THE INTEGRATION OF FOLKLORE ASLOCAL WISDOM IN TEACHING NARRATIVE TEXT: A CASE STUDY AT SMA MUHAMMADIYAH BERAU

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Abstract

Integrating local wisdom as a medium for narrative reading makes it easier for teachers to create interesting learning experiences. The objective of this study was to investigate the teacher's strategy in teaching narrative texts by integrating folklore as local wisdom, analyze the student's narrative text produced by students when teaching strategies were implemented, and find out students' responses to teachers' strategy in narrative learning using folklor as local Wisdom. The researchers conducted qualitative research using case study designs. Two English teachers and 30 students from Muhammadiyah Berau High School, East Kalimantan, participated in the study. Data was collected using semi-structured interviews, class observations, and documentation.The findings reveal that teachers use sensory strategies, figurative language, and living words to teach narrative texts through three processes: pre-teaching, while-teach, and post-teacher. Increases enthusiasm and motivation among students. The rating shows a significant increase in the average score, from 85 to 87. Students also tell narrative texts and find folklore as an interesting medium to learn, as it enhances critical thinking and makes imagination flourish.

Keywords: Local Wisdom; Folklore; Narrative Text

INTRODUCTION

According to Danandjaja (1984) Folklore is a local wisdom that has a literary text structure and has moral values as a message the writer wants to convey to the reader . The moral message is tucked inside the characters' characters, messages from the character's expressions or dialogues, or from the story line. The message in folklore is in the form of advice, advice, guidance, guidance, or education to humans for noble deeds by being wrapped through folklore.

Local wisdom encompasses knowledge, insights, customs, and habits embedded in wisdom based on values and cultural norms embraced by a community (Ostrome, 1993). Its role lies in anticipating, filtering, and even reshaping external influences to maintain the distinct character of the local community. The more robust the resilience of local wisdom, the greater the stability within the concerned community (Ratna, 2011). Local wisdom's value is hereditary, passed down to successive generations, serving as a compass for mindset, actions, and behavior.

It stands as a dynamic source of knowledge, evolving through specific populations and integrated with an understanding of the surrounding culture. Learning models that emphasize elements of local wisdom provide context for introducing cultural values in education (Sumayana, 2017; Widiastuti & Purnawijaya, 2019). Furthermore, it takes the form of cultural specificity found exclusively within certain regions. The term "local" refers precisely to specific areas. Local wisdom is the repository of localized knowledge tightly interwoven with belief systems, norms, and culture, manifesting in long-held traditions and myths (Rusilowati, 2015:43).

Narrative text is a text that tells about sequence of events in the past. According to Barbara as cited in Khusnul (2010), the purposes of narrative text are to entertain, to express the feelings, to inform and to persuade the readers. This study examines the synergistic amalgamation of local wisdom within the pedagogical framework of teaching narrative texts. Through a case study conducted at SMA Muhammadiyah Berau, this research delves into the dynamic interplay between narrative elements and indigenous insights, elucidating how the fusion enriches the educational process and empowers students to appreciate their cultural heritage while honing language skills.

The integration of local wisdom into teaching narrative text has been extensively explored in six prior studies from reputable journals, each with distinct core research themes. Ismiyani (2021) investigated enhancing English learning motivation through local wisdom-infused English books. Cahya et al. (2022) explored the integration of local wisdom to enhance understanding of *Pancasila* principles within English education. Then, Asrial et al. (2022) revealed the incorporation of local wisdom in the context of the Nek Pung Dance. Wulandari (2020) investigated the influence of local wisdom on character education in elementary schools. Meanwhile, Santoso (2019) explored the application of local wisdom in promoting environmental awareness among students. Lastly, Aminah (2018) investigated the role of local wisdom in preserving cultural heritage within the context of school curriculum.

In contrast on novelty to previous researches, this study stood out by specifically exploring the integration of local wisdom within the context of teaching reading comprehension in private senior high schools. Unlike the broader applications of local wisdom observed in the studies conducted by Ismiyani (2021), Nur Cahya et al. (2022), Asrial et al. (2022), Wulandari (2020), Santoso (2019), and Aminah (2018), this research honed in on a specific educational domain. By delving into the nuanced realm of reading instruction, this study strives to uncover the potentia l advantages and challenges of incorporating local wisdom to enhance students' reading comprehension skills.

In the implementation of teaching strategies, scaffolding can be done by helping students to be able to connect old information or situations that have been experienced with new knowledge through verbal or non-verbal communication. (Van Der Stuyf, 2002). According to Bransford, Brown, and Cocking (2000), it can also be done by providing activities, such as: a) Activities that motivate or attract students' interests related to the task. b) Simplify tasks to make them easier to manage and understand by students. c) Give some directions to help students focus on achieving goals. d) Clearly indicate the difference between the work done by the student with the standard or solution desired by the teacher. e) Reduce frustration and risk Provides a model and clearly defines the expectations or expected outcomes of the activities carried out (Stuyf, 2000)

Previous investigations have revealed that the research gap on folklore as local wisdom, in this study, the researchers used Scaffoldong based on Van Der Stuyf (2000). Strategy to introduce folklore in narrative form: Motivate or attract students, Simplify tasks, Give some directions, Clearly indicate, and Reduce frustration. According to Brown (2007), these periods are changing because effective teaching narrative text includes the following phases: before class, during class, and after class.

METHOD

This research adopts the case study method. A case study is a type of qualitative research that takes a specific individual or group of people as the object of study to understand phenomena related to the experiences of the research participants, such as behavior, motivation, perception, action, etc. According to Cresswell (2013), the type of study puts more emphasis on the process of conducting an in-depth investigation of an event or action. This case study employs the

following steps: creating a comprehensive case study, specifying the research question, selecting an appropriate case, selecting data collection and analysis techniques, preparing for data collection, collecting data, analyzing data, and preparing for use in preparing research outcomes. The researchers conducted the current study at a high school in the district of Berau, East Kalimantan. The researchers conducted the study for a month, or about four weeks.

The participants in this study are two English teachers and 30 students of SMA Muhammadiyah Berau became the research subject as they could provide information and data to complete the research project. The researchers conducted one-on-one interviews following the interview guidelines in order to obtain more detailed information needed for this study with teachers and students. Classroom observations were also conducted using observation sheets. Researchers observed how teachers applied strategies when using Instagram to teach descriptive writing. Submitted notes serve as documentation of data collection techniques.

In this study, researchers used triangulation. The purpose of triangulation is to improve the accuracy and validity of results. Data source triangulation is used as a data validation technique (Creswell, 2012; Miles et al., 2014). Additionally, study participants double-checked their findings to ensure data accuracy. Researchers called subjects and asked if they agreed with what they said, which was summarized in an interview summary (Creswell, 2014).

The data analysis used by researchers is based on the model developed by Miles, Huberman, and Saldana (2014). In the data analysis paradigm of Miles, Huberman, and Saldana (2014), the stages of data condensation, data presentation, and discovery and validation have all been completed. The first is data condensation, where the researcher selects, clarifies, focuses, and modifies data from interview transcripts, classroom observations, and collected field note data. In this study data condensation was carried out by direct observation and interviews with local teachers and students, to obtain selected and simplified data.

Based on the collected data, the researcher looks for trends, facts, and issues that throw away data he deems unnecessary while writing more important content. After presenting the data, the researchers presented data going through the condensation phase. Researchers use this to gain a better understanding of the issues identified in their investigations before moving on to the next stage. The research team has completed the collection of information on the implementation of the teaching strategy of folklore in teaching narrative text and can now present and discuss the results of direct observations and interviews in detail.

Drawing and checking conclusions was the straw that broke the camel's back. This is the last step after the data compression and display operations are done. These results support the investigations conducted. The researchers completed the process after being provided with data on teachers' implementation of instructional strategies for learning folklore as local wisdom in narrative text. The data is thoroughly checked and verified by researchers to ensure it is accurate, reliable, well-founded, and valid.

RESULTS AND DISCUSSION

Results

The following presentation is the results of findings based on the results of the interviews conducted with the English teachers, the students, and classroom observation. To answer the first research question "How is the implementation of folklore as part of local wisdom in teaching narrative text at SMA Muhammadiyah Berau?". The researchers found the findings from interview with teachers and students and also classroom observation. It can be seen in the following table.

Table 1. The Results of Finding to answer RQ1

Data Collection Method		Conclusion
Interview	**Observation**	
Both English teacher at a school enjoyed using folklore to teach narrative text. They used identify, retelling, comparing, and developing to create creative learning evironments. Teachers brainstormed and mind-mapped activities, arranging idea into good narrative comprehension. Students revised their work before collect the final results in narrative text. Folklore can be benefit for imagination and creativity, vocabulary expansion, critical thinking, emphaty and understanding, and culture awareness.	Based on observation data, it can be said that teacher at SMA Muhammadiyah Berau used the scaffolding model strategy in teaching folklore in narrative text with three teaching activity processes: pre-teaching, while teaching, and post-teaching. Before lessons begin, teachers should pique students' interests so they are ready for other courses, which are often mastered before beginning English instruction. Ideas are contributed by course participants. The teacher begins mind mapping after having a brainstorm. In order for pupils to comprehend how to recognize narrative text based on narrative features and how to assess the structure as a whole, the teacher teaches narrative material in class. During the narrative reading stage, the teacher carries out the teacher's crystal-clear sensory details, pictures, and words. In the most recent advanced course, the teacher instructed the class to develop folklore in narrative text. The teacher then revisits the subject and poses a closing question.	English teacher at SMA Muhammadiyah Berau used folklore as local wisdom to teach narrative text. Using identify, retelling, comparing and developing to creative learning enviroments. They brainstormed and mind mapped activities, arranging ideas into good narative. Students revised their work before collect the final result. The scaffolding model strategy was used, with three teaching activity processes: pre-teaching, while teaching, and post-teaching. Teachers encourage student interest, provided clear sensory details, and asked students to develop folkore in narrative text.

Based on findings from interviews and classroom observation, it can be concluded that English teachers at SMA Muhammadiyah Berau used folklore to teach narrative reading, using themes, conflict, features, characterization, and setting. to learning creative environments. They brainstormed, mind-mapped, and main-mapped activities, arranging ideas into good reading. Students revised their work before uploading the final results. The Scaffolding model strategy was used with three teaching activity processes: pre-teaching, while-teaching, and post-teaching. Teachers encouraged student interest, provided clear sensory details, and asked students to collect assignments..

To answer the second research question "How is the narrative text produced by the students when the teaching strategy is implemented?". They can be interpreted as follows:

Table 2. The Results of Finding to answer RQ2

Data Collection Method		Conclusion
Interview	**Observation**	
The success of the student's learning pattern is determined by the assessments of the first and second teachers. The narrative text evaluation stage involves preparation,implementation, and follow up. Regular teaching of folklore in narrative text, improve students' narrative reading about folklore, influenced by their confidence in critical thinking and culture awareness.	Due to their limited language and literary knowledge, students had trouble reading narrative texts. Teachers improved their pupils' capacity to comprehend narrative texts by using folklore in their lesson plans. The score ranged from 63 to 87, with 87 being the best. Students' ability to write narrative texts improved with folklore-based instructional techniques.	The success of a student's learning pattern is determined by teacher assessment . folklore-based teaching improved students folklore in narrative text,boosting confidence in critical thinking. Teacher used folklore to teach teaching steps, resulting in scores ranging from 63 to 87.

Based on findings from interviews and classroom observation, it can be concluded the study reveals that regular teaching of descriptive writing via Instagram significantly improved students' writing performance, influenced by their confidence in expressing opinions and feelings. Teachers assessed students' progress through classroom observations and post-instructional assessments, resulting in improved narrative language production.

To answer the third research question "How do the students of SMA Muhammadiyah Berau respond to the integration of local wisdom within the English teaching process, particularly in the context of narrative text instruction?". They can be interpreted as follows:

Table 3. The Results of Finding to answer RQ3

Data Collection Method		Conclusion
Interview	**Observation**	
Student found folklore learning method, with its unique teaching strategies and engaging themes. They found it easy to implement and understand folklore as local wisdom. Folklore also significantly improved their narrative skill, as they felt more confident and could generate ideas more easily. This approach stimulates creativity through access to various stories.	Research shows that students enjoy learn narrative text theough folklore, as it's interest, enjoyable, and allows sharing stories to teachers and students. they are confident in generating ideas and stories. The second teacher's observations showed students' enthusiasm and increased retelling stories.	Folklore is a learning method with unique teaching strategies and engaging themes, enhancing students' narrative skill and creativity. It facilitates to implement and understand folklore as local wisdom.

Based on findings from interviews and classroom observation, it can be concluded that folklore is a stories learning method with unique teaching strategies and engaging themes, enhancing

students' narrative skills and creativity. It facilitates interaction between teachers and peers, generates ideas, and increases enthusiasm, as observed by a second teacher.

Discussion

In this section, the researcher presents and describes an overview of the teacher's implementation strategy for integrating folklore a local wisdom in teaching narrative text. Apart from that, the findings in this research are discussed based on the results of observations, interviews, and documentation. The description of the results of findings conducted by researchers is as follows;

1. **The implementation of teacher's strategies in teaching writing of descriptive text using Instagram**

Based on the results of interviews and classroom observations, the first research question was answered. The study discovered that English language teachers followed suitable instructional practices when implementing writing instruction. Teachers teach narrative texts before, during, and after class using sensory strategies, figurative language, and living vocabulary suggested by of Vygotsky's theory, Scaffolding, which can be used to help improve teacher understanding and develop teaching techniques. (Verenikina, 2008).

**Figure 1. Vygotsky's theory, Scaffolding model (2008)**
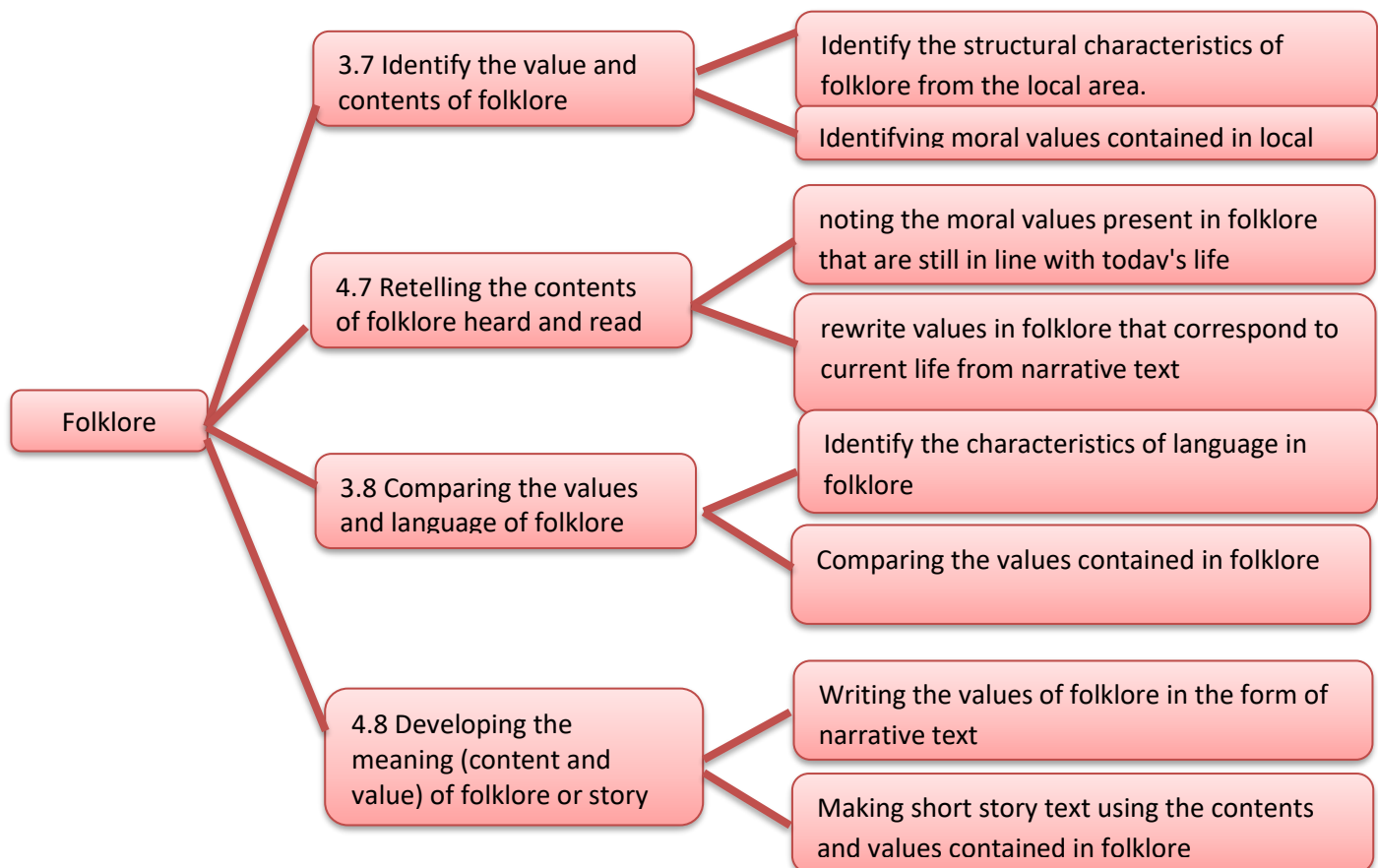
According to Bransford, Brown, and Cocking (2000), it can also be done by providing activities, such as: a) Activities that motivate or attract students' interests related to the task. b) Simplify tasks to make them easier to manage and understand by students. c) Give some directions to help students focus on achieving goals. d) Clearly indicate the difference between the work done by the student with the standard or solution desired by the teacher. e) Reduce frustration and risk Provides a model and clearly defines the expectations or expected outcomes of the activities carried out.

It is consistent with Brown's (2007) statement that teachers must understand effective teaching processes, including those that occur before, during, and after classes. The teacher makes a lesson plan and then encourages the student to come up with ideas of narrative reading at the first stage of the preparatory session. The purpose of brainstorming is to give as many different concepts as possible. Another kind of recipe is group. Using circles and lines is an intuitive method to explain how our minds are connected. First, Ask student to do pre-writing about theme. list four of fears: be ready to discuss one, write about a time experienced fear. Ask small groups to make poster related to a theme. students can define a theme, identify positive and negative examples, create a symbol, and write a one sentences assertion about the theme. Second, Ask student to identify modern values and record anwer, have the class identify the values that are evident in the narrative. In small groups, habe students determine how the characters' values couse conflict. Third, Ask student to copy lines from the narrative that relate to the conflict or characters; break the lines into three parts, and write each part on a different color index card. Mix the cards together, and then ask students to work together to fine complete lines. Then have them read the line aloud and make a prediction. Fourth, To teach the method of indirect characterization have each student create and image of a character. Each image should include the following details: Apprearance, Words, Action, Interaction with other characters, Thought. Fifth Use the organizer to teach the function of the setting. Seting the time and place of the story: give background information, sets atmosphere or mood, reveals character traits, and provides the conflict, the teacher should guide the student in the second part of the course, guided by the ways created during the preparatory phase. At this stage, identify is the process of reviewing and refining the first manuscript. Retelling is an important step in building space for the public to read or develop folklore. Post-school education is the third stage. At this point, the teacher walks the student through all the steps and uses folklore to produce the final product. Students develop stories by making short story text using folklore.

2. The narrative text produced by the students when the teaching strategy is implemented

Researchers also found that teachers conduct assessments to identify or understand the characteristics, competency conditions, strengths, and weaknesses of students' learning patterns. This is consistent with Brown (2004): assessment must be able to (a) assess students' mastery of acquired skills, (b) motivate students to engage in learning, and (c) develop students' skills with a positive attitude; (d) provide feedback to students; (e) determine student performance levels; and (f) assess learning outcomes. Assessment takes place at the end of each study period. In the assessment, teachers carried out three steps: preparation, implementation, and follow-up. The written test results revealed that the students' final grades had greatly improved. It can be seen in the following figure:

Figure 2.
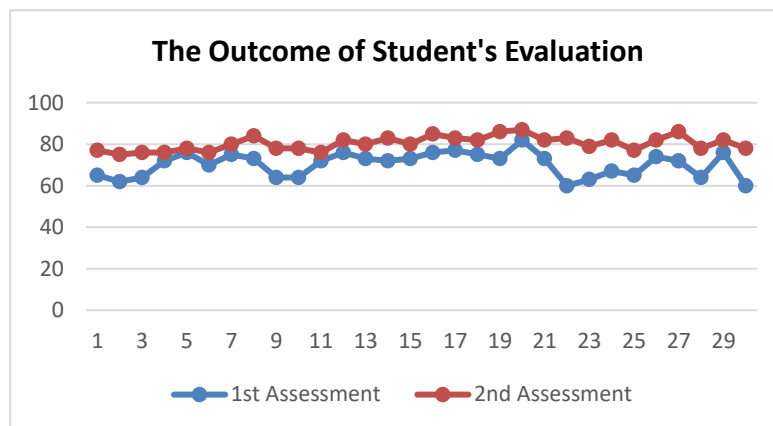
According to statistics in the table above, students can only produce short story text folklore in narrative. This is because students have not yet understood the adjectives and the structure of sentences. When teachers implement classroom strategies using folklore as local wisdom, students learn more about adjectives. Some students started understanding sentences and arranging them into paragraphs, but others continued to have difficulties. The first evaluation showed that the student's lowest score for class writing was 63 points, and the highest score was 85 points. The teacher then tried different types of therapy, and the students improved their ability to write values of folklore in narrative text on the second test, with a minimum score of 77 and a maximum score of 87. It can explain how folklore-based teaching strategies improve students' ability to learn narrative texts..

Folklore can enhance student reading skills, in narrative texts, by promoting passion and involvement in teaching, focusing on tthemes, conflict, features, characterization, and setting. The methods used as learning strategies can improve the learning outcomes of students. (Kusworo & Hardinto, 2009). Folklore encourages children to learn to read, making classes more enjoyable. Instagram, a popular platform for displaying student work, improves productivity and efficiency, potentially improving student reading skills..

Folklore in narrative text that has begun from a family environment, can begin to develop in a broader context as students study at school. Students learn local wisdom as a character education process that can be done with the help of teachers through the scaffolding of the teaching material that sets these values together. People's stories as local wisdom can be analyzed from literary values as their builders (Finnegan, 2018).

The researchers also found that most students found folklore useful for reading narrative language. This is consistent with the findings of IFadhli. research (2022) Indonesian folktales in English: Media to integration local wisdom in EFL classroom. Conducted research on integrating local wisdom. Using folktales in the EFL classroom can contribute to developing the cultural knowledge of students, teaching moral values, and improving the vocabulary and grammar knowledge of students. By means of a traditional folktale, teachers can explain the traditions, customs, rituals, or values of a certain region. Since the folktale includes moral values, teachers can use the moral message of the folktale to advise their students. Students need to know the meaning of words in the text to understand a folktale. If they're interested in the material given, they will be inspired to find out the meaning from reading narrative text.

3. The students' response toward the teachers strategy in teaching writing of descriptive text using Instagram

Based on interviews and observations, folklore has the potential to help students read better and improve their naratif skills because they trust their work to be understand by others. They are also motivated to enhance the folklore with retelling,comparing , and developing. Students can fully convey their reading thoughts by staring directly text. They also like this approach because they try to get creative with their narrative reading. They also learned new things from their peers' writing values. This means students can work independently at this time. According to Preece and Shneiderman (2009), students are more actively developing knowledge when they have the space to show, explore, and share their work online. folklore is also regarded as a reliable and efficient material for submitting writing tasks. Students find the activity to be basic and straightforward. According to Gunantar and Transinata (2019), Instagram images can help students understand the topic better. They can double-check their work and make changes if they discover errors.

CONCLUSION

The result of this investigation can be derived based on the preceding chapter's findings and comments, which are consistent with the study's objectives. This study had three goals: (1) to investigate the implementation folklore part of local wisdom in teaching narrative text at SMA Muhammadiyah Berau; (2) to analyze narrative text produced by students when the teaching folklore as local wisdom is implemented text; and (3) To find out the student responses of intregrating folklore as local wisdom in teaching narrative text.

The following are the researcher's findings: (1) The teachers taught narrative text using identify, retelling, comparing and developing s as described by Vygotsky's theory, Scaffolding (2008) in three stages: pre-teaching, while-teaching, and post-teaching. The narrative lessons begin with brainstorming and concept mapping and progress through sensory information, metaphorical language, living vocabulary, and other techniques. One of the benefits of using a process approach when teaching folklore in narrative text is that students now know what they want to read about. Students will be able to employ the process technique more frequently if professors use it on a regular basis, and their reading will improve. (2) Teachers conducted assessments to identify or learn about students characteristics, competencies, strengths, and weaknesses. Teachers can determine the completeness of student learning by conducting assessments at the end of each lesson. Teachers assess students in three phases: preparation, implementation, and debriefing. Assessments showed a significant improvement in average scores, from 74 to 82; (3) folklore was unfamiliar to the students as a medium for reading narrative text. The students thought learning using folklore was a unique notion and a different technique than they had previously used. Students' understanding of folklore in narrative lessons was strong; many students said that teachers used narrative strategies that the class loved and inspired them to produce folklore. The success of students in narrative lessons in folklore has also grown. Many students report that integrating folklore as local wisdom has considerably improved their narrative abilities.

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