evaluation as shown in Table 4. Scores and assessment categories of the validator for this evaluation stage have also been shown in Table 4. From all aspects of the assessment, it is known that there are three who get a score of 3 (feasible category) namely conformity of type of evaluation with competency; The compatibility

of the item items with the formulation of indicators and clarity of assessment procedures. While other aspects get a perfect rating score of 4.0. So it also obtained an average score of 3.73 with a very decent category. Based on the results obtained from Table 4, it is known that the lesson plans product which developed is very feasible in terms of content evaluation and needs to be studied in terms of language.

Table 4. Expert assessment scores on lesson plans

No	Rated aspect	Score	Category
1	Clarity of competency formulation	4.00	Very decent
2	Clarity of learning objectives	4.00	Very decent
3	Domain clarity to be achieved	4.00	Very decent
4	Adequacy and completeness of the indicator formulation	4.00	Very decent
5	Suitability of indicators with basic competencies	4.00	Very decent
6	Conformity of evaluation type with competency	3.00	Decent
7	The suitability of the item items with the indicator formulation	3.00	Decent
8	Clarity of the assessment procedure	3.00	Decent
9	Questions are not racist	4.00	Very decent
10	The question uses clear sentences	4.00	Very decent
11	The question items are in standard Indonesian	4.00	Very decent
Average score		3.73	Very decent

After making a review of the design and evaluation, the final validation for the lesson plan is carried out by the linguist. The results of the feasibility assessment by linguists are listed in Table 5. For the primary V, there are two most important aspects to be considered in the preparation of lesson plans in terms of language, including the language rules and readability. The devices that are compiled need to meet the rules of language that are complete and perfect. In addition, each sentence must have an effective element that contains at least a subject and a predicate.

Table 5. Scores of linguistic experts to lesson plans

No	Rated aspect	Score	Category
1	Language rules	3.80	Very decent
2	Legibility	3.80	Very decent
Average score		3.80	Very decent

From Table 5 it can be seen that both aspects of the assessment have met the very feasible category which reflects that the lesson plan can be used in Bahasa Indonesia learning with speed reading topics. The lesson

plan also contains elements of excellent readability where the teacher will very easily direct students to read quickly.

3.2 Teacher's Book Feasibility

1) *Design Expert.* The teacher's handbook for the Bahasa Indonesia topic fast reading is one that was developed in this study. After being designed, the teacher's book is then validated by the expert. The validating team consisted of design, evaluation, language and folklore experts. The results of the appraisal of teacher's books by design experts are listed in Table 6. Based on the table it can be seen that there are three aspects that are the focus of the book's feasibility assessment including the appearance, completeness and description of the material in the teacher's book. From these three aspects the assessment indicators have been described as many as 21 statements as shown in Table 2. Judging from the acquisition of scores given by design experts, the teacher's book can be declared very feasible because it has an average score of 3.93. The appearance and completeness of the teacher's book gained a maximum score of 4.0.

Table 6. Types of validation instruments developed for experts in assessing lesson plans

No	Rated aspect	Score	Category
1	Display of Teacher's Book	4.00	Very decent
2	Completeness of the Teacher's Book	4.00	Very decent
3	Material Description in Teacher's Book	3.80	Very decent
Average score		3.93	Very decent

2) *Evaluation Expert.* The next object of observation from the teacher's book above is the appropriateness from evaluation side. There are four aspects of the observation focus from this side. The aspects are eligibility guide, purpose, usefulness, strategy and learning evaluation. From the aspect, assessment indicators have been described as 5;7;4;6 and 3 for each other as shown in Table 2. The rating result of the teacher's book eligibility that based on forklof by evaluation expert listed at Table 7.

Table 7. Evaluation expert's assessment score for teacher's book

No.	Rated Aspect	Score	Category
1	Learning Guide	3.80	Very Decent
2	Learning Purpose	4.00	Very Decent
3	Usefulness	3.75	Very Decent
4	Laeaning Strategy	3.67	Very Decent
5	Learning Evaluation	4.00	Very Decent
Average Score		3.85	Very Decent

3) *Linguist.* The result of the test appropriateness assessment of teacher book based on folklore models for elementary school by a language expert listed in Table 8. From this language expert appropriateness focused on two aspects, language rules and legibility by producing score 3,2 and 3,5 for each other with worthy category. There are 10 indicators that rated for every aspect with an assessment focus for effectiveness, use and word order or sentence.

Table 8. Language expert's assessment score for teacher's book

No.	Rated Aspect	Score	Category
1	Language Rules	3.20	Decent
2	Legibility	3.50	Decent
Average Score		3.35	Decent

Has been known that teacher's book based on folklore explanation was designed with standard language and in accordance with the Indonesian language method that had been improved and corrected. So is the use of punctuation and terms in this book specially designed according level of understanding students for 5th elementary grades. From the style and variety of languages, the teacher book designed was in accordance with student understanding. It is seen from the score that was given by language expert which is language style, language variety and the absence of multiple meanings is 4,00 for is each other which is very feasible.

4) *Folklore Expert.* The last evaluation which is conducted for teacher book based on folklore is the folklorist himself. There are 3 large aspects observed by folklore expert that is display, completeness of the book and description about folklore that shown at Table 9.

Table 9. Folklore expert assessment score for teacher book

No.	Rated Aspect	Score	Category
1	Display of Book	3.40	Decent
2	Completeness of the Book	4.00	Very Decent
3	Description of Folklore	3.80	Very Decent
Average Score		3.73	Very Decent

According to data shown in Table 9 can be known that cover, print design, shape, size and the ease of reading are in the category decent with the score 3,4. While the assessment from the aspect of the introductory content like an introduction, preliminary information, folklore definition and bibliography of the book obtain a maximal score, 4,0. According to folklore expert, the teacher book very feasible to use in Indonesian language learning especially for fast reading material because the figure contained in material very suitable. Other than that, storyline, the scene, picture/illustration explained in teacher book is very suitable.

Recapitulation of feasibility assessment design expert, evaluation expert, language expert and folklore

expert for the teacher book product based on folklore for 5th elementary grades can be seen in Table 10. While the score display in the form of a bar chart can be seen in Figure 1.

Table 10. Recapitulation of the results of experts eligibility toward lesson plans and teacher’s book

No.	Expert Validation	Average Score		Category
		Lesson Plans	Teacher’s Book	
1	Design	3.95	3.95	Very Decent
2	Evaluation	3.72	3.84	Very Decent
3	Language	3.8	3.4	Very Decent
4	Folklor	-	3.71	Very Decent
Average Score		3.82	3.73	Very Decent

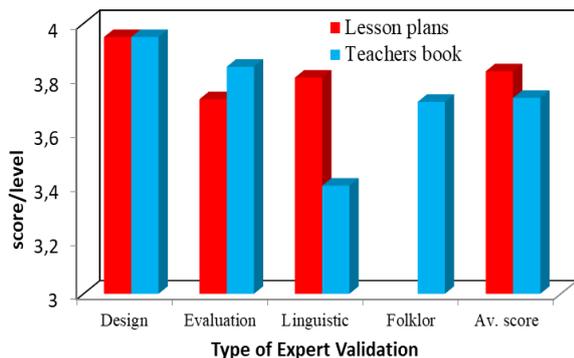


Figure 1. Primary teacher’s book eligibility by expert

Based on Table 10 can be seen that average cumulative assessment score expert for lesson plans and learning teacher books based on folklore for Primary school is 3,72. As shown also in Fig. 1 that design expert strongly agree that lesson plans and teacher book is very feasible with the achievements score is 4,0. But slightly different from an evaluation expert display, language expert and folklore that is the difference in judgement between lesson plans with teacher’s book.

4. CONCLUSION

An analysis of the use of local folklore in contextual learning in Indonesian language lessons for primary V students. With the integration of the folklore, it was be expected that the reading fast ability of the students improved. Before being implemented in learning, this research has succeeded in designs the lesson plans and teacher’s book based on folfore. Lesson plans and the book have been validated by several experts including design, evaluation, language, and folklore experts. Based on the data obtained it is known that the lesson plans that was designed was declared very feasible with an acquisition score 3,95. The scores from the evaluation experts and linguists were 3,73 and 3,35 respectively. For the design of teacher books based on folklore also validated by experts in design, evaluation, language, and

folklore experts. It has been obtained that the score of each expert is 3,93; 3,85; and 3,73 with a very decent category. Based on the result obtained from the design of lesson plans and teacher books based on folklore it can be stated the device is very feasible to be applied to students in primary V to improve the students reading fast ability.

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