

# Balinese Folklore Literacy as English Learning Material at Communication Studies, STAHN Mpu Kuturan Singaraja

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## ABSTRACT

Balinese Folklore Literacy is educational media that inherited to the next generation. This media can be implemented as English learning material for university students in teaching English as Second Language. The study aimed at describing Balinese Folklore Literacy as English learning material at Communication Studies Program, STAHN Mpu Kuturan Singaraja. The Balinese Folklore Literacy contains ten Balinese Folklores and the story is written in English. The research was designed using qualitative approach. The subject was students in the first semester of Communication Studies Program, STAHN Mpu Kuturan Singaraja. The data were collected through observation, interview, and questionnaire. The data were analyzed qualitatively. The result showed that Balinese Folklore Literacy was effective to implement in teaching English as Second Language. The students can increase their ability in reading and writing skill. In addition, the students would be able to enrich the vocabulary through the exercise which related to the story. Thus, the students motivated to learn English inside and outside the classroom area.

**Keywords:** Literacy, Balinese folklore, University students

## 1. INTRODUCTION

The development of science and technology demands people to possess world-wide knowledge and skill. This situation is certainly motivating the government and educational institution to create qualified and successful generations. To do so, the educational institution requires schools and universities to conduct English lesson in teaching and learning process. English lesson can be inserted in literacy activities. Literacy is defined as the ability to read and use written information and to write appropriately in a range of context (Australian Language and Literacy Policy, 1991). Besides, literacy also means the ability to make and share meaning by constructing and interpreting the text (Winch, Johnston, Holiday, Ljungdahl, & March, 2006). The word literacy can be developed into English literacy, Science literacy, Technology literacy, etc. Especially, English literacy can be found in all educational stages. Moreover, English literacy activities are also implemented in the universities in which they are done during English lesson. In this case, lecturer can provide literacy material such as reading textbook, writing story, etc.

In order to succeed the English literacy activities in the university, the lecturers can use Folklore as English learning material. According to Muna (2018) folklore is the body of expressive culture shared by a particular group of people, it encompasses the tradition common to that culture, subculture or group. In Indonesia, people know Folklore as what so-called *cerita rakyat* and *dongeng* (tale). There are many Indonesian Folklores known by people nowadays. Those stories are displayed and arranged in the form of picture book, cartoon, movie, etc. In addition, Danandjaja in Ellisafny, Asmarani, and Hadiyanto (2019), folklore in the world of education itself is part of a culture that can consist of folk language, traditional answers, puzzles (traditional questions), folk poetry and poetry, folk prose stories, such as mites, battles, and anecdotal tales), folk songs, folk theater, folk games, beliefs, folk art, folk music and gestures. Thus, it can be concluded that Folklore is story which contains the tradition, custom, and believed inherited to next generation. Besides, there are many moral values found in folklores such as mutual assistance, humble, confidence, etc.

There are many famous Balinese Folklores known by people in Bali. In this case, the researcher shows ten Balinese Folklores as English learning materials. Those stories includes *Siap Selem, Ni Bawang Lan Ni Kesuna, I Belog, I Lutung Lan I Kekua, Manik Angkeran: Asal Mula Selat Bali, Kebo Iwa, Cupak Lan Grantang, Pedanda Baka (I Cangkak) Lan I Kepiting, Pan Balang Tamak, Mayadenawa*. The students can improve their reading and writing ability as part of literacy activity through reading these folklores. Besides, there are some vocabulary exercise such as finding the word meaning into Bahasa, finding the opposite meaning, and retelling the story. The exercises are related to the story that they have read previously. Thus, the students are expected to able to enrich their English vocabulary skill

**2. METHOD**

The empirical information was obtained through the research on Balinese Folklore Literacy as learning material at communication studies program. The data was gathered through observation interview, and questioner. The observations were conducted during three meetings. The interview session was done to know the student responses after the lecturer implementing Balinese Folklore as English learning material during English lesson. The questionnaire was given to the student of first semester at Communication Studies Program, STAHN Mpu Kuturan Singaraja. There were 19 students in the class participated in filling the questionnaire. Those students were required to attend the English class in the first semester. Besides, the questionnaire also included some questions which use to know the quality of Balinese Folklore Literacy as English Learning Material. The students were instructed to give marked in the questionnaire. They were instructed to mark each item of the questionnaire in the range score 1-5. Each answer had to be assessed using formula shown below:

$$\text{Percentage: } \frac{\text{Totalscore}}{\text{Totalofstudents}} \times 100\%$$

Total score means the total of the quality of Balinese Folklore Literacy as English Learning Material. Thus, the result of total score indicated the percentage of the quality of Balinese Folklore Literacy which was implemented as English Learning Material for student at Communication Studies Program, STAHN Mpu Kuturan Singaraja.

**3. RESULT AND DISCUSSION**

**3.1. Result**

According to the result of the observation, it could be noticed that using Balinese Folklore as literacy activity in English lesson made the students easier to learn. The students were instructed to read one story in

every meeting. They read the story with their group. In this case, the researcher found that they looked enthusiastic during literacy session. In addition, the students could get challenged to answers the exercises which displayed in the Balinese Folklore picture book. The students felt the book could increase their English skill. They had learnt new vocabularies and they were able to apply those vocabularies in teaching and learning process. The activity during English literacy session could be seen in picture below:



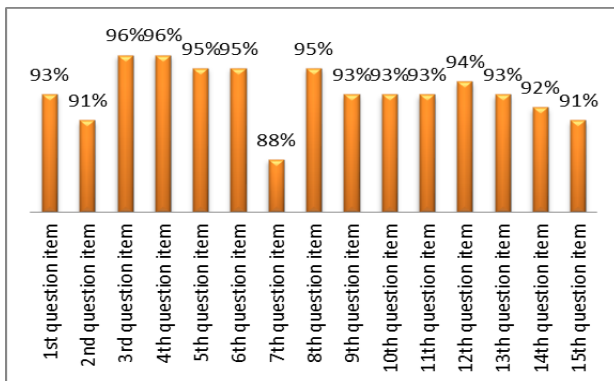
**Figure 1** The activity in English literacy session

After conducting observation, the researcher was doing some interview with three students as representative students of first semester at Communication Studies Program, STAHN Mpu Kuturan Singaraja. The researcher gave five questions during interview session. The questions included some opinion about (1) the implementation of Balinese Folklore Literacy, (2) the benefit of Balinese Folklore Literacy, (3) the problem which faced up by the student, (4) the favorite story in Balinese Folklore Literacy, and (5) the suggestion to support the implementation of Balinese Folklore Literacy.

Based on those question items, the researcher concluded the students answer. In the first question items, the researcher found that the students felt enjoyable in following literacy session. They could improve their English skill though this activity. Then, in second question items, the data showed that the students were able to increase their English skill by some activity such as reading the story, answering the question, and retelling the story. Those activities help the students in mastering the English. Then, in the third question items, the result showed that there was no significant problem during an English lesson. In this case, the students can discuss and solve the problem with friend in their group. Next, in the fourth question items point that there were some students favorite stories in Balinese Folklore Literacy such as *Siap Selem, Ni Bawang lan Ni Kesuna, Manik Angkeran*, etc. And the last in the fifth question items explained that the students hopes the researcher would be able to presented another interactive Balinese story which useful for students during English class.

Furthermore, this result was also supported by the result of questionnaire that was given from the lecturer

to students in Communication Studies, STAH Negeri Mpu Kuturan Singaraja. There were 15 questions stated in the questionnaire. Those questions items included (1) vocabulary in the book appropriate with students' level, (2) the book was suitable with students' general knowledge, (3) the book related with student's background knowledge, (4) the text was organized well, (5) the book contained some exercises, (6) The exercises and the questions were arranged with language which met up the students' level, (7) the exercises and the questions arranged with good gradation/level of difficulties (easy to difficult), (8) the book gave the student opportunity to practice the concept, (9) the book contained exercise which considered to the student's knowledge diversity, (10) the book displayed some questions that should be discussed in order to improve the student's critical thinking, (11) the book contained devices included pictures, maps, and illustration to strengthen the concept explanation, (12) format, font style, picture or illustration used in text book were interesting and promoting the students motivation , and also appropriate students' development, (13) the writing style was interesting and improving student's motivation, (14) student activity and exercise displayed in the text book could increase students' motivation, and (15) the book did not show the example of gender biased, socio economic background, and SARA(ethnicity, religion, race, and inter-group relations). The result of questionnaire was shown below:



**Figure 2** The quality of Balinese Folklore as English Learning Material

The result of questionnaire displayed Balinese Folklore Literacy was suitable to implement as English Learning Material. It was supported by data which explain 96% students believed that the Balinese Folklore book was related to the students' background knowledge. In this case, the students knew all the stories written in the book. The students had already read and listened the story since they were childhood both in Bahasa and Balinese Language. This was supported with the research which conducted by Pandawana and Ardiana (2017) that showed Balinese parents delivered the Balinese Folklore through storytelling or the Balinese community knew as "mesatua" for their

children. In addition, Balinese parents usually asked their children to conserve local genius culture by reading and listening the Balinese story. So, the children could not get difficulties in understanding plot of Balinese story. In addition, the students assumed that the text organized well. It was supported by the observation that the student did not feel confused in understanding the plot of the story. The observation conducted in three meetings. The data showed that the student feel enjoy during the literacy session. They could read individual or with their group. Thus, the students were able to adapt with the English literacy culture through reading the Balinese Folklore.

Furthermore, the data showed that 95% students felt the exercises were helpful to increase the student's ability in learning English. The students also had opportunity to explore their English skill during the English literacy class. Besides, 94% students argued that format, font style, picture or illustration used in text book were interesting and estimating the students' motivation and also appropriate with students' development. In this case, the researcher designed the book which was suitable with student level. Thus, it was enjoyable to read the book as media in English literacy class.

Next, the result of questionnaire explained that there were several question items which got the same percentage. The data displayed that 93% students argued that the Balinese Folklore Literacy was appropriate for students' university. That was supported by the data that the vocabulary in the text was suitable for the students. In addition, there were some useful vocabulary exercises for the students. The exercise also considered the students' knowledge diversity and built students' critical thinking. Besides, the book contained devices includes picture, map, and illustration to strengthen concept explanation.

Furthermore, the data showed that 92% students assumed that the book improved students' motivation in learning English. They were able to learn the English language by reading the story in the book. In addition, the data showed that 91% agree that the book did not display the example such as gender biased, socio economic background, and SARA (ethnicity, religion, race, and inter-group relations). Besides, the book was suitable with the students' general knowledge. They were familiar with those stories and they could learn the moral values after reading the story.

At last, the researcher found that 88% students argued that the exercises had arranged from easy to difficult. There were some exercises included finding the word meaning into Bahasa, finding the antonym, and retelling the story by using their own languages. Those exercises were appropriate with the story. Thus, the student could answer the question. In addition, they

could enhance their English skill during teaching and learning process.

### 3.2. Discussion

Balinese Folklore Literacy was one of English learning material which implemented for students at Communication Studies, STAHN Mpu Kuturan Singaraja. The decision of choosing this material mostly dealt with students' needs, characteristics and psychological developments. These aspects supported a lot in how the lecturer could decide the effective English learning material to improve the students' literacy development.

Regarding the result of the research, the researcher found that Balinese Folklore Literacy was effective to be implemented as English Learning Material. In this case, the researcher used this material in three meetings. In addition, this material was used in the opening lesson. The students were instructed to read the story with their group. There were ten stories displayed in this book namely *Siap Selem, Ni Bawang Lan Ni Kesuna, I Belog, I Lutung Lan I Kekua, Mani k Angkeran: Asal Mula Selat Bali, Kebo Iwa, Cupak Lan Grantang, Pedanda Baka (I Cangkak) Lan I Kepiting, Pan Balang Tamak, Mayadenawa*. The researcher found that the students' needed approximately 10-15 minutes to read one story.

After reading the story, they continued to answer the exercises. There were three kinds of exercises such as finding the word meaning into Bahasa, finding the antonym, and retelling the story. Those exercises were suitable to improve vocabulary especially for EFL students. As we know that, vocabulary is the key factor that makes the students' learn the target language easily. This is supported by Richards and Renandya in Rohmatillah (2014) which explained, vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write. When the students have many vocabularies, they will get faster to master vocabulary learning and practice. In addition their position would be step forward rather than the students who started to learn vocabulary.

The implementation of Folklore as learning material was inseparable from its benefit during teaching and learning process. According to McKay in Lwin (2015), there were three major benefits in using literature as content in Second Language (L2) classrooms namely (i) demonstrating for learners the importance of language form to accomplish specific communicative purposes, (ii) providing an ideal basis for integrating different language skills, and (iii) raising students' and teachers' cross-cultural awareness. Those benefits made the teacher and the lecturer chose this material in teaching the EFL students.

Besides, the benefit of Folklore as English Material also found out in this research. The implementation of Balinese Folklore Literacy had an impact in mastering English language. This argument supported with the result of questionnaire. The data showed that 96% students believed that the Balinese Folklore Literacy related to the student background knowledge. There were many familiar stories written in English. In addition, the stories have already known by the students since childhood. Most of Indonesian folklores were popular delivered through oral tradition (Muna, 2018). The parents or story teller usually told the story in some event or even as bedtime stories. However, in the globalization era, folklore also used as learning material in teaching the language for students.

In addition, the same percentage explained that the text organized well. In this case, the researcher observed that the students enjoyed and understood the plot of the story. Generally, folklore and folktale use languages which less complex than the language of academic writing (Lwin, 2015). So, the students can easily understand the meaning of the sentences in the stories.

Besides, the data showed that 95% students felt the exercises were helpful to increase the students' ability in learning English. This statement supported by the result of interview session which explained that the activities in Balinese Folklore Literacy could be able to improve their English skill. The simple exercises such as finding the word into Bahasa, finding the antonym, and retelling the story made the student feel challenged in improving their English skill. Besides, the result of observation and interview session showed that the students tried to answers the exercise individually. Sometimes, they used English-Indonesia dictionary to overcome their difficulties. In addition, the students could make small discussion to discuss the material or even the problem that faced by the member of the group. In this case, the students which have some difficulties could ask the problem with students in the same group. This situation could develop positive attitude such as increase good relationship between one student with another one. Thus, the researcher believed that there were no significant problems during English literacy activity.

Furthermore, 94% student believed that the format, font style, picture or illustration which used in text book were interesting and estimating the students' motivation and also appropriate students' development. In this case, Balinese Folklore Literacy book can be read by all ages. The picture or illustrations were displayed in the beginning of the story. The interesting picture became one component which made the folklore became famous for all ages. This is connected with the result of interview which showed that the students remembered the picture as media in illustrating the story. The character which drawn in story becomes one aspect of the story is idolized. The students argued that they had

some favorite stories such as *Siap Selem, Ni Bawang lan Ni Kesuna, Manik Angkeran*, ect. In this case, the effectiveness of illustrated stories also supported by research which is conducted by Hermato (2019) that explained through illustrated stories, the reader is expected to easily receive information and description of the story to be conveyed. In addition, the picture or illustration gave background knowledge about the story. Thus, the students can learn more effectively and meaningfully during the teaching and learning process.

In addition, that explanation also connected with the result of another questions items. There were five questions items which got the same percentage. In this case, 93% students argued that Balinese Folklore Literacy was appropriate as English Learning Material. The vocabulary exercises were available to improve their English skill. That activity made the students' feel fun in following the lesson. This situation also supported with the result of interview session which explained that the students were enjoy during literacy session. The lecturer was able to stimulate the students in English literacy session. Thus, the students were able to receive meaningful knowledge through English literacy session.

Besides, through folklore the students can increase their critical thinking. This was good to create their positive character education in teaching and learning process. The character education includes responsibility, honesty, integrity, respect, peaceful life, caring, politeness, and harmony (Mutiarani and Rahman, 2019). In other word, the implementation of Folklore as English Learning Material made the students did not only learn the English skill but also they were able to build a good character in the real life.

Besides, the book was referred from guidance in writing the Folklore Book. The researcher viewed that the writing style was interesting and improve the students' motivation. In this case, the language was suitable with the characteristic of EFL students. Besides, there were some pictures or illustration in order to strengthen concept explanation. The researcher found that there was one picture or illustration displayed in the beginning of every story. According to Hermanto (2019), the visual illustration helps the process of delivering messages more effectively. The students will be able to imagine the story before they read the full text.

Next, the researcher found that 92% students believed Balinese Folklore Literacy was able to improve students' motivation in the English class. The stories and exercises provided in the book could facilitate the students to learn English independently or even with their groups. In addition, the data showed that 91% students reported that the book did not display the example such as gender biased, socio economic background, and SARA (ethnicity, religion, race, and

inter-group relations). The book was also appropriate with the student general knowledge. The students were expected to have the cultural awareness and they would be able to introduce the Balinese Folklore by using English Language. Thus, the researcher assumed the book was worth as learning material in the English class.

Besides, the researcher viewed that 88% students argued that the exercise and the question arranged with good gradation. There were some general exercises included finding the meaning into Bahasa, finding the antonym, and retelling the story by using their own languages. Those exercise arranged from easy to difficult. In this case, the researcher observed that the student enjoyed to answers all question. Besides, in retelling the students exercise, the students tried in using their own language to tell the story. However, sometimes the students felt difficult in translating some words into English. In this case, the lecturer helped the students in translating those words into English language. This situation made the student feel confident to speak English during the English without worrying the mistakes that they have made previously. Thus, the student can increase their English skill gradually.

#### **4. CONCLUSION**

Literacy is one of the important ability that has to be developed for students. There were many materials used as guidance during the literacy session. Folklore can be implemented as learning material in the literacy session. Folklore consists of local stories which contain the moral values. In the new era, folklore told and written down by using English Language.

Balinese Folklore Literacy was one of English Learning Material which supported the student development in the literacy session. The book consists of ten famous stories from Bali Island. The implementation of Balinese Folklore Literacy gives positive impact for the students at Communication Studies Program, STAHN Mpu Kuturan Singaraja. The students are able to improve their English skill through the some activity in the book. In addition, the students can enrich their English vocabulary which useful in their life. The character education also formed in the process of reading the story. There were many noble values as reflection in taking the action and decision. Thus, Balinese Folklore Literacy is recommended as English Learning Material during the literacy session.

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