

## WEST KALIMANTAN FOLKTALES : SUPPLEMENTARY MATERIAL FOR TEACHING NARRATIVE TEXT

Yuni Susanti<sup>1</sup>, Sudarsono<sup>2</sup>, Yohanes Gatot Sutapa Yuliana<sup>3</sup>

<sup>123</sup> Master's Study Program of English Education, Tanjungpura University, Indonesia

Corresponding email: 19yunisusanti@gmail.com

Received: 3<sup>rd</sup> of June 2023, Accepted: 20<sup>th</sup> of December 2023, Published: 30<sup>th</sup> of December 2023

### Abstract

The purpose of the current study was to describe the use of folktales and evaluate whether folktales are feasible to teach narrative text. This study focuses on West Kalimantan folktales as supplementary material teaching narrative texts encountered in scholarly articles. The researcher used a Systematic Literature Review method. The data for this study were gathered from three academic papers connected to the West Kalimantan folktales. The findings of this study indicate that West Kalimantan folktales may be used as supplemental material for enhancing the narrative text.

**Keywords:** Folktales Analysis, West Kalimantan Folktales, Narrative Text.

### Abstrak

*Tujuan dari penelitian ini adalah untuk mendeskripsikan penggunaan cerita rakyat dan mengevaluasi apakah cerita rakyat layak untuk diajarkan dalam teks naratif. Kajian ini berfokus pada cerita rakyat Kalimantan Barat sebagai bahan ajar tambahan teks naratif yang ditemui dalam artikel ilmiah. Peneliti menggunakan metode Systematic Literature Review. Data penelitian ini dikumpulkan dari tiga makalah akademis yang berhubungan dengan cerita rakyat Kalimantan Barat. Hasil investigasi ini menunjukkan bahwa cerita rakyat Kalimantan Barat dianggap layak untuk diterapkan sebagai bahan pelengkap dalam pembelajaran teks naratif.*

**Kata Kunci:** Analisis Cerita Rakyat, Cerita Rakyat Kalimantan Barat, Teks Naratif.

Copyright © 2023 Yuni Susanti, Sudarsono, Yohanes Gatot Sutapa Yuliana

## INTRODUCTION

Students in junior high school must master numerous text types. One of them is narrative text. A narrative text is one kind of literary text which informs and entertains readers by telling a story or recounting a prior occurrence (Toolan, 2016) . According to Murcia and Olshtan (2000), the narrative is organized around the sequential progression of events and is focused on a certain individual. It often contains personal information and describes incidents involving the concerned individual or persons. The following feature of narrative text was described by Fink (2005) cited in Suhartini(2019), narrative writing has the following characteristics: The orientation establishes the situation and introduces the individual or persons. Complication: It examines the story's dilemma. It will describe the narrative's starting point, middle part, and final point; It denotes the point at which difficulties have been resolved. The term "resolved" requires the concept of achieving something, glory, or loss. As part of the story's end, a lesson, message or coda may be added.

There are several literary genres that come under the heading of narrative texts. Folktale is among them. Indonesian folktales, which supports Indonesian culture, is written in English as well and is frequently utilized as a reading material in English textbooks. Yusuf (2017) discovers other effects of using folktales in teaching reading comprehension. He found that using folktales helped increase students' participation in discussions, reading class interest, self-confidence, and even get the less fortunate students involved. When studying narrative texts, students are given the opportunity of looking into cultural material that is associated to their daily life. Moreover, students may easily comprehend writing on well-known themes, but they struggle to comprehend reading on unfamiliar subjects (Creswell, 2014).

There are certain typical problems with teaching narrative texts, most of which are brought on by unwilling students who are not interested in reading actively in class. Teachers primarily employ school-supplied materials to teach students reading comprehension due to the lack of learning resources (Rinardi et al., 2019). The textbook's reading materials were also uninteresting to the students considering the stories frequently obtained from other countries and the reading text not being suited to their previous knowledge. Since there is a gap between the resources offered in the students' textbooks and the additional knowledge that they should acquire, the teacher employs supplemental materials. It recommends attempting to close the knowledge disconnect that exists between textbooks and what students actually require.

Supplementary materials are necessary during teaching and learning process to substitute for missing or unavailable materials. The term "supplementary materials" refers to any items utilized in addition to a course book (Tomlinson, 2011). Some teachers use the extra materials to provide their students the opportunity to engage in lengthy listening or reading, rather of developing their students' productive abilities. However, teachers are allowed to apply this supplementary content addresses both the skills they use to teach in normal classrooms and any others that aren't fully covered in the course book. In addition to conventional textbooks, EFL teachers may require authentic materials to enhance their instructional practices. Although not designed for teaching reasons, authentic materials can assist students get more accustomed with the language's actual meaning.

It was discovered throughout the teaching and learning process that many library-available textbooks frequently used by teachers to teach English rarely contain local story resources. The majority of the resources concentrated on regional and global cultural issues. Although teaching these subjects in the classroom is essential, it is also crucial to incorporate local knowledge that the students are familiar with in order to pique their curiosity (Noviaty et al., 2017). Folktales are familiar to Indonesian pupils. as Indonesia is a multi-ethnic country

with a long history of traditional culture. The chronologically ordered narrative text also contains folktales (Palupi, 2020). The researcher in this study focuses on the local culture in West Kalimantan as an additional resource to help teachers in teaching narrative text. This might be an opportunity to overcome the barrier that has currently faced. Since it is familiar to the learners, it may be effective in assisting them to comprehend the material.

As a result of the background information provided above, the researcher aims to find evidence from previous research that supporting the use of West Kalimantan folktales as supplementary materials for teaching narrative text.

## **METHOD**

Systematic Literature Review (SLR) methodology was used to conduct this study. This approach identifies, studies, evaluates, and interprets every detail of the data. The researcher conducts a review and explores journals that are organized according to defined processes. From Google Scholar, the researcher gathered journal papers published between 2015 and 2021 that were related to the issue in terms of title and content. West Kalimantan folktales, supplementary material, and narrative text are the keywords. From the written keyword, the researcher selects the article based on the title and abstract, determining a distinction between articles based on proposed question and the objective of the article.

## **FINDINGS AND DISCUSSION**

some research has been conducted to determine the practicality of using local folklore/legend to enhance students' reading comprehension. This section will describe the research findings from various studies conducted by other researchers.

The first article proposed by Nurfadhilah et al., (2017). In this study, the researcher designed a local folklore comic to support narrative text reading. This research develops teaching materials to facilitate students as they learned to read narrative texts using a West Kalimantan local folklore comic. This research applied ADDIE approach which consists of five stages: analysis, design, development, implementation, and evaluation (Branch, 2009). The result of this study showed the lack of available resources that are adequate for the students' level, the absence of attractive materials, and the distance between the materials and the students' lives are the primary issues with the learning process at Public Junior High School 10, Pontianak. Therefore, comics may be used to solve those issues. The comic, titled *The Crying Stone*, was inspired by a legend from West Kalimantan. The narrative might convey the story and engage the reader while also promoting traditional values. According to the experts' evaluation, *The Crying Stone Comic* has a high level of visual and textual quality, therefore it can be utilized to increase narrative text reading instruction.

The second article presented by Nugraha, (2015). In this research, the researcher designed a Story Book from West Kalimantan Folktales as Narrative Reading Material. In this research revealed that textbook despite being able to assist pupils in acquiring narrative text, did not meet the needs of the teacher. Accordingly, based on the interview and observation, this research created supplemental reading materials based on factors provided by the teacher. The illustration images used to help the students enjoy reading more. In order to ensure that readers have no trouble understanding the text, he also produces stories that are well-known to them. He employed the Branch (2009) ADDIE method (Analyze, Design, Develop, Implement, and Evaluate) when conducting research. According to the findings of this research, the supplementary elements are more engaging than the former textbook. Following the professional review, he received a score of 95.83%, which indicates that the narrative materials in this research are excellent.

The third article conducted by Noviaty et al., (2017). In this study, the researcher created a comic strip for teaching reading inspired by West Kalimantan folklore. The purpose of this research is to develop an acceptable, engaging, and aesthetically appealing teaching resource in the form of a comic book to enhance the learning of reading stories to students in the classrooms. The product design procedure included the researcher determining The Legend of the Ruai Bird from West Kalimantan, reestablishing folklore, building a plot, building an outline, generating a draft sketch, drawing the design, placing the text box, editing the image, placing the contents (in the form of content or scripts), and reviewing overall result.

The fourth article developed by Rinardi et al., (2019). In this study, the researcher developed a Storybook based on Kalimantan Legend. The fundamental purpose of this research is to create a junior high school storybook based on Kalimantan legend. The design and development research framework developed by Richey and Klein was used in this study. The method follows to Jolly and Bolitho's framework, which includes an inquiry analysis, a material arrangement, the first draft of the product, a review, and the final draft. According to the results of the previously distributed needs analysis questionnaire, the following junior high students have a need for Kalimantan Legends-based reading materials: (1) the students enjoy reading tales; (2) a large number of the students were disinterested in the stories presented in their prior textbooks; (3) Most students found local stories to be fascinating as reading material; (4) They enjoyed reading stories with pictures and illustrations; (5) They believed that the moral lessons they learned from stories were significant to their daily lives.

As a result, the use of West Kalimantan Folktales in teaching narrative text would become more fascinating and entertaining. According to studies on the use of narrative texts,

learners are more motivated to employ additional material than their prior textbooks. Students will grasp the narrative text more readily if the materials are more attractive to them. According to some of the research we've explored, developing supplemental materials based West Kalimantan folktale is increasing students' awareness of narrative materials.

## CONCLUSION

Finally, this article describes the use of West Kalimantan folktales as supplementary material for teaching narrative text. The issue of understanding narrative content and lack of interest is resolved by creating supplemental materials. The teacher can offer appropriate resources based on the student's academic level, and students may also exhibit their own creativity. As a consequence, the entire educational process would be more enjoyable and exciting. Students will understand the narrative text more easily if the materials are more attractive to them.

## REFERENCES

- Branch, R. M. (2009). Instructional Design : The ADDIE Approach. In *Encyclopedia of Evolutionary Psychological Science*. Springer. [https://doi.org/10.1007/978-3-319-19650-3\\_2438](https://doi.org/10.1007/978-3-319-19650-3_2438)
- Creswell, J. W. (2014). *Research design: qualitative, quantitative, and mixed methods approaches* (4th ed). SAGE Publications, Inc.
- Murcia, M. C., & Olshtain, E. (2000). *Discourse and context in language teaching: A Guide for Language Teachers*. Cambridge University Press.
- Noviaty, G., Ikhsanudin, & Rosnija, E. (2017). *Designing a Comic Strip Based on Kalimantan Barat*. 1–16.
- Nugraha, I. S. (2015). Designing a Story Book as Narrative Reading Materials Based on West Kalimantan Folktales. *Ekp*, 13(3), 1576–1580.
- Nurfadhilah, A., Salam, U., & Rezeki, Y. S. (2017). Designing comic as local folklore based-materials to support narrative text reading. *Jurnal Pendidikan Dan Pembelajaran*, 6(12), 1–7. <http://jurnal.untan.ac.id/index.php/jpdpb/article/viewFile/23105/18273>
- Palupi, A. W. (2020). The Implementation of Folktales Picture Series as a Visual Media in Teaching Speaking of Narrative Text for Tenth Graders. *RETAIN*, 8(1), 81–86.
- Rinardi, R., Ikhsanudin, I., & Regina, R. (2019). Developing A Storybook as Supplementary Material for Junior High Schools Students Based on Kalimantan Legends. *International Journal of Learning and Instruction (IJLI)*, 1(1), 40. <https://doi.org/10.26418/ijli.v1i1.33410>

- Suhartini, Y. E. (2019). The Analysis of Grammatical Problems and Generic Structure of Narrative Text Written By the Eleventh Graduate Students of Language Program At Smak St . Klaus. *Jurnal Pendidikan Dan Kebudayaan Missio*, 11(1), 55–70.  
<http://unikastpaulus.ac.id/jurnal/index.php/jpkm/article/view/136>
- Tomlinson, B. (2011). *Materials Development in Language Teaching*.  
<https://www.semanticscholar.org/paper/da676a64be39b52e2ad1bc3925060bc8d42e5dc5>
- Toolan, M. (2016). Making sense of narrative text: Situation, repetition, and picturing in the reading of short stories. In *Making Sense of Narrative Text: Situation, Repetition, and Picturing in the Reading of Short Stories*. <https://doi.org/10.4324/9781315622965>
- Yusuf, H. O. (2017). *Impact of Teachers' Use of Folktales on the Performance of Pupils in Reading Comprehension in Primary Schools in Kaduna State, Nigeria*. 4(4), 25–32.