ANALYZING THE STUDENTS' SPEAKING SKILL THROUGH TELLING FOLKLORE IN AN ENGLISH CLASSROOM AT SMP N 1 GUNUNGSITOLI BARAT

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CHAPTER I
INTRODUCTION

A. Background of the Problem

Speaking is a productive skill that can be directly and empirically observed, those observations are invariably, which necessarily compromises the reliability and validity of an oral production test. Speaking is crucial aspect of language learning, and it's implementation in education is governed regulation. In Undang-Undang No. 20 Tahun 2003 about educational system, emphasize the importance of early childhood education in developing children's speaking skill. In the context, of teaching speaking skill emphasize the importance of using texts as a basis for language learning, highlighting the role of speaking in expressing and communicating ideas, thoughts, and feeling. By speaking, students can share information, expressing their ideas and their feeling, Brown (2004) in Sintya and Berlinda 2022. Speaking skill is one of the four key language skill that students must master to effectively communicate in English. It involves the ability to produce and receive spoken language. Speaking skills are crucial for effective communication, both personally and professionally. In the context of language learning, speaking skills are essential for students in daily life to express their ideas, understand others, and engage in meaningful conversations.

According to Arini & Wahyudin, (2022) states speaking is the intentional utilization of language to communicate thoughts or information so that other people can understand you. Since English is a foreign language in Indonesia, students may experience challenges speaking English (Mandasari & Aminatun, 2020). Based on the definition above, it can be concluded that speaking is activity to share or conveying information, idea, though, opinion and also can express directly by using language. Speaking skill is not passive process but active process that require critical, logical and systematic thinking.

Speaking is one of the general components of communication. In other word, speaking is the easy tools to communicate that can use by someone to convey or giving information. When students speak to other people, he or she

should have a better understanding of it. And the effective speaker can get the attention of the listener till he or she get the complete message.

According to Suherli et al., 2020 Folklore is one of the cultural heritages that develops and lives in the community. The types of folklore consist of three major groups, namely: (1) myth, (2) legend, and (3) fairytale. Because folklore is a literary work that has a structure and values for its readers, it is very good for students to learn from it. Beyond learning about local wisdom in their area, the development of teaching materials based on the social context of the community will be very beneficial for students. Folklore refers to the traditional stories, beliefs, customs, and practices of a particular culture or community. It includes a wide range of narratives, such as folklore, that is passed down orally or through written texts. Folklore is an important aspect of cultural heritage and can provide insights into the values, beliefs, and practices of different societies.

Folklore can be an effective way to engage students and enhance their language learning experience, in particular offer a range of activities for school lessons, including listening and speaking, reading, writing, and pronunciation. Teachers can use popular folklore from different cultures to make the learning experience more enjoyable and encourage students to analyze the structure, characteristics, and purposes of folklore, fostering critical thinking and language skills. Additionally, activities such as comparing and contrasting different types of folklore, engaging in role play, and exploring cultural heritage through folktales can significantly enrich the language learning process. Folklore is also a valuable resource for understanding the historical and societal contexts of literature and culture. It can help young people better understand how literature evolved from oral traditions and provide a better understanding of society. Furthermore, folklore is considered interdisciplinary, intersecting with language, the arts, and culture. By integrating folklore into the curriculum, students can develop a deeper understanding and acceptance of the foreign language and culture, there by emphasizing the interconnectedness of language and culture.

Folklore is a valuable tool for addressing various language skills and promoting cultural understanding among students. Educators can use different approaches,

such as reading the stories aloud, telling the folklore orally, discussing story pictures, and engaging students in activities like role play, group discussion, and creativity. It can also help students develop research skills and explore their own cultural heritage. By incorporating elements of folklore into the curriculum, educators can provide students with a rich understanding of different cultures and traditions. The main goal of an English language classroom is to help students develop their language skills, including listening, speaking, reading, and writing, in the English language. English language classroom is a dynamic and interactive learning environment where students develop their language skills in the English language. By providing a supportive and engaging environment, teachers can help students achieve their language learning goals and gain a deeper understanding of the English language and culture.

Folklore can be approached through various activities and lesson plans. Folklore, which encompasses a wide range of stories shared by a specific culture, is an important tool for addressing listening, speaking, reading, and writing skills in students. It includes various types such as myths, legends, and fairytales. When teaching folklore, teacher can use different approaches, such as reading the stories aloud, telling the tales orally, discussing story pictures, and engaging students in activities like role play, group discussion, and creativity.

The purpose of speaking to students is to improve students' speaking ability in a variety of situations, including in class, in public, and in various contexts. Teachers expect students to speak fluently, with good pronunciation and grammar. Teachers also expect students to use various speaking strategies, such as using examples, telling stories, comparing, and explaining, and to communicate well with others. Thus, students can be more expressive when speaking using language without having difficulty in conveying the intended meaning. Students must also master components of speaking, especially in speaking fluency and also the ability to pronounce words and sentences.

However, the reality in the field shows that students still have difficulties in speaking. Students still lack confidence when speaking, both in front of the class and in public. They also still find it difficult to use effective speaking strategies

and still depend on the teacher to help them speak. Component speaking that already exists as a standard to measure speaking skills is still not in accordance with what the teacher expects. They are still not fluent in speaking, pronunciation, grammar, and vocabulary they use still do not meet the existing standards.

Speaking problems in students can be solved with folklore because storytelling can help activate students' imagination and creativity in practicing public speaking. By explaining in a storytelling manner, storytelling can trigger students' imagination in practicing public speaking, so that they can more easily understand and remember the material learned. Folklore can also help students develop their speaking skills by evoking emotions and feelings associated with the story, so they can speak more spontaneously and naturally. In addition, folklore can help students in developing speaking skills by evoking a sense of humor and awareness associated with the story, so they can speak more cheerfully and interestingly. Thus, folklore can help students improve their public speaking skills and become more effective in communicating with audiences.

Therefore, this research was conducted by researchers to obtain the students speaking skill in English classroom at SMP N. 1 Gunungsitoli Barat with the title of this qualitative research entitled: **Analyzing the Students' Speaking Skill Through Telling Folklore in an English Classroom at SMP N. 1 Gunungsitoli Barat.**

B. **Focus of the Research**

There are two focus of this research, namely:

1. To analyze the students' speaking skills through telling folklore in an English classroom
2. To find out the components of students' speaking skills realized through telling folklore in an English classroom.

C. **Formulation of the Problem**

Formulation of the problem from this research are two, there are:

1. What are the speaking skill components realized by telling the folklore of students at SMP N 1 Gunungsitoli Barat?
2. Why does the speaking component realized by telling the folklore of students at SMP N 1 Gunungsitoli Barat?

D. Objective of the Research

From the formulation of the problem above, the objective of the research is to find out the use of folklore in an English classroom to know the student speaking skill at the eighth grade of SMP N 1 Gunungsitoli Barat.

E. Significance of the Research

1. Theoretically

This research contributes to the understanding of how folklore can be as a pedagogical tool to enhance EFL learners' speaking skill, and provides insights into the potential of using culturally relevant materials in language teaching. This research can be used as a guide for the next generation who want to analyze the teaching folklore in an English language, and can be used as a reading source for teachers and educators to improve their strategy in teaching in the classroom.

2. Practically

Researchers conducted this research in order to make a good contribution as follows:

1) For researchers, it can be a guide for the future to develop teaching folklore as a teacher/lecturer.
2) For teachers and prospective teachers, it can be used as a reading source and increase insight into teachers' strategy in teaching.
3) For future researchers, this research can be used as a reference source to find out about teachers' teaching folklore.

CHAPTER II
LITERATURE REVIEW

A. Theoretical Framework
1. Speaking Skill
a. Definition Speaking Skill

Speaking skills are required to communicate with others and demonstrate our ability to talk in English. Humans are programmed to speak before they learn to read and write. In any given, human beings spend much more time interacting orally with language rather than using it in its written form. Speaking is the most important skill because it is one of the abilities that is needed to perform a conversation. English speaking is not an easy task because speakers should know many significant components like pronunciation, grammar, vocabulary, fluency, and comprehension. According (Ur, 1996) in Nurul et al., 2022, state that speaking is the most important than listening, reading, and writing. Harmer (2007) in Zakiyah et al., 2020 states that speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language on the spot while. Developing speaking abilities is crucial for success in life and the IELTS exam. Speaking is a necessary skill for language learners to communicate effectively in everyday situations.

There are two kinds of speaking skills: formal and informal. Formal speaking skills are essential for workplaces, presentations, and making a lasting impression. Speaking is a useful tool for students learning a foreign language as a second language to communicate with others. It also promotes success for foreign language learners by facilitating smooth communication. Foreign language learners improve their speaking skills by practicing utilizing their ears and eyes instead of their mouths during sessions. Informal speaking skills are useful for connecting with family, friends, and developing emotional bonds.

Krista et al., (2020) explain that folklore can be used as an effective learning resource to improve students' multicultural insights. They emphasize that folklore contains messages that want to be conveyed to the community,

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such as meaning and function, values and norms and local wisdom, which can help students understand and appreciate cultural differences. Ida (2019) explains that folklore can be used as an effective communication medium to improve students' speaking skills and socio-linguistic abilities. They emphasized that folklore contains cultural values and linguistic resources that can help students improve their speaking skills and socio-linguistic competence. Nurlina (2020) explained that folklore can be used as an effective storytelling technique to improve students' speaking skills. They emphasized that storytelling can help students improve speaking skills by evoking interaction between the storyteller and the listener, and improve speaking skills by evoking emotions and feelings associated with the story.

b. **Basic types of Speaking**

According to Marzuqi (2019), there are four sorts of speaking skills: (1) situational, (2) purposeful, (3) number of speakers, and (4) methodological. The following is an explanation:

1. Based on the context of the conversation

   Speaking skill can be classified into two sorts depending on the situation: formal and informal speaking.

   a) Formal Speaking

   Formal speaking refers to speaking that must adhere to the applicable norms or guidelines. The regulations in question may take the shape of standard language usage guidelines or speech standards.

   b) Non-formal Speaking

   Non-formal speaking refers to speaking without any norms or regulations. This concept does not imply that non-formal speaking is speaking freely without regard for the other person. This norm is more informal or casual than formal speech.

2. Based on the purpose of the speaker

Speaking skills can be classified into four sorts based on the aim of the discourse, which are:

a) Speaking to Inform

Speaking to inform means conveying a certain message to the interlocutor. This involves general discussion, giving orders, and presenting news.

b) Speaking to Entertain

Speaking to entertain means speaking with the intention of entertaining or delighting the interlocutor. This encompasses singing, poetry, motivation, and reinforcement. Speaking to Stimulate seeks to encourage or stimulate the interlocutor. Speakers typically use examples or illustrations to stimulate their interlocutors.

c) Speaking to Convince

Speaking to convince means attempting to influence (persuade) the interlocutor. This style of speech is distinguished by the provision of a theoretical basis, notion, promise, or rationale so that the interlocutor is more assured or convinced and pays attention to what is being stated. This sort of speaking includes advising, arguing, lecturing or delivering a speech, giving counsel, asking for or borrowing something, and so on.

3. Based on the number of speakers.

Speaking skills can be classified into three types based on the number of speakers: (1) speaking alone (monologue) means speaking without an interlocutor. (2) interpersonal speaking, and (3) intergroup speaking, occurs when one group communicates with another group.

4. Based on the Method Used

Speaking skills can be classified into four varieties based on the approach used: (1) spontaneous or unprepared speaking, unexpectedly or without preparation is also known as impromptu speaking, which is speaking that is done out in response to pressing demands.; (2) script reading speaking, a style of speaking that is wholly dependent on the

script being read. (3) remembering speaking, Memorized speaking is a method of speaking that does not require a script or text. It relies significantly on memory, and (4) extemporaneous speaking.

Based on the types previously, it can concluded the types of speaking skill are have various and depend on requires. The first types of speaking skill can be used to assess students' speaking skill. And the second type can be used in general to find out whether students have speaking skill. Speaking skills are very important for students to have, in order to be able to build confidence and also be able to express something through the language used.

c) Component of Speaking

Harris (1998) in Sri (2022;10), states that speaking skill into five components: pronunciation, grammar, vocabulary, fluency, and comprehension.

1) Pronunciation

Proper pronunciation helps pupils talk more clearly. It is concerned with the phonological process, which is a grammar component comprised of the parts and concepts that govern how sounds change and pattern in a language.

2) Grammar

It is necessary for pupils to arrange a correct sentence in discussion. It is consistent with Heaton's (1978: 5) explanation of pupils' capacity to modify structure and discern suitable grammatical forms in appropriateness. Grammar is also useful for learning the proper technique to build skill in a language, both orally and in writing.

3) Vocabulary

Vocabulary refers to the suitable diction utilized in communicating. Without a proper vocabulary, one cannot successfully communicate or express their views, both orally and in writing. A lack of vocabulary is another impediment to language development. Without grammar, little can be communicated, and without vocabulary, nothing can be

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transmitted. It was found that without appropriate vocabulary mastery, English learners will be unable to speak or write English properly.

4) Fluency

The capacities to read, speak, or write with ease, fluidity, and expression is known as fluency. Put differently, the speaker is able to relate meaning and context while reading, understanding, and responding in a clear and succinct manner. The capacity to talk clearly and smoothly is known as fluency. For many language learners, speaking fluently is the ultimate goal. The capacity to communicate clearly and fluently while utilizing few pauses, such as "ums" and "ers," is known as fluency.

5) Comprehension

Oral communication involves a subject to both respond to and initiate speech.

2. Folklore

a. Definition of Folklore

Folklore is a story from the past that emerged and spread in the community orally. In Suyanto (2008;44) in Mufarikha 2022, states that folklore is a story that lives in the midst of society and has existed since ancient times. Folklore refers to the collective body of expressive culture shared by a particular group of people, culture, or subculture. This encompasses oral traditions such as tales, myths, legends, proverbs, poems, jokes and other oral traditions. Oral traditional have function, including helping the education of young people, increasing feeling of solidarity, providing social sanction for good behavior, as a means of social criticism, fun, turning boring work into a means of social good behavior, as a means of social criticism, fun, turning boring work into a game (Sudikan, 2017;152). It also includes material culture, such as traditional building styles common to the group, customary lore, and the forms and rituals of celebrations like Christmas, weddings, folk dances, and initiation rites. Each of these, either singly or in combination, is considered a folklore artifact or

traditional cultural expression Folklore is not something one can typically gain from a formal school curriculum or study in the fine arts. Instead, these traditions are passed along informally from one individual to another, either through verbal instruction or demonstration.

Folklore is no longer considered to be limited to that which is old or obsolete. These folk artifacts continue to be passed along informally, as a rule anonymously, and always in multiple variants. The folk group is not individualistic; it is community-based and nurtures its lore in community. "As new groups emerge, new folklore is create surfers, motorcyclists, computer programmers" Individual folklore artifacts are commonly classified as one of three types: material, verbal, or customary lore. For the most part, self-explanatory, these categories include physical objects (material folklore), common sayings, expressions, stories, and songs (verbal folklore), and beliefs and ways of doing things (customary folklore). Folklore serves to teach about and preserve the culture of the people, or folk, of which it speaks. As a collection of narratives about the culture and people from which the narratives originate, folklore has an essential role in passing on a culture group's traditions. Folkloristic focus on oral traditions, practices/performances and artifacts. Folklore is primarily learned through oral stories, performance, or craft. It is used to pass on and preserve cultural customs and beliefs of a group of people. Verbal tradition, material culture, customs, and childlore are characteristics of folklore. In summary, folklore is the body of expressive culture shared by a particular group of people, culture, or subculture. It includes oral traditions, material culture, customary lore, and the forms and rituals of celebrations. Folklore is passed along informally from one individual to another and is studied academically as folklore studies or folkloristics. It serves to teach about and preserve the culture of the people, or folk, of which it speaks.

Nowadays, traditional things have begun to be forgotten and abandoned, especially among children. One of them is folklore. Folklore Indonesia is very diverse. Each region has different folklore. These are

intended to share knowledge also useful for building the future children of Indonesia. As we know, folklore is favored by many children and also parents.

b. Types of Folklore

According to Bascom (Danandjaja, 1986;50) in Ajis and Titin 2022, state that folklore can be divided into three major groups, as follow:

1) Myth

This is a story that originated in the community and developed in the community in the past. This myth is unique to each nation with its diverse culture, encompassing the rich culture and history of each nation. These folktales can contain various elements such as gods, the supernatural, the origin of universe, human heroes, or certain societies that have the purpose of continuing and stabilizing culture, providing guidelines for life, cultural activities, giving meaning to life, and models of knowledge to explain things that are difficult to explain using reason.

2) Legend

It is considered to have really happened whose stories are associated with historical figures and magic, and also the specialty of the characters in an existing event.

3) Fairy Tale

Fairy tales are imaginary stories that did not really happen. In general, it have an entertaining nature and contain educational value. Fairy tale itself is made up and retold by people. The story is made because it is inspired by an event. It's also a heritage from ancestors that needs to be preserved from generation to generation. It is a literary work that can build a child's character to learn and imagine.

The researcher focused on legends as tool to analyze students' speaking skills for several reasons. First, folklore can be used to know students' multicultural insights. Folklore contains cultural values that can help students appreciate differences in cultural, ethnic, tribal, and environmental

values. Second, folklore contains local wisdom that can help students build understanding and respect for different cultural values. Thus, students can have additional values from various folklores.

In addition, folklore can be used as a contextual learning media, building understanding and appreciating differences in cultural values. Thus, students can have a broader and deeper insight. Folklore can also be used to improve students' language skills.

Folklore also has an important role in preserving folklore in a region. Thus, students can have additional values from various folklores and appreciate differences in cultural values. Therefore, researchers chose legends as teaching materials to analyze students' speaking skills because they can increase multicultural insights, appreciate differences in cultural values, build understanding, and improve language skills and be able to express these folklores based on what is heard from legends in the surrounding area.

Folklore is the collective part of expressive culture shared by a particular group of people, culture, or subculture. It encompasses oral traditions such as tales, myths, legends, proverbs, poems, jokes, and other oral traditions. It also includes material culture, such as traditional building styles common to the group, customary lore, and the forms and rituals of celebrations like Christmas, weddings, folk dances, and initiation rites. Individual folklore artifacts are commonly classified as one of three types: material, verbal, or customary lore. Material folklore includes physical objects, verbal folklore includes common sayings, expressions, stories, and songs, and customary folklore includes beliefs and ways of doing things. There is also a fourth major subgenre defined for children's folklore and games (childlore), as the collection and interpretation of this fertile topic is particular to school yards and neighborhood streets.

Folklore is not something one can typically gain from a formal school curriculum or study in the fine arts. Instead, these traditions are passed along informally from one individual to another, either through verbal

instruction or demonstration. Folklore serves to teach about and preserve the culture of the people, or folk, of which it speaks. As a collection of narratives about the culture and people from which the narratives originate, folklore has an essential role in passing on a culture group's traditions. Folklore is primarily learned through oral stories, performance, or craft. It is used to pass on and preserve cultural customs and beliefs of a group of people. Verbal tradition, material culture, customs, and childlore are characteristics of folklore.
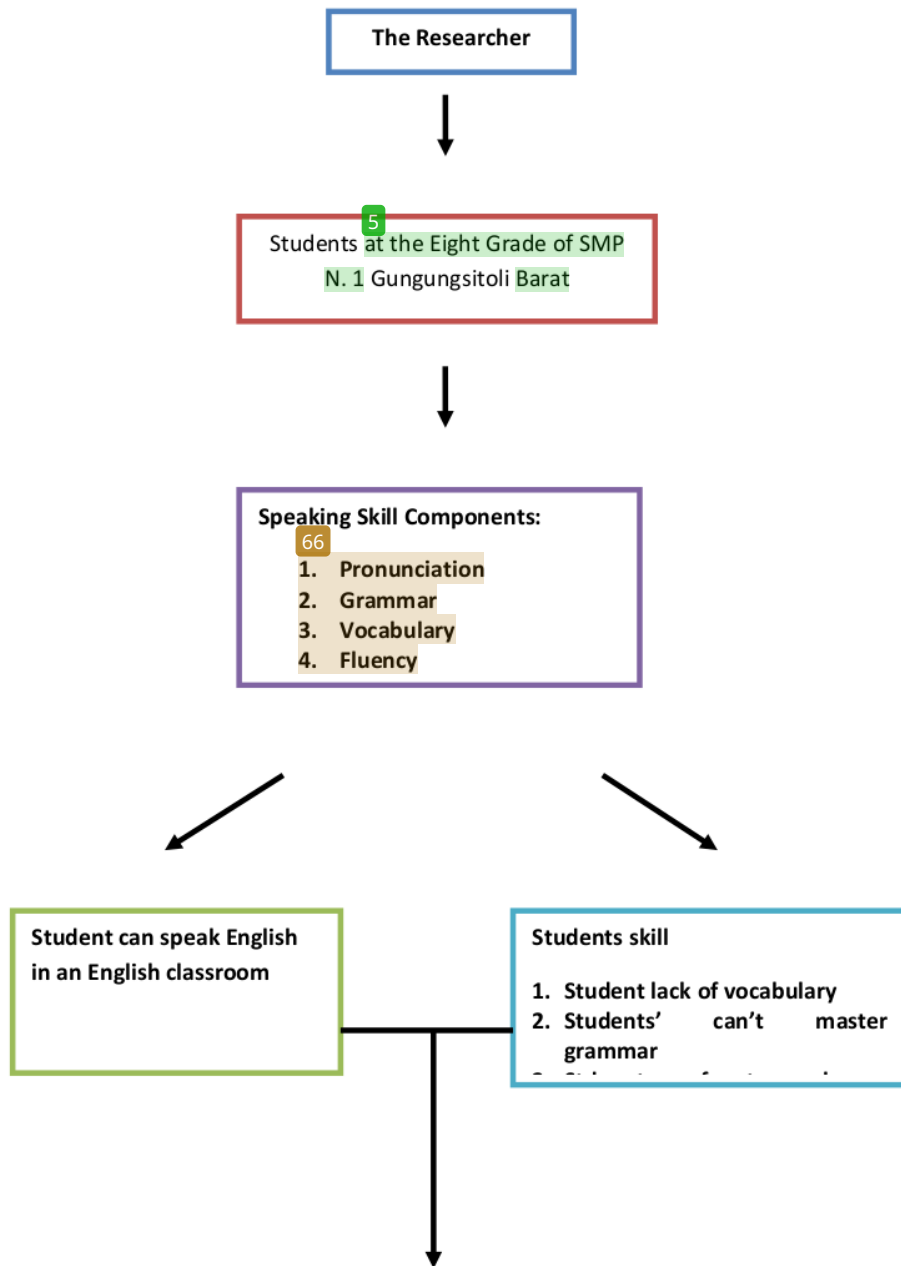
B. The Latest Related Research

The latest related research are, "Effect of Wayang Media on Folklore Listening Skills" written by Nurafifah and Noviana, that is analyzing the affect of wayang media on folklore. It means that folklore is important to support the learning process in the classroom. According to Maylia (2021) about "The Teaching of Speaking Using Storytelling". The Effectiveness of Folklore-based Animation Video in Enhancing Students' Speaking Skill, Uktolseja and Tidage (2021). The Revitalization of "Aek Sipitu Dai" Batak Toba Folklore into Teaching Materials in English Subject for Junior High School by Sihombing et al.,
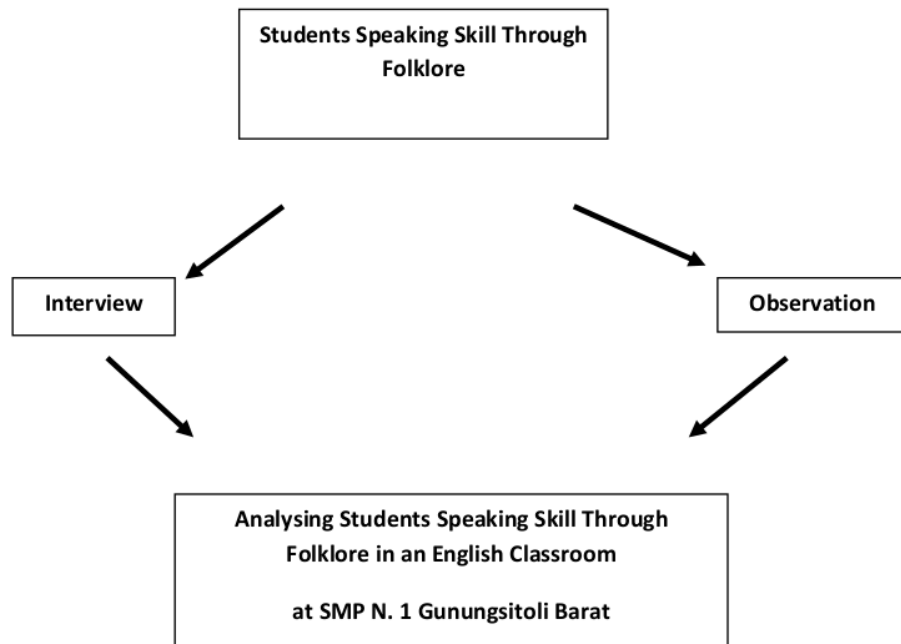
Based on the research title above, it can be seen focus on the use of folklore and storytelling in enhancing language skills, particularly speaking skills, in educational settings.

C. Conceptual Framework

To conduct this research, researcher used a qualitative research approach. The framework in this study serves as a guide that explains the direction of the research objectives. This framework will be the basis for describing the students skill through folklore in an English classroom at SMP N. 1 Gunungsitoli Barat. The researcher will next gather data using instruments such as interview guidelines with English teachers and checklist observation sheets to conduct direct observations of teachers and students. Following data collection, the researcher will provide the research findings in line with the actual scenario in the field, based on existing data, without making any changes

or alterations to the data's circumstances or outcomes. The researcher will then study the data indicated by Miles and Huberman's theory, focusing on data condensation, data display, and making conclusions. Furthermore, the conceptual framework for this study is outlined in the schematic as follows:

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┌──────────────────────────┐
│      The Researcher      │
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              ▼
┌──────────────────────────────────┐
│  Students at the Eight Grade of  │
│  SMP N. 1 Gungungsitoli Barat    │
└──────────────────────────────────┘
              │
              ▼
┌──────────────────────────────────┐
│  Speaking Skill Components:      │
│                                  │
│  1.  Pronunciation               │
│  2.  Grammar                     │
│  3.  Vocabulary                  │
│  4.  Fluency                     │
└──────────────────────────────────┘
         ↙              ↘
┌──────────────────┐  ┌──────────────────────────┐
│ Student can speak│  │ Students skill           │
│ English in an    │  │                          │
│ English classroom│  │ 1. Student lack of       │
│                  │  │    vocabulary            │
│                  │  │ 2. Students' can't master│
│                  │  │    grammar               │
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┌─────────────────────────────┐
│  Students Speaking Skill Through │
│           Folklore           │
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┌──────────────┐   ┌──────────────┐
│ Interview   │   │ Observation │
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│  Analysing Students Speaking Skill Through │
│    Folklore in an English Classroom    │
│                                        │
│     at SMP N. 1 Gunungsitoli Barat     │
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CHAPTER III
RESEARCH METHODS

A. Approach and Type of Research

In general, the research technique is characterized as a scientific approach to gathering data for specific aims and applications. Fraenkel and Wallen (2012) in Rebekka and Lulud 2020, define that a qualitative is a study that investigates the quality of relationships, activities, situations, or material. Naturalistic research is commonly used to describe qualitative research since it takes place in natural settings. The qualitative approach focuses on the process of inferring the dynamics of observed occurrences in order to answer research questions using scientific logic. It provides a descriptive analysis, focusing on the contemporary phenomenon of the real context, and also on the quality of human behavior (Yin, 2009, p. 2) in Ayep Saepul Uyun 2019. Respond to research issues utilizing scientific logic and formal methods of thinking and argumentation. This research employs qualitative research methods. The researchers used descriptive qualitative research that focuses on teachers' strategies. Lewis (2015) in Jeare and Barli 2022, explaine that qualitative research could be implemented to collect data through narrative research, ethnography, a phenomenon, and a case study perspective. Descriptive research aims to describe what already exists. In this research, the researchers collected, processed, and analyzed the data to get the conclusion of the research.

The conclusion, researcher used qualitative research methods because it is very important to know and data sources in the field regarding students' speaking skills through folklore at SMP N. 1 Gunungsitoli Barat.

B. Variable of the Research

Variables are one of the important things that researchers need to pay attention to, because variables are characters, attributes or anything that is formed, or that is of concern in a study. In general, there are two types of

variables that are often used, namely: independent variables and dependent variables. Independent variables are types of variables that influence the

dependent variable. Meanwhile, the dependent variable is defined as a variable that is influenced by the independent variable

There are two variables in this research. The variables are teaching folklore in an English classroom as independent variable and student's skill as dependent variable. In conducting the research uses these two variables to know the students speaking skill through folklore in an English classroom at the eighth grade of SMP N 1 Gunungsitoli Barat.

C. Setting and Schedule of the Research

The researcher will conduct the research at SMP N 1 Gunungsitoli Barat which is located on Jln. Sihareo Siwahili, Gunungsitoli on July 2024. The time allocation refered to the educational calendar of SMP Negeri 1 Gunungsitoli Barat.

D. Source of Data

This research uses two types of data: primary data and secondary data. According to Ibrahim (Haryoko, 2020: 122), all information, facts, and facts related to study that have a very clear connection, even direct relationships, are termed primary data, because this data is the most important aspect in deciding the success or failure of a research. This procedure is known as primary data. These means that study cannot be considered successful if it does not collect these data. Meanwhile, secondary data refers to knowledge, realities, and facts about research that are not directly related to research, as well as supporting documentation for primary data.

This secondary data is more surface-level and cannot represent the depth of information, facts, and realities that have been thoroughly explored or investigated. As supporting data, this material is not very conclusive (not extremely proven), but it can demonstrate some of the research findings. The researcher uses a variety of sources to collect data for his or her research. The

researcher uses some past study theories as basic evidence to describe the phenomenon of speaking skill.

E. Instruments of the Research

According to Sugiyono (2019:156) state that research instruments are tool used to measure observed natural and social phenomena. Research instrument are tools used to obtain collect data in the research process. Research instruments can be questionnaires, observation, and interviews. Research instruments are tools used to obtain or collect data in the research process. Research instruments can be questionnaires, observation forms, interviews, focus group discussions, and others. The types of research instruments usually used by researchers include questionnaires, interviews, observations, focus group discussions, and graded scales.

Based on the research focus, researcher will use three types of instruments, namely observation, interview, and documentation. By using observation, researchers can find out what are the students' skills. The second instrument is an interview. Through interview, researchers obtained information about the students' speaking skills components by telling folklore. The last one is documentation. To support the data, researchers also do not forget to take documentation, including relevant books, regulations, photos, videos, as data that is relevant to the research.

F. Data Collecting Technique and Steps

1. Data Collecting Technique

In qualitative research, instruments that are often used include researchers, interview, observation, and documentation. The explanations for three instruments are below:

a. Interview

Interviews are a data collecting approach in which a series of questions are posed to an individual or a group of people. Interviews can be structured or unstructured, depending on the researcher's desired level of control over the conversation. Structured interviews consist of asking a list of preset questions, whereas unstructured interviews allow for greater freedom and follow-up questions based on the respondent's answers. Interviews are very beneficial for acquiring detailed information about a topic as well as understanding individual viewpoints and experiences. They can be applied to both qualitative and quantitative research.

b. Observation

Observation is a study tool that involves seeing and recording people's behavior in a variety of social situations. This method can be structured or unstructured, with or without participants. Participant observation involves the researcher actively participating in the observed action, whereas non-participant observation entails viewing from a distance. Structured observation follows a predetermined plan, whereas unstructured observation allows for more flexibility. Observation can be used to investigate a wide range of behaviors, including simple actions and complicated social interactions. It is especially effective for examining behaviors that are difficult to measure using conventional approaches, such as small changes in body language or facial expressions.

c. Documentation

Documentation in qualitative research can be understood as one way of collecting data, namely by viewing, analyzing and analyzing documents and related matters, created by the subject himself or by other people. Apart from that, the documentation method is a data collection technique by studying data that has been documented.

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2. Data Collecting Steps

1) Licensing through a research permit to the Principal of UPTD SMP N. 1 Gunungsitoli Barat to conduct research and collect data at the school.

2) Make deal with English teacher to conduct the observation in the classroom at the eighth grade.

3) Seek permission and make agreements with participants to conduct interviews.

4) Conducting *face-to-face* interviews with research participants as agreed.

5) Made an observation schedule with the eighth grade teacher

6) Carry out observations according to the agreed schedule by observing the learning process.

7) Analyzing the students speaking skills.

CHAPTER IV

RESULT AND DISCUSSION

A. Research Result

1. Observation Result

The researcher used observation as a data collection technique and conducted the research at SMP N 1 Gunungsitoli Barat in the eighth grade. Researcher conducted observations in class VIII-A in English lessons with an English teacher, with a total of 26 students. After the researcher collected the data, it was then analyzed using data analysis techniques. Based on the theory of Arthur Hughes in Gea 2023 there are some component of speaking skills, namely;

Criteria	Excellent	√	Good	√	Fair	√	Poor	√
Pronounciation	Clear and easily understandable		Mostly clear and understandable		Somewhat difficult to understand		Difficult to understand	
Grammar	Uses correct grammar consistently		Uses correct grammar most of the time		Makes occasional grammatical errors		Makes frequent grammatical errors	
Vocabulary	Uses a wide range of accurate vocabulary		Uses a variety of appropriate vocabulary		Uses limited vocabulary		Uses very limited vocabulary	
Fluency	Speaks smoothly and confidently		Speaks with some hesitations		Speaks with frequent hesitations		Speaks with very frequent hesitations	
Comprehension	Clearly conveys and understands information		Mostly conveys and understands information		Sometimes conveys and understands information		Rarely conveys and understands information	

Note:

Excellent (4) : student show high mastery in all aspect

Good (3)   : student show good mastery in all aspect

Fair (2)   : student show moderate mastery in all aspect

Poor (1)   : student show low mastery in all aspect

Pronunciation

Poin 4 (excellent) : Students can pronounce 15-20 sentence. For example:

	Clause	**Folklore Transcription**
1	The Nela Sea is located in the middle between Lahewa and Afulu.	/də nɛla si: ɪz loʊkeɪtɪd ɪn ðə mɪdəl bɪtwiːn lahewa ænd afulu/
2	and continues in the city of Gunungsitoli which is called Lauwomaru	/ænd kənˈtɪnjuːz ɪn ðə sɪti ɒf guːˈnuŋsɪtoʊli wɪtʃ ɪz kɔːld laʊˈwoʊmaɹu/
3	The Nela Sea was once famous on the island of Nias.	/də nɛla si: wəz wʌns feɪməs ɒn ði aɪlənd ɒf ni:əs/
4	There is a person known as Lauwomaru.	/ðɛə ɪz ə pɜːrsən noʊn əz laʊˈwoʊmaɹu/
5	Lauwomaru is known as the guardian of the sea of Nela.	/laʊˈwoʊmaɹu ɪz noʊn əz ðə gɑːrdjən ɒf ðə si: ɒf nɛla/
6	and has power or knowledge.	/ænd həz paʊə ɔːr nɒlɪdʒ/
7	When he asks for a storm, a storm will come.	/wɛn hi: ɑːks fɔːr ə stɔːm, ə stɔːm wɪl kʌm/
8	and vice versa when he wants to ask for a storm to stop, the storm will stop immediately.	/ænd vaɪs vɜːrsə wɛn hi: wɒnts tu ɑːsk fɔːr ə stɔːm tu stɒp, ðə stɔːm wɪl stɒp ɪˈmiːdiətli/

9	One day, there was a snake then this lauwomaru killed the snake.	/wʌn deɪ, ðɛə wəz ə sneɪk ðɛn ðɪs lauˈwoʊmaɹu kɪld ðə sneɪk/
10	after he killed the snake suddenly there was a very big storm.	/ɑːftə hiː kɪld ðə sneɪk sʌdnli ðɛə wəz ə vɛri bɪg stɔːm/
11	and the storm was mixed with the blood of the snake he had killed.	/ænd ðə stɔːm wəz mɪkst wɪð ðə blʌd ɒf ðə sneɪk hiː həd kɪld/
12	Then the sea is called the Nela Sea because they think that it already has inhabitants or a cave known as the Lauwomaru cave.	/ðɛn ðə siː ɪz kɔːld ðə nɛla siː bɪkɔːz ðeɪ θɪŋk ðət ɪt ɔːlredi həz ɪnˈhæbɪtənts ɔːr ə keɪv noʊn əz ðə lauˈwoʊmaɹu keɪv/
13	And even now, when people visit or come to the cave, they will feel that someone is in the cave or hear the voices of people in the cave.	/ænd iːvən naʊ, wɛn piːpl vɪzɪt ɔː kʌm tu ðə keɪv, ðeɪ wɪl fiːl ðət sʌmwʌn ɪz ɪn ðə keɪv ɔː hɪə ðə vɔɪsɪz ɒf piːpl ɪn ðə keɪv/
14	So not just anyone goes in that place.	/səʊ nɒt dʒʌst ˈɛniwʌn goʊz ɪn ðæt pleɪs/
15	Especially when the time or months suddenly the storm will be big and up and close the cave and sometimes the storm will come down.	/ɪˈspɛʃəli wɛn ðə taɪm ɔː mʌnθs sʌdnli ðə stɔːm wɪl biː bɪg ænd ʌp ænd kləʊz ðə keɪv ænd sʌmtaɪmz ðə stɔːm wɪl kʌm daʊn/
16	So this waterfront is different from other seashores where this waterfront is higher than other seashores.	/səʊ ðɪs wɔːtəfrʌnt ɪz dɪfrənt frɒm ʌðə siːʃɔːz wɛə ðɪs wɔːtəfrʌnt ɪz haɪə ðæn ʌðə siːʃɔːz/
17	On the edge of this sea there are so many small and large caves and many types of fish in it.	/ɒn ði ɛdʒ ɒf ðɪs siː ðɛə ɑː səʊ mɛni smɔːl ænd lɑːdʒ keɪvz ænd mɛni taɪps ɒf fɪʃ ɪn ɪt/ˈʌðər ˈsiːʃɔːrz
18	And sometimes when people come or	/ænd sʌmtaɪmz wɛn piːpl kʌm

	enter this sea they sometimes get sick and also they sometimes see apparitions like big fish which are actually not big fish but can be residents.	ɔː ˈentə ðɪs siː ðeɪ sʌmtaɪmz get sɪk ænd ɔːlsə ðeɪ sʌmtaɪmz siː əˈpærɪʃənz laɪk bɪg fɪʃ wɪtʃ ɑː ˈæktʃuəli nɒt bɪg fɪʃ bʌt kæn biː rezɪdənts/
19	From the cave or the sea that turns upside down, sometimes they turn into big fish, humans and sometimes they also turn into snakes.	/frɒm ðə keɪv ɔː ðə siː ðət tɜːnz ʌpsaɪd daʊn, sʌmtaɪmz ðeɪ tɜːn ɪntə bɪg fɪʃ, hjuːmənz ænd sʌmtaɪmz ðeɪ ɔːlsə tɜːn ɪntə sneɪks/
20	And even now when people visit or come to this sea, they sometimes see and hear the voices of people who are talking or there are apparitions in front of them such as people standing in front of them, after they approach that person, suddenly people who stand up before them will disappear.	/ænd iːvən naʊ wen piːpl vɪzɪt ɔː kʌm tu ðɪs siː, ðeɪ sʌmtaɪmz siː ænd hɪə ðə vɔɪsɪz ɒf piːpl huː ɑː tɔːkɪŋ ɔː ðeə ɑː əˈpærɪʃənz ɪn frʌnt ɒf ðem sʌtʃ əz piːpl stændɪŋ ɪn frʌnt ɒf ðem, ɑːftə ðeɪ əˈprəʊtʃ ðæt pɜːrsən, sʌdnli piːpl huː stænd ʌp bɪfɔː ðem wɪl dɪsəˈpɪə/

Poin 3 (good) : students can pronounce 10-14 clause. For example:

	Clause	Folklore Transcription
1	The Nela Sea is located in the middle between Lahewa and Afulu.	/də nɛla siː ɪz loʊkeɪtɪd ɪn ðə mɪdəl bɪtwiːn lahewa ænd afulu/
2	and continues in the city of Gunungsitoli which is called Lauwomaru	/ænd kənˈtɪnjuːz ɪn ðə sɪti ɒf guˈnuŋsɪtoʊli wɪtʃ ɪz kɔːld laʊˈwoʊmaɹu/
3	The Nela Sea was once famous on the	/də nɛla siː wəz wʌns feɪməs

	island of Nias.	ɒn ði aɪlənd ɒf niːəs/
4	There is a person known as Lauwomaru.	/ðɛə ɪz ə pɜːrsən noʊn əz laʊˈwoʊmaɹu/
5	Lauwomaru is known as the guardian of the sea of Nela.	/laʊˈwoʊmaɹu ɪz noʊn əz ðə gɑːrdjən ɒf ðə siː ɒf nɛla/
6	and has power or knowledge.	/ænd həz paʊə ɔːr nɒlɪdʒ/
7	When he asks for a storm, a storm will come.	/wɛn hiː ɑːks fɔːr ə stɔːm, ə stɔːm wɪl kʌm/
8	and vice versa when he wants to ask for a storm to stop, the storm will stop immediately.	/ænd vaɪs vɜːrsə wɛn hiː wɒnts tu ɑːsk fɔːr ə stɔːm tu stɒp, ðə stɔːm wɪl stɒp ɪˈmiːdiətli/
9	One day, there was a snake then this lauwomaru killed the snake.	/wʌn deɪ, ðɛə wəz ə sneɪk ðɛn ðɪs laʊˈwoʊmaɹu kɪld ðə sneɪk/
10	after he killed the snake suddenly there was a very big storm.	/ɑːftə hiː kɪld ðə sneɪk sʌdnli ðɛə wəz ə vɛri bɪg stɔːm/
11	and the storm was mixed with the blood of the snake he had killed.	/ænd ðə stɔːm wəz mɪkst wɪð ðə blʌd ɒf ðə sneɪk hiː həd kɪld/
12	Then the sea is called the Nela Sea because they think that it already has inhabitants or a cave known as the Lauwomaru cave.	/ðɛn ðə siː ɪz kɔːld ðə nɛla siː bɪkɔːz ðeɪ θɪŋk ðət ɪt ɔːlredi həz ɪnˈhæbɪtənts ɔːr ə keɪv noʊn əz ðə laʊˈwoʊmaɹu keɪv/
13	And even now, when people visit or come to the cave, they will feel that someone is in the cave or hear the voices of people in the cave.	/ænd iːvən naʊ, wɛn piːpl vɪzɪt ɔː kʌm tu ðə keɪv, ðeɪ wɪl fiːl ðət sʌmwʌn ɪz ɪn ðə keɪv ɔː hɪə ðə vɔɪsɪz ɒf piːpl ɪn ðə keɪv/
14	So not just anyone goes in that place.	/səʊ nɒt dʒʌst ˈɛniwʌn goʊz ɪn ðæt pleɪs/

Poin 2 (fair)   : students can pronounce 5-9 clause. For example:

	Clause	Folklore Transcription
1	The Nela Sea is located in the middle between Lahewa and Afulu.	/də nɛla si: ɪz loʊkeɪtɪd ɪn ðə mɪdəl bɪtwi:n lahewa ænd afulu/
2	and continues in the city of Gunungsitoli which is called Lauwomaru	/ænd kənˈtɪnjuːz ɪn ðə sɪti ɒf guˈnuŋsɪtoʊli wɪtʃ ɪz kɔːld laʊˈwoʊmaɹu/
3	The Nela Sea was once famous on the island of Nias.	/də nɛla si: wəz wʌns feɪməs ɒn ði aɪlənd ɒf ni:əs/
4	There is a person known as Lauwomaru.	/ðɛə ɪz ə pɜːrsən noʊn əz laʊˈwoʊmaɹu/
5	Lauwomaru is known as the guardian of the sea of Nela.	/laʊˈwoʊmaɹu ɪz noʊn əz ðə gɑːrdjən ɒf ðə si: ɒf nɛla/
6	and has power or knowledge.	/ænd həz paʊə ɔ:r nɒlɪdʒ/
7	When he asks for a storm, a storm will come.	/wɛn hi: ɑ:ks fɔ:r ə stɔ:m, ə stɔ:m wɪl kʌm/
8	and vice versa when he wants to ask for a storm to stop, the storm will stop immediately.	/ænd vaɪs vɜːrsə wɛn hi: wɒnts tu ɑ:sk fɔ:r ə stɔ:m tu stɒp, ðə stɔ:m wɪl stɒp ɪˈmi:ətli/
9	One day, there was a snake then this lauwomaru killed the snake.	/wʌn deɪ, ðɛə wəz ə sneɪk ðɛn ðɪs laʊˈwoʊmaɹu kɪld ðə sneɪk/

Poin 1 (poor)   : students only read 1-4 caluse. For example:

	Clause	Folklore Transcription
1	The Nela Sea is located in the middle between Lahewa and Afulu.	/də nɛla si: ɪz loʊkeɪtɪd ɪn ðə mɪdəl bɪtwi:n lahewa ænd afulu/

2	and continues in the city of Gunungsitoli which is called Lauwomaru	/ænd kənˈtɪnjuːz ɪn ðə sɪti ɒf guːˈnuŋsɪtoʊli wɪtʃ ɪz kɔːld laʊˈwoʊmaɹu/
3	The Nela Sea was once famous on the island of Nias.	/də nɛla siː wəz wʌns feɪməs ɒn ði aɪlənd ɒf niːəs/
4	There is a person known as Lauwomaru.	/ðɛə ɪz ə pɜːrsən noʊn əz laʊˈwoʊmaɹu/

Grammar

Poin 4 : uses correct grammar consistently

"The Nela Sea is located in the middle between Lahewa and Afulu and continues in the city of Gunungsitoli, which is called Lauwomaru. The Nela Sea was famous on the island of Nias. There is a person known as Lauwomaru, the guardian of the Nela Sea with supernatural powers. When he asks for a storm, a storm will come; and vice versa, when he wants to ask for a storm to stop, the storm will stop immediately."

Poin 3 : uses correct grammar most of the time

"The Nela Sea is located in the middle among Lahewa and Afulu and continues in the city of Gunungsitoli, which is called Lauwomaru. The Nela Sea once famous on the island of Nias. There is a person known as Lauwomaru, the guardian of the Nela Sea with supernatural powers. When he asks for a storm, a storm will come; and vice versa, when he wants to ask for a storm to stop, the storm will stop immediately."

Poin 2 : makes occasional grammar errors

The Nela Sea is located in the middle between Lahewa and Afulu and continues in the city of Gunungsitoli which is called Lauwomaru. The Nela Sea was once famous on the island of Nias. There is a person known as Lauwomaru. Lauwomaru is known as the guardian of the sea of Nela and has power or

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knowledge. When he asks for a storm, a storm will come and vice versa when he wants to ask for a storm to stop, the storm will stop immediately.

Poin 1 : makes frequent grammatical errors

All the story that have already explain have an errors grammatical.

Some grammar that found in the folklore are:

1. Simple Sentence Structure

    Many sentences in the text use a simple sentence structure, consisting of a subject, verb, and object. For example: "The Nela Sea was once famous on the island of Nias."

2. Compound Sentences

    Some sentences combine multiple independent clauses using coordinating conjunctions like "and," "but," or "or." For instance: "The Nela Sea is located in the middle between Lahewa and Afulu and continues in the city of Gunungsitoli which is called Lauwomaru."

3. Complex Sentences

    Complex sentences contain one independent clause and one or more dependent clauses, often connected by subordinating conjunctions like "because," "when," or "if." Example: "When he asks for a storm, a storm will come."

4. Noun Phrases

    The text uses various noun phrases, which consist of a noun and its modifiers. For example: "the guardian of the sea of Nela," "a very big storm."

5. Verb Tenses

    The text employs different verb tenses, including present tense, past tense, and future tense, to convey time and action. For instance: "The Nela Sea is located," "he killed the snake," "they will feel."

6. Pronouns

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Personal pronouns like "he," "she," "they," and "it" are used to refer to people and things. Demonstrative pronouns like "this" and "that" are used to point out specific items.

7. Adjectives

Adjectives are used to describe nouns and pronouns. For example: "big storm," "small caves."

8. Adverbs

Adverbs modify verbs, adjectives, or other adverbs. For instance: "suddenly," "very."

9. Prepositions

Prepositions indicate relationships between words, such as location, time, or direction. For example: "in the middle," "on the edge."

10. Conjunctions

Coordinating conjunctions (and, but, or, nor, for, yet, so) and subordinating conjunctions (because, when, if, while, although, etc.) connect clauses

2. Interview Result

Researcher used interviews as a technique for collecting data or information from students in class VIII-A with 26 students. This interview is structured interview. Researcher conducted interviews with students on August 5, 2024 as follows:

The results of the interviews with the students of class VIII-A regarding their knowledge and views on folklore provide a broad picture of how the younger generation understands and values traditional stories. These interviews revealed that almost all students have experience with folklore through various sources, which include school lessons, storybooks and stories told by their parents. It is important to note that their knowledge of folklore did not come from just one channel, but rather from a combination of different media that influenced their understanding. From the data obtained, it is known that 5 students recognize folklore through lessons at

school, 6 students through storybooks, and 4 students through stories told by their parents. This data shows that although there are variations in their sources of knowledge, each channel plays an important role in introducing and teaching the concept of folklore to students.

In terms of their knowledge of folklore, students have a fairly deep understanding of the categories of stories that fall under this category. They described folklore as stories about the origin of something or how something came to be, passed down from generation to generation. This knowledge includes an understanding of myths and legends, two types of stories that often fall under the category of folklore. Students define myths as ancient stories that have not been proven true to date, often revolving around stories of creation or natural phenomena. Meanwhile, legends are considered to be stories that are thought to have really happened and explain the origin of something, often having historical elements or real events that are treated specially in the story. For example, they mentioned "Laowõmaru," a folktale from Nias, as one of the forms of folklore they are familiar with. This shows that students not only know about folklore in general, but also have an understanding of the different types of stories that fall under this category.

When asked about their views on folklore, students showed great enthusiasm. They see folklore not only as a source of entertainment, but also as an educational tool that can provide insight into culture and an exciting element of adventure. They feel that local folklore, in particular, has significant value in expanding their knowledge of culture and origins. This suggests that students not only enjoy folklore as a form of entertainment, but also appreciate its important role in cultural and historical understanding. Their interest in folklore seems to go beyond a mere fascination with the stories themselves to include a broader understanding of how these stories serve to convey cultural and historical values.

When asked to create a new folklore, students showed creativity and deep thought into the themes and characters they chose. They chose themes such as intertribal friendship and local legends, and characters such as heroes and servants that reflected values such as courage and determination. This choice of themes showed that they understood the importance of including values and moral messages in the stories they created, as well as how these characters could reflect these values. Students showed that they not only wanted to create stories that were interesting, but also those that had meaning and relevance to their audience, reflecting their understanding of the role of stories in conveying cultural and moral messages.

In the context of modern technology, students recognize that technology can accelerate the spread and development of folklore, but they also emphasize the importance of preserving traditional folklore in its original form. They see technology as a useful tool to disseminate and develop these stories, but they also feel that the authenticity and integrity of traditional stories must be preserved. This view shows that students understand that there is a balance between utilizing technology to expand the reach of folklore and maintaining the authenticity of the stories that have been passed down through generations.

In addition, students showed deep interest in folklore storytelling techniques. They recognize that pronunciation, voice intonation and thorough preparation are important aspects of effective storytelling. They believe that these techniques affect how the story is received and understood by the audience. In addition, they feel that folktales should end in a satisfying way and convey a clear moral message. This shows their understanding of the importance of story structure and moral messages in maintaining the relevance and appeal of folklore in the modern era. They understand that good storytelling not only conveys the story in an interesting way but should also convey values and lessons that are beneficial to listeners.

Overall, the interview results show that the students of class VIII-A have a fairly good knowledge of folklore and show great interest in preserving and developing their cultural heritage. They not only understand the basic concepts about folklore but also show a deep appreciation for the role of folklore in culture and education. With their interest in creating new stories and their attention to storytelling techniques, students show that they are committed to maintaining and developing storytelling traditions while recognizing the important role of technology in the process. This reflects a mature understanding of how traditional stories can be maintained and updated for relevance in the modern era.

B. Discussion

1. Data Analysis Technique for Observation Sheet

Based on the research focus of describing the students' speaking skills through telling folklore in an English classroom and describing the components of speaking skills realized by the students through telling folklore in an English classroom, the researcher collected data by conducting observations in class VIII-A in English class by telling folklore in front of the class one by one. From the observation sheet, there are 5 components that are observed from students who retell folklore and there are several assessments that are checked when students meet the requirements of the components that have been listed. In analyzing the components of students' speaking skills can be grouped with pronunciation and fluency can be simultaneously analyzed, and grammar, vocabulary, comprehension are also grouped for analysis. There were 16 students who had previously known and learned about folklore, and the results of their observations can be described as follows.

Components that are realized by students when telling folklore, namely:

a. Pronunciation

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Based on the observation, most students showed clear pronunciation although there were some errors in certain phonemes, especially in uncommon words. Students tended to correct pronunciation errors when given feedback. Good pronunciation is important to ensure the audience or other students understand the story. Errors in pronunciation can interfere with comprehension, but the correction efforts made by students show an awareness and willingness to improve their speaking skills. According to Tarigan in Susi and Rahma (2024) proper pronunciation is essential for effective communication, as errors in pronunciation can change the meaning of the message being conveyed. From the results of the analysis, it shows that the pronunciation of students, namely 17 students, reached three points (3) and can be generated as follows (17÷26×100)= 60%. These results were obtained through analyzing students one by one with the observation sheet provided by the researcher, and resulted in 17 students reaching three (good) points out of 26 other students. This shows that the students in class VIII-A are good in terms of pronunciation based on speaking skills criteria.

The result of the study which shows that 60% of the students achieved a score of 3 (good) on the component of speaking skill pronunciation is a positive indicator. This means that the majority of students have been able to pronounce a foreign language (in this case probably English) quite well. Their ability to produce foreign language sounds is close to that of native speakers, both in terms of intonation, rhythm, and individual pronunciation.

1. Clear Pronunciation: Students who achieve this score have generally been able to pronounce words and sentences clearly, so that the message to be conveyed can be easily understood by the listener.

2. Proper Intonation: They have also started to master intonation that is appropriate to the context of the sentence, so as to express various emotions and nuances in speaking.

3. Smooth Rhythm: The students' speech rhythm has started to be regular and natural, making it sound more fluent and natural.

4. Proper Use of Sounds: Students have been able to distinguish and use a variety of foreign language sounds appropriately, including sounds that are difficult for first language speakers.

b. Grammar

The sentence structure used by students is generally in accordance with correct grammar. Although there are some grammatical errors, students are able to convey ideas and stories quite clearly. The use of proper sentence structure and correct grammar is important to ensure that the story is easily understood. Minor errors in grammar do not really affect the understanding of the story but still need to be corrected to improve overall speaking skills. Speaking skills are the ability to convey information effectively by involving appropriate and structured aspects of grammar so as to be able to convey information well, Wicaksono in Ali et al, (2023). Students' grammar resulting from the storytelling process through folklore is obtained at point three (3) which is $(23 \div 26 \times 100) = 88\%$. This result was obtained by analyzing students one by one in the class, with a total of 26 students and 23 people reached point three (3). This shows that students in the class are good at the grammar they use in telling stories.

c. Vocabulary

The vocabulary used by students is common vocabulary and can be pronounced clearly. According to Linse in Siti et al, (2024) suggests that vocabulary is a collection of words that are known by someone, with the intention that vocabulary is a collection of words known by someone or in this case is class VIII-A students. The use of common vocabulary is very helpful for students to be able to understand the storyline and is also easy for students to understand in class. The lack of vocabulary in telling folktales will give an ambiguous impression to the listener, so the use of common vocabulary that is easy to understand is very important in students' speaking skills.

The results of the study showing that 88% of students achieved a score of 3 (good) on the grammar component in speaking ability is a very encouraging achievement. This figure indicates that the majority of students have a strong understanding and good ability to apply grammar rules in a conversational context.

1. Mastering Sentence Structure: Students have been able to form sentences with correct structure, both simple and complex sentences.

2. Mastering Word Use: The choice of words used is appropriate and in accordance with the context of the conversation.

3. Mastering Tenses: The use of tenses (time) in sentences is in accordance with the rules and can express the right meaning.

4. Mastering Conjunctions and Prepositions: The use of conjunctions and prepositions is appropriate, so that the sentences are coherent and easy to understand.

d. Fluency

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Fluency in telling folklore is also needed, so that the listener understands what is being said. Because in telling stories when you are not fluent in saying sentence by sentence, it is difficult for listeners or other students to understand what the storyteller means. From the observation results, it shows that some students reached point four and others at point three. Students who were at point four (4) amounted to 5 students so that the results could be (5÷26×100)=19%. Students who reached point three (3) amounted to (18÷26×100)=69%.

In the fluency section, there were 5 students who reached point three with the result (5÷26×100)=19%. And the other students only reached point three (3) which is (18÷26×100)=69%. The results of the analysis show that students are quite lacking in terms of fluency when telling stories. So that the speaking skill component in this section is not achieved or does not appear in the research results.

The results showed that 69% of students achieved a score of 2 (not good) on the fluency component in speaking ability is an indicator that there are still challenges in terms of students' speaking fluency. This means that the majority of students still have difficulties in speaking fluently and spontaneously.

1. Experiencing Many Stoppages: Students often stop mid-sentence to look for a word or think of the next idea.

2. Slow Speaking: Students' speaking speed is still slow and unnatural.

3. Overuse of Filler: Students often use filler words such as "ehm", "ah", or "yes"to fill pauses in speaking.

4. Lack of Spontaneity: Students struggle to respond spontaneously to questions or topics of conversation.

e. Comprehension

Based on the observation, students' understanding of folklore is quite good. This is because the folktales they choose are local folktales that are easily accessible and also easy to understand the plot because they have listened to or read very often before. Students' understanding of folklore is very helpful in the storytelling process so that what is being told can be conveyed to other students in the class. The results of research from observations made by researcher on the components of speaking skills in the comprehension section are 21 students reached point three (3) with the results (21÷26×100)=80%. And students who reached point two (2) were 3 people with the result (3÷26×100)=11%.

The results showed that 80% of students achieved a score of 3 (good) on the comprehension component in speaking ability is a very positive indicator. This means that the majority of students have a good ability to understand information conveyed orally in a foreign language.

1. Able to Understand the Main Idea: Students can grasp the main idea of the conversation or text heard.

2. Able to Understand Details: Students can understand important details that are conveyed.

3. Able to Answer Questions: Students can answer questions about the material that has been heard appropriately.

4. Able to Identify Implied Meaning: Students can understand the implied meaning in the conversation, such as sarcasm or satire.

The reason why this component of students' speaking skills can be realized through folklore is due to several factors. After the researcher made observations, the factors that became the reason for the realization of this speaking skill component were:

a. Experience and Familiarity with Folktales

Students who were familiar with folktales performed better in terms of pronunciation, intonation, and sentence structure. Familiarity with the storytelling material helped them to be more confident and skillful in their delivery. Familiarity with folktales affects students' ability to deliver stories more fluently. When students are familiar with the story, they can focus on effective delivery without having to think about an overly complicated storyline.

b. Practice and Preparation

Students who practice before telling a story tend to show better speaking skills. Thorough preparation helps them organize ideas and correct mistakes before the presentation. Practice and preparation are key to improving speaking skills. By practicing, students can improve pronunciation, adjust intonation, and correct sentence structures that are not quite right.

2. Data Analysis Technique for Interview

The interview results showed that almost all students in class VIII-A had heard or read folktales before. They recognize folktales through various sources, including school subjects, storybooks, and stories told by parents. Some students, such as Easter, Rafel, and Frengki, mentioned that they had read the folktale "Laowomaru," which originated from Nias and is still known today. This is in line with SuripanSadiHutomo's opinion that folklore are stories that are passed down orally from one generation to another.

When asked about what they know about folklore, students revealed that folklore is stories that are passed down from generation to generation and originate from the community. They defined folklore as myths or legends told by ancestors and still relevant today. Sisyono et al. added that folklore is a literary work that was born and developed in a traditional

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society, reflecting the social and cultural values of the community. Students also gave explanations about the types of folklore they knew, namely myths and legends. Myths, according to students, are stories that have existed since ancient times and have not been proven true until today. On the other hand, legends are considered stories that really happened and tell the origin of something. This is in line with the definition given by Barone, who states that folktales often contain elements of history and the origin of a place.

Most students stated that they really liked folktales. They considered folktales as a source of entertainment that also provided an understanding of things that had happened. Students liked the elements of adventure and magic often found in folktales, which made them interested in reading further. According to Sisyono, the function of folklore as a means of entertainment is very important because it can invite listeners to travel to another world that they do not encounter in their daily lives.

Students explained that people like to tell folktales because they are very entertaining and can broaden their horizons about the culture and origin of things. They feel happy when they hear local folktales, which makes them more interesting to understand. This shows that folktales not only serve as entertainment, but also as a cultural education tool, as expressed by HasimAwang who stated that folktales contain lessons for the future.

In interviews, students mentioned that the values contained in folktales are cultural and moral values. They argued that folktales remain relevant today because these values can still be applied in everyday life. Sisyono et al. also emphasized that folktales are rich in noble values that can serve as guidelines for society.

Students realize that modern technology is also influential in the development of folklore. They argue that folktales can develop quickly

through current technology, which helps in the dissemination and preservation of these stories. This is in line with the view that technology can be an effective tool to introduce and preserve culture, including folklore.

When asked about how they retell folktales, students explained that the first step is to look for local folktales that are short and easy to understand. They also realized the importance of preserving folklore so that it can be continued from generation to generation. This is in line with Barone's view, which states that folktales serve not only as entertainment but also as a medium to introduce traditions and cultural values.

Students also gave opinions about things that need to be considered when telling folktales. They emphasized the importance of pronunciation and voice intonation so that listeners can understand the story well. In addition, mastery of the story and clear vocabulary are also a major concern. This reflects the importance of communication skills in delivering folktales, which is also recognized by experts as an important element in storytelling.

In creating the new folktale, students chose a theme that focused on friendship between tribes and legends relating to the origin of the hometown and the river on Nias. They also wanted characters that reflected heroes, helpers and love for culture. The moral values they wanted to emphasize were courage and an unyielding spirit. This is in line with James Dananjaya's opinion that folktales often contain themes of struggle and positive values.

C. The Research Findings Compared to the Latest Related Researcher

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In the previous chapter, researcher stated there were three latest related researches. The first related research is Effect of Wayang Media on Folklore Listening Skills" written by Nurafifah and Noviana. This study focuses on the relationship between traditional Indonesian media, namely wayang, and an individual's ability to listen to and understand folktales. The researcher wanted to find out if the use of wayang as a tool in the delivery of folktales could improve the audience's listening skills. In other words, they wanted to test whether the engaging and visual way of storytelling through wayang could make listeners more focused, understand the story better, and ultimately increase their appreciation of folklore. The main purpose of this study is to contribute to a better understanding of how traditional media can be used to improve cognitive skills, particularly listening skills. In addition, this study also aims to preserve Indonesian culture through the utilization of wayang as an educational medium. By knowing the effectiveness of wayang in conveying folklore, it is expected to encourage the use of wayang as a learning tool at various levels of education. To achieve their research objectives, Nurafifah and Noviana might use experimental or quasi-experimental research methods. They might divide the participants into two groups: an experimental group that listens to folktales through puppet shows and a control group that listens to folktales without using puppet media. Afterwards, both groups will be given a test to measure their listening skills. By comparing the test results of the two groups, the researcher can conclude whether there is a significant difference in listening ability between the two groups. The results of this study have broad implications, both in the field of education and cultural preservation. If this study shows that puppets are effective in improving listening skills, then it may encourage the use of puppets as a learning tool in schools or communities. It may also inspire further research into the use of other traditional media in educational contexts. In the context of cultural preservation, this research shows the importance of maintaining and developing the performing art of wayang to remain relevant to the times. Based on the results of the study, it can be concluded that the use of puppet media is effective in improving listening skills of folklore in grade V elementary school students. Puppet media can

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attract students' attention and help them understand the content of the story better.

The second related research is "The Effectiveness of Folklore-based Animation Video in Enhancing Students' Speaking Skill" by Uktolseja and Tidage (2021) examined the effectiveness of folklore-based animated videos in improving students' speaking skills. This study used Classroom Action Research (CAR) design with 25 students of English Education Study Program at Victory University of Sorong as the sample. This research was conducted in two cycles, where each cycle consisted of planning, implementation, observation, and reflection. The animated video used focused on folktales from the Papua region, particularly from Tambrauw Regency. The results showed a significant improvement in students' speaking skills. Observations showed that students became more interested and confident when speaking in English. In terms of grades, the percentage of students who achieved good grades increased from 36% in the first cycle to 84% in the second cycle, with an increase of 48%. The folklore-based animated video proved to be effective in improving students' speaking skills, meeting their learning needs, and making the learning process more interesting.

The third related research The Revitalization of "AekSipitu Dai" Batak Toba Folklore into Teaching Materials in English Subject for Junior High School by Sihombing et al., (2021) by Sihombing et al. (2021) entitled "The Revitalization of 'AekSipitu Dai' Batak Toba Folklore into Teaching Materials in English Subject for Junior High School" aims to develop the Batak Toba folklore "AekSipitu Dai" into English teaching materials for junior high school. This research uses a qualitative descriptive approach in analyzing the data. The research data are oral data about the form, function, and meaning of "AekSipitu Dai" folklore obtained through interviews and observations on Samosir Island. There is a complete story about "AekSipitu Dai" that can be used as English teaching material.The complete story can be transcribed as a whole story Batak Toba folklore that can be used as English teaching materials was found. This research concludes that the Toba Batak folktale "AekSipitu Dai" can be

revitalized and developed into effective English teaching materials for junior high school students. It can enrich students' knowledge about their local tradition and culture.

D. The Research Findings Compared to Theories

After obtaining the results of the study, the researcher compares with several theories related to the results that have been found. This research focuses on students' speaking skills through folklore. Ilinawati et al, (2023) revealed that folklore can also be used to see students' speaking skills or abilities. The research focus also leads to the components of students' speaking skills, namely, pronunciation, grammar, vocabulary, fluency and comprehension. This type of research is classroom action research, which aims to improve students' speaking skills. Thus, folklore is also used as teaching material for teachers to be able to find out students' speaking skills. Telling folklore can also have a positive impact on students, for example, they can understand about local culture and preserve the story so that it can develop continuously in the future. The practice of direct storytelling is able to increase students' insight into what is being told, this can be new material for teachers to continue to invite students to tell local folklore in order to preserve the folklore, as well as provide feedback to students and teachers in terms of students' speaking skills.

According to Nur et al, (2020) folklore can be a tool to determine students' significant speaking skills and can be analyzed through descriptive analysis by describing the results of research that has been carried out in the classroom. This research confirms that the importance of students' speaking skills in the context of education, especially telling folklore to improve students' moral understanding. The results of the study also showed a positive effect.

According to Fitri et al, (2021) said that folklore has an effect on students' speaking skills and is able to have a positive impact. Students involved in storytelling activities using folklore showed improvement in the aspects of

pronunciation, grammar, vocabulary, fluency and comprehension. This shows that the importance of folklore integrity in the education curriculum to support the development of students' speaking skills.

It can be concluded that, from the three theories above, it shows that folklore has an important role in the learning process, especially in improving students' speaking skills. From the results of the study stated that students who were involved in speaking activities or narrating folklore experienced significant improvements in the form of pronunciation, grammar, vocabulary, fluency and also understanding.

E. Research Findings Implication

The findings of this study have several important implications for education as well as future researcher in terms of describing students' speaking skills through folklore. The findings of the study show that folklore can effectively improve students' speaking skills in English classes, and also make it easier for teachers to analyze and evaluate the results of the analysis of students' speaking skills. From the results of the observation analysis that has been carried out by researcher in class VIII-A, it is found that the average student has good results in speaking skills, especially telling folklore. The results of the interview also show that students already know the folklore beforehand, making it easier for researcher to find out more about what folklore they like and are able to retell in class. Teachers are also greatly helped if folklore is used as a tool to assess or as teaching material to improve students' speaking skills.

Students can easily tell folklore based on what they have known before and are able to understand what they want to tell because they know local folklore that is told from one generation to the next. This activity is also able to improve the way students think and train their memory of what they want to tell so that there are no mistakes.

The findings show that students' speaking skills can be recognized by inviting students to tell the folktales they know. This can also be a support to continue to improve the quality of student learning in English classes, so that students interact more with friends about what they want to tell next.

F. Research Findings Limitations

The researcher conducted the research with several limitations, namely, as follows:

1. As a student at Nias University, I still do not have much experience in using folklore, and there are still many shortcomings in conducting research, for this reason this research is still not worth saying perfect research.

2. Informants from class VIII-A of SMP N 1 Gunungsitoli Barat, totaling 26 students. With differences in family background, environment and also the economic conditions of the 26 students who are the subjects in this study. The researcher recognizes that they have different speaking skills.

3. The researcher took a qualitative method with descriptive analysis, which focuses on describing or describing the components of students' speaking skills and the reasons why these components are realized. The researcher understands that the scope of this research is very small by using descriptive analysis method but the researcher still tries his best.

CHAPTER V

CLOSING

A. Conclusion

This study successfully demonstrated the effectiveness of folklore storytelling activities in boosting students' speaking skills at SMP Negeri 1 Gunungsitoli Barat. The research findings found that pupils received an average score of "good" on all aspects of speaking skills, including pronunciation, grammar, vocabulary, fluency and comprehension. This gain in speaking skill can be linked to a variety of variables, including strong motivation from engaging folklore, authentic learning scenarios, and supportive learning environments. The findings have important implications for English language learning, demonstrating that folklore can be an effective medium for improving students' speaking skills. Furthermore, this study highlights the necessity for more particular teaching materials, proper teacher training, and the use of diverse types of folktales to enhance learning. Thus, telling folktales can be a unique and engaging way to develop pupils' language skills.

ANALYZING THE STUDENTS' SPEAKING SKILL THROUGH TELLING FOLKLORE IN AN ENGLISH CLASSROOM AT SMP N 1 GUNUNGSITOLI BARAT

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