

Localish Program: Instilling Local Wisdom Values and Enhancing English Speaking Skills of Elementary School-Age Children

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ARTICLE INFORMATION

ABSTRACT

KataKunci:

Anak usia sekolah dasar
Cerita rakyat
Keterampilan berbicara bahasa Inggris
Mendongeng
Nilai-nilai kearifan lokal

Localish Program adalah program pengabdian masyarakat berupa pengajaran Bahasa Inggris yang berfokus pada peningkatan keterampilan berbicara dan memberikan nilai-nilai kearifan lokal melalui kegiatan bercerita untuk anak-anak usia sekolah dasar yang tinggal di Kampung Cantilan, Desa Sukarame, Kabupaten Tasikmalaya. Program ini merupakan program tindak lanjut dari program pengabdian masyarakat sebelumnya, yaitu pemberdayaan perpustakaan buku bahasa Inggris dan pengajaran bahasa Inggris yang berfokus pada peningkatan kosa kata. Metode yang digunakan adalah praktik pengembangan masyarakat yang diadaptasi dari Vincent (2009) mulai dari membentuk tim, merumuskan tujuan, menentukan masyarakat sasaran, menganalisis kebutuhan masyarakat sasaran, memprioritaskan pemecahan masalah, mempersiapkan, melaksanakan, meninjau dan mengevaluasi, dan terakhir adalah menentukan kebutuhan baru dan masyarakat sasaran. Sedangkan langkah-langkah yang digunakan dalam proses pembelajaran adalah: orientasi, pelatihan, umpan balik, dan kelanjutan. Pre-test dan post-test dilakukan terhadap tujuh belas peserta pada awal dan akhir program. Hasil penelitian menunjukkan bahwa skor tertinggi yang diperoleh pada pre-test adalah kelompok anak yang mampu menjawab satu sampai lima soal yaitu sebesar 53%, sedangkan pada post-test skor tertinggi dicapai oleh kelompok anak yang menjawab semua pertanyaan dengan benar (53%). Dari hasil tes tersebut dapat diartikan bahwa kemampuan berbahasa Inggris anak usia sekolah dasar di Kampung Cantilan mengalami peningkatan setelah mengikuti program ini. Sementara itu, hasil wawancara menunjukkan bahwa jumlah peserta yang memahami kearifan lokal sebelum program adalah 59% dan setelah program adalah 82%. Hal ini menunjukkan bahwa program ini berkontribusi dalam meningkatkan pemahaman anak terhadap nilai-nilai kearifan lokal.

ABSTRACT

Keywords:

Elementary school-age children
English speaking skills
Folklores
Local wisdom values
Storytelling

The Localish Program is a community service program in the form of teaching English that focuses on improving speaking skills and providing local wisdom values through storytelling activities for elementary school-age children who live in Kampung Cantilan, Sukarame Village, Tasikmalaya Regency. This program is a follow-up program from the previous community service program, namely empowering English book libraries and teaching English which focuses on increasing vocabulary. The method used is the practice of community development adapted from Vincent (2009) starting from forming a team, formulating goals, determining target community, analyzing the needs of the target community, prioritizing problem solutions, preparing, implementing, reviewing and evaluating, and the last is determining new needs and target community. While the steps used in the learning process are: orientation, training, feedback, and continuation. Pre-test and post-test were carried out on seventeen participants at the beginning and end of the program. The results show that the highest score obtained in the pre-test was the group of children who could answer one to five questions, which was 53%, meanwhile in the post-test, the highest score was achieved by the group of children who answered all the questions correctly (53%). From the results of these tests, it can be interpreted that the English-speaking skills of elementary school age children in Kampung Cantilan have increased after participating in this program. Meanwhile, the results of the interviews show that the number of participants who have understood local wisdom before the program was 59% and after the program was 82%. This indicates that this program contributed in increasing children's understanding of local wisdom values.

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I. PRELIMINARY

This community service program is a continuation of the previous community service programs. In the previous community service programs, because the children had not yet learned English formally at school, learning English was focused on learning Basic English vocabulary. In the first program, children have access to read Graded Reader books, especially preparation level or starter level books so that children are able to understand basic English as a capital to be able to take part in the next program (Mulyanti, 2021). In the second program, storytelling of Sundanese folklores was carried out with a focus on increasing English vocabulary. It was named the "Sotell Program" to emphasize its focus on introducing and familiarizing storytelling activities (Mulyanti, 2022). After the previous program was held. The need analysis showed that the children need to enhance their speaking ability and to

This year's community service program is entitled "Localish Program". It is a combination of the words local and English, purposefully created to show the goals of this program, i.e., to maintain local culture and to be able to compete globally. This program was carried out for two months with the aims of increasing children's English speaking skills and also instilling local wisdom values in children through Indonesian folklores from Sundanese, Batak, Minang, and Betawis culture, i.e., legends and fables which contain local ideas, views that are wise, full of wisdom, full of good values embedded and followed by members of the community. According to Law Number 32 of 2009 concerning Environmental Protection and Management in Article 1 Paragraph 30, the definition of local wisdom is "noble values that apply in the governance of community life to protect and manage the environment in a sustainable manner."

Apart from instilling local wisdom, this program also aims to improve English speaking skills. Many studies have proven that storytelling can improve children's speaking skills, some of them are Dharmayanti, & Wardana (2022), Elyani, Arief, Amelia & Asrimawati (2022), Purba, et al. (2022), Swari (2022), and Zuhriyah (2017). Based on the results of these previous studies, the community service team chose storytelling as a tool to teach English speaking skills so that hopefully children will be able to communicate using English in their daily activities. The difference between this program and the previous programs lies in the purpose and the lessons taught in the programs.

II. PROBLEM

Tasikmalaya Regency is part of the West Java region which has an area of around 2,712.52 km². The district consists of thirty-nine districts and three hundred and forty-eight villages. Sukaramé District is part of the Tasikmalaya Regency which consists of six villages, namely: Sukarapih, Wargakerta, Sukamenak, Padasuka, Sukakarsa, and Sukaramé. Sukaramé Village is the area chosen by the community service team in the previous program because elementary school-age children in Cantilan Village, which is part of Sukaramé Village, Elementary school-age children in Cantilan Village do not receive English language lessons at their schools. This is because in the 2013 Curriculum (K13), English is not included in the composition of subjects that must be taught. The Ministry of Education and Culture gives schools the freedom to include English in local content subjects (muatan lokal) or not (Detiknews, 2013). Even though English is important to learn in the era of the industrial revolution 4.0 which requires generation Z to master English so that they are not left behind, especially in the fields of education and the work-life.

The millennial generation can see the importance of English in education and the work-life. TOEFL

test is the requirement for college enrollment and job admission. Most institutions require them to pass a TOEFL score of 450. Reference books for various fields of knowledge are also widely written and translated from various languages into English and very few are translated into Indonesian. Sophisticated technology can also be accessed and learned easily if you master English. From these things, it can be predicted that Generation Z will have more severe challenges that require mastery of English. The current Minister of Education and Culture, Nadiem Makarim, is aware of the importance of learning English, he plans to revive English subjects at the elementary level (Putra, 2020). As a form of support to the Ministry of Education and Culture's program plan, this program called the "Localish Program" was implemented.



Figure 1. Kampung Cantilan

III. METHOD

The method of community service activities is adapted from Vincent II (2009), which is a community development practice that starts with team formation, goals formulation, identification of target communities, collection and analysis of needs, prioritization of problem solutions, preparation, implementation, review and evaluation, and the last is the determination of new needs and goals.



Picture 1. Diagram of Community Development Practice

To measure the goals achievement, this program was preceded by interviews and pre-test activities as data to describe the initial abilities of the participants (need analysis). After the need analysis activities are carried out, the activities that suit the needs of the children can begin to be implemented.

After the participants' needs were identified, the Localish Program, a learning program with the main activity is storytelling, was held in eight meetings. This program aims to improve English speaking skills and to instill local wisdom values for elementary school age children in Cantilan Village, Sukarama Village. This program lasts for two months eight times with a target number of participants between 15 to 30 people.

Then, after the program was implemented, the interview and post-test were carried out again, this time the activity was carried out as an evaluation of the activity process that had been undertaken. The Localish program lasts for 90 minutes in each session guided by speakers and one facilitator from the partner team.



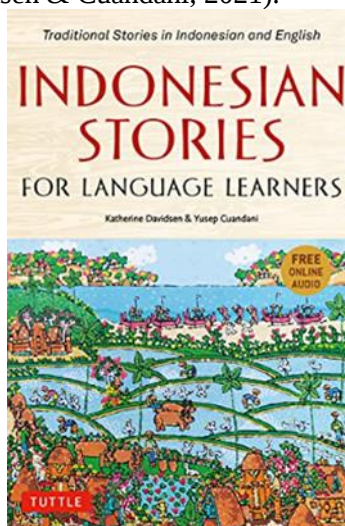
Picture 2. Steps in Localish Program

Time and Place of the Program

The community service is conducted from June 20, to November 12, 2022. It is consisted of eight sessions. It is located in the sub-urban, Cantilan village, Sukarama District, Tasikmalaya Regency.

Tools and Materials:

The tools used in the program are books, flashcards, and pictures. The materials are taken from the book entitled Indonesian Stories for Language Learners: Traditional Stories in Indonesian and English (Online Audio Included) Kindle Edition (Davidsen & Cuandani, 2021).



Picture 4. Reference book

There are twenty-one stories in the book. Four stories are chosen as the materials used in the program, there are “The Origin of Lake Toba”, “Malin Kundang, The Disobedient Son”, “Sangkuriang: The Legend of Tangkuban Perahu”, and “Si Pitung the Betawi Warrior”.

Beside the reference book, this program also provided graded reader library for children to read books after each session ended. There are 35 graded reader preparation level books and 36 graded reader level 1, 2, 3 books. The total are 71 books provided in the library.



The Activity Steps

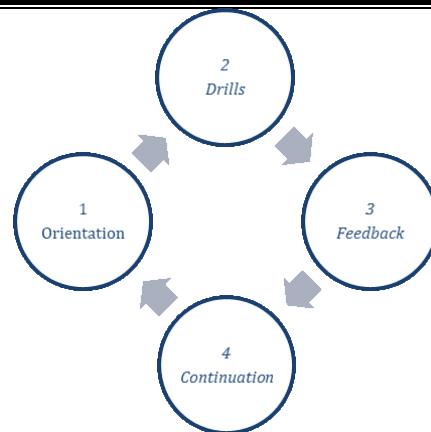
1. Orientation

2. Drills

3. Feedback

4. Continuation

If the feedback has not been able to indicate understanding and progress, then the next session cannot be carried out. The continuation stage is the evaluation stage, at this stage the process of assessing the success of the orientation, training and feedback stages is carried out. If the three stages have gone well and are in accordance with the expected competencies, then the next session can be held.



Picture 6. Steps in Learning Activity

IV. RESULTS AND DISCUSSION

This activity begins with a need analysis which is carried out through interviews and also through an initial speaking test (pre-test). The question guidelines used in pre-test and post-test are as follows:

Table 1. Pretest-Posttest Question Guidelines

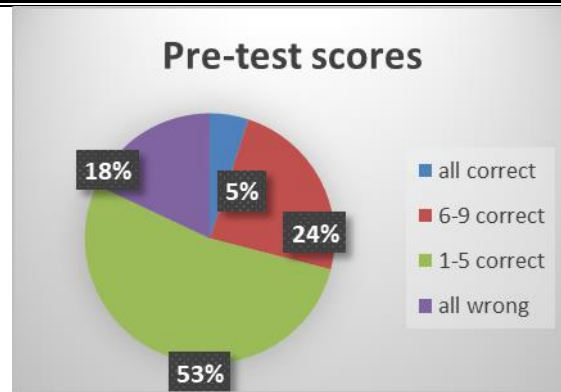
Pre-test & Post-test	
1	Ask if the child remembers the story told in the previous program, e.g., the monkey and turtle story. Continue asking questions about the story. (Points 1-10)
2	Show pictures, e.g., a monkey is climbing a tree, a turtle is swimming in the river, etc. Ask the child to explain it in English. (Points 1-10)
3	Ask the child to retell the story in English or mix it up with his/her mother tongue. (Points 1-10)
4	Show the child the movements of running, jumping, smiling, sitting, etc. Ask him/her what we are doing. (points 1-10)

The question guidelines used in the interview are as follows:

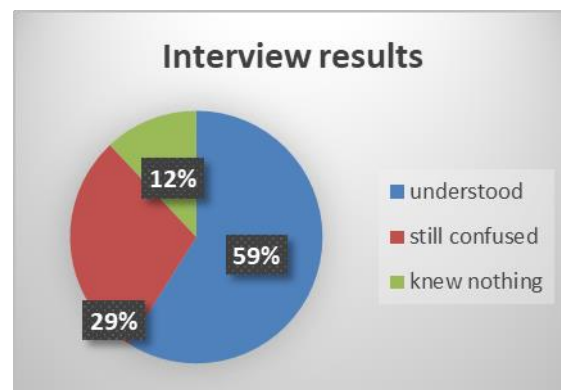
Table 2. Initial-Final Interview Question Guidelines

Initial & Final Interview	
1	Ask if the child knows the term local wisdom.
2	Ask what are the local traditions of West Java (Sundanese).
3	Ask if the child can explain Sundanese tradition e.g., ngabuburit (mention one type of local wisdom referring to the answer to point 2).
4	Ask if the child knows the values contained in e.g., ngabuburit (mention one type of local wisdom referring to the answer in point 2).
5	Continue if the local tradition that the child mentioned in point 2 are more than one.

The following diagrams are the results of Pre-test and initial interview:



Picture 7. Pre-test results



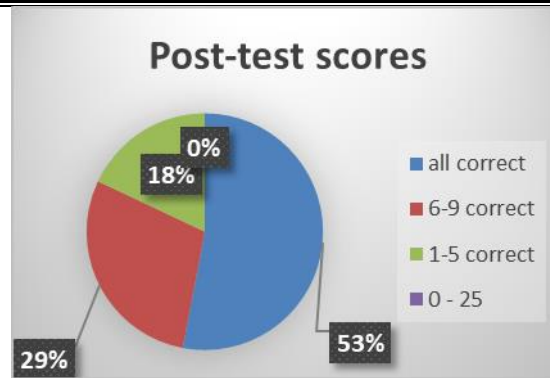
Picture 8. Initial interview results

Activities in this program are storytelling using interactive learning models with question-and-answer, flashcard game, TPR (Total-Physical Response), storytelling, and role-playing methods so that children are active both cognitively and physically in the process of absorbing learning materials. The following is a list and details of activities for each session:

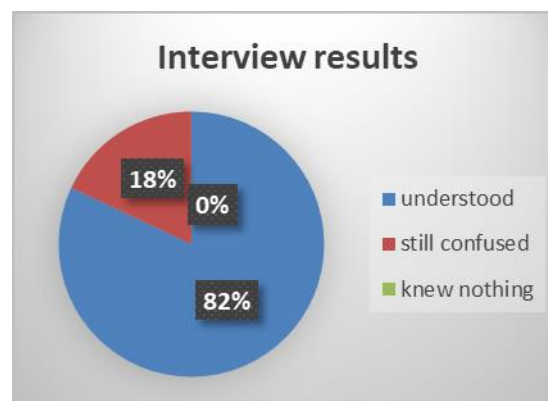
Table 3. Activities in Localish Program

Session 1	Storytelling: The Origin of Lake Toba – Local folklore (legend) from Batak culture, North Sumatera.
Session 2	Question and answer (Q &A) activity
Session 3	Storytelling: Malin Kundang, The Disobedient Son - Local folklore (legend) from Minang culture, West Sumatera.
Session 4	Flashcards game with pictures and words
Session 5	Storytelling: Sangkuriang: The Legend of TangkubanPerahu- Local folklore (legend) from Sundanese culture, West Java
Session 6:	Retelling the story activities (in English, Sundanese, and Indonesian language).
Session 7	Storytelling: Si Pitung: The Betawi Warrior – Local folklore (legend) from Betawis culture
Session 8	Role-playing using TPR (Total Physical Response) method

After that, as an evaluation of the activity process that had been taken, a post-test was carried out to find out the children's English-speaking skills after the program was implemented. Then it ends with an interview as done at the beginning of the activity to find out the children's understanding of the values of local wisdom. The results are as follows:



Picture 9. Post-test results



Picture 10. Final interview results

In the first story, The Origin of Lake Toba, storytelling activities are assisted by pictures on a laptop screen. Children are invited to be active in the storytelling process by being asked questions about the contents of the story. Children are also given the opportunity to ask questions. The questions posed provoke children to answer with words on the theme of doing (jump, run, scream, cry, etc.) and feeling (angry, sad, happy, disappointed, etc.). At the end of the session, local wisdom values contained in the stories were discussed, such as do not break promises, do not give bad labels to children, we have to love our family members, etc.

Furthermore, in the second story, namely Malin Kundang, The Disobedient Son, storytelling activities are assisted by pictures on cards. The children were invited to be active in the storytelling process in the third session by being asked questions that referred to the pictures and words in the flashcards. In the fourth session, the children played cards by grouping adjectives in the story. At the end of each session the children were told that the story contained local wisdom values, such as respect for parents, especially mothers, not to be arrogant, not to hurt parents, not to fall for wealth, not to lie, etc.

Then, the third story was presented in the fifth session. The story is Sangkuriang: The Legend of Tangkuban Perahu. The story is delivered with pictures. In the sixth session, the children were guided to retell the Sangkuriang story using Indonesian, Sundanese and English. At the end of fifth and sixth sessions, the children were told the types of local wisdom in the story, such as mutual aid - without the help of other parties, in this case the jinn, Sangkuriang could not complete his task, be patient - don't be like Sangkuriang, as a result of easily triggered to get angry, Sangkuriang killed Tumang, a pet dog from childhood who turned out to be his father, do not lie - Sangkuriang also lied to his mother and in the end, disappointed his mother for killing Tumang, etc.

The last story is the story of Si Pitung: The Batawi Warrior. Storytelling activity is presented through PowerPoint media on a laptop in session seven. Then, in the eighth session, the children were asked to act according to the characters in the story. Children determine their own character to be played. This story contains the values of local wisdom in the form of mutual help, self-sacrifice, sincerity, and the firm belief in

God.



Picture 3. Activities in the Localish Program

From the results of the pre-test and post-test, it can be seen the comparison of scores before and after the program is implemented. In the pre-test, 5% of participants could answer all the questions correctly. After the program, 53% of the children could answer all the questions correctly. The highest score obtained in the pre-test was the group of children who could answer one to five questions, which was 53%, meanwhile in the post-

test, the highest score was achieved by the group of children who answered all the questions correctly (53%). It can be concluded that the Localish Program significantly improved speaking skills of the elementary school-aged children in Cantilan Village, Sukarama Village.

In addition, from the results of interviews at the beginning and end of the program, it can be seen the comparison of the children's understanding of local wisdom values before and after the program. Before the program, children have already learnt local wisdom values of several stories and have understood the general meaning of the term. This current program is to instill the local wisdom values deeper and for the values to be understood by more children. In the interview session, the number of participants who have understood local wisdom before the program was 59% and after the program was 82% and those who did not understand before the program were 12% and after the program was 0%. This indicates that the Localish Program has succeeded in instilling the values of local wisdom in elementary school-aged children in Cantilan Village, Sukarama District.

V. CONCLUSION

The Localish Program, which is a storytelling program to improve English speaking skills and introduce local wisdom values through folklore, has been implemented successfully. This storytelling activity is expected to be continued and carried out independently by the Cantilan village community every year so that the values of local wisdom are embedded in children when they are prepared to be able to compete globally.

This program can be used as a reference for academics in carrying out community service. It is suggested that in the next program the aim of the activity is not only to instill local wisdom values, but also to make children be able to show these values in a particular activity. Moreover, it is suggested that the types of skills being analyzed are advised to focus on reading skills.

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