



## Analyzing the Students' Speaking Skills Through Telling Folklore in the English Classroom

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**Abstract:** This study aims to examine the effectiveness of using folktales in improving the English speaking skills of students in class VIII of SMPN 1 Gunungsitoli Barat. Using a descriptive qualitative approach, this study involved 26 students as the main subjects. The results showed that the integration of folktales in learning had a significant impact on students' pronunciation ability, where 60% of them achieved a good score. Folklore not only improves pronunciation, but also eases the teaching and assessment process, and fosters students' interest in learning. Supporting factors such as the use of varied teaching methods and students' interest in local culture also catalysed the success. Comparative analysis showed that students who were active in folklore-based activities had higher levels of fluency and confidence than the less engaged group. However, the study also identified a number of challenges, such as limited learning time and limited available resources, which require further attention. In conclusion, folklore proved to be an effective learning medium in improving students' English speaking skills. In addition, it made a positive contribution to overall learning, by strengthening students' appreciation of local culture while improving the quality of the teaching and learning process.

**Abstrak:** Penelitian ini bertujuan untuk mengkaji efektivitas penggunaan cerita rakyat dalam meningkatkan keterampilan berbicara bahasa Inggris siswa kelas VIII SMPN 1 Gunungsitoli Barat. Dengan pendekatan kualitatif deskriptif, penelitian ini melibatkan 26 siswa sebagai subjek utama. Hasil penelitian menunjukkan bahwa integrasi cerita rakyat dalam pembelajaran memberikan dampak signifikan pada kemampuan pengucapan siswa, di mana 60% dari mereka mencapai skor baik. Cerita rakyat tidak hanya meningkatkan pengucapan, tetapi juga mempermudah proses pengajaran dan penilaian, serta menumbuhkan minat belajar siswa. Faktor-faktor pendukung seperti penggunaan metode pengajaran yang variatif dan ketertarikan siswa terhadap budaya lokal turut menjadi katalis keberhasilan. Analisis perbandingan menunjukkan bahwa siswa yang aktif dalam kegiatan berbasis cerita rakyat memiliki tingkat kefasihan dan kepercayaan diri yang lebih tinggi dibandingkan kelompok yang kurang terlibat. Kendati demikian, penelitian ini juga mengidentifikasi sejumlah tantangan, seperti keterbatasan waktu pembelajaran dan keterbatasan sumber daya yang tersedia, yang memerlukan perhatian lebih lanjut. Kesimpulannya, cerita rakyat terbukti menjadi media pembelajaran yang efektif dalam meningkatkan keterampilan berbicara bahasa Inggris siswa. Selain itu, media ini memberikan kontribusi positif terhadap pembelajaran secara keseluruhan, dengan memperkuat apresiasi siswa terhadap budaya lokal sekaligus meningkatkan kualitas proses belajar mengajar.

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## A. Introduction

Speaking is a productive skill that can be directly and empirically observed; those observations invariably necessarily compromise the reliability and validity of an oral production test. Speaking is a crucial aspect of language learning, and its implementation in education is governed by regulation. Act number 20 year, 2003, about the educational system, emphasizes the importance of early childhood education in developing children's speaking skills. In teaching speaking skills, emphasize the importance of using texts as a basis for language learning, highlighting the role of speaking in expressing and communicating ideas, thoughts, and feelings. By saying this, students can share information and express their ideas and feelings (Crisianita & Mandasari, 2022). Speaking skills are among the four key language skills students must master to communicate in English effectively. It involves the ability to produce and receive spoken language. Speaking skills is crucial for effective communication, both personally and professionally. In 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), 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, speaking is an activity to share or convey information, ideas, thoughts, and opinions and can also be expressed directly using language. Speaking skills is not a passive process but an active process that requires critical, logical, and systematic thinking. Speaking is one of the general components of communication. In other words, speaking is an easy communication tool that someone can use to convey or give information. When students speak to different people, they should better understand it. An effective speaker can get the attention of the listener till they get the complete message.

Knowing the students' speaking skills is done through telling Folklore. It is helpful for the students and teachers to make it easier to analyze their abilities and preserve the local Folklore. According to Kusmana 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: (1) myth, (2) legend, and (3) fairytale. Because Folklore is a literary work with a structure and values for its readers, it is perfect 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 a particular culture or community's traditional stories, beliefs, customs, and practices. It includes a wide range of narratives, such as Folklore, passed down orally or through written texts. Folklore is an essential aspect of cultural heritage and can provide insights into different societies' values, beliefs, and practices. Folklore can be an effective way to engage students and enhance their language learning experience; in particular, it offers 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 Folklore's structure, characteristics, and purposes, fostering critical thinking and language skills. 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 valuable for understanding literature and culture's historical and societal contexts. 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, thereby emphasizing the interconnectedness of language and culture (Aini et al, 2022; Uktolseja et al., 2021).

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 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 encompasses a wide range of stories shared by a specific culture and is essential for addressing students' listening, speaking, reading, and writing skills. It includes various types, such as myths, legends, and fairytales. When teaching Folklore, teachers can use different approaches, such as reading the stories aloud, telling 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 and have good pronunciation and grammar. Teachers also expect students to use multiple speaking strategies, such as using examples, telling stories, comparing and explaining, and communicating well with others. Thus, students can be more expressive when speaking a language without difficulty conveying the intended meaning. Students must also master speaking components, especially fluency and pronouncing words and sentences (Maylia, 2021; Sihombing et al., 2021; Ramadhania et al., 2022).

However, the reality in the field shows that students still have difficulties in speaking. Students still lack confidence when speaking in front of the class and public. They still struggle to use effective speaking strategies and depend on the teacher to help

them speak. Component speaking, which already exists as a standard to measure speaking skills, is still not what the teacher expects. They are still not fluent in speaking, pronunciation, and grammar, and their vocabulary does 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 to understand and remember the material learned more easily (Mufarikha & Darihastining, 2022). 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 develop speaking skills by evoking a sense of humor and awareness associated with the story so that they can speak more cheerfully and interestingly. Thus, Folklore can help students improve their public speaking skills and communicate more effectively with audiences (Ramadhania et al., 2022).

## **B. Method**

This research employed qualitative research methods. The researchers used descriptive qualitative research that focused on students' speaking skills. Lewis (2015) and Barley et al (2022) explain that qualitative research can be implemented to collect data through narrative research, ethnography, phenomenology, and case study perspectives—descriptive research aimed to describe what already existed.

The researcher conducted the research at SMP Negeri 1 Gunungsitoli Barat, in the eighth-grade class A with 26 people, located on Jln. Sihareo Siwahili, Gunungsitoli, in July-August 2024. The time allocation referred to the educational calendar of SMP Negeri 1 Gunungsitoli Barat. Instruments that are often used are interviews, observation, and documentation.

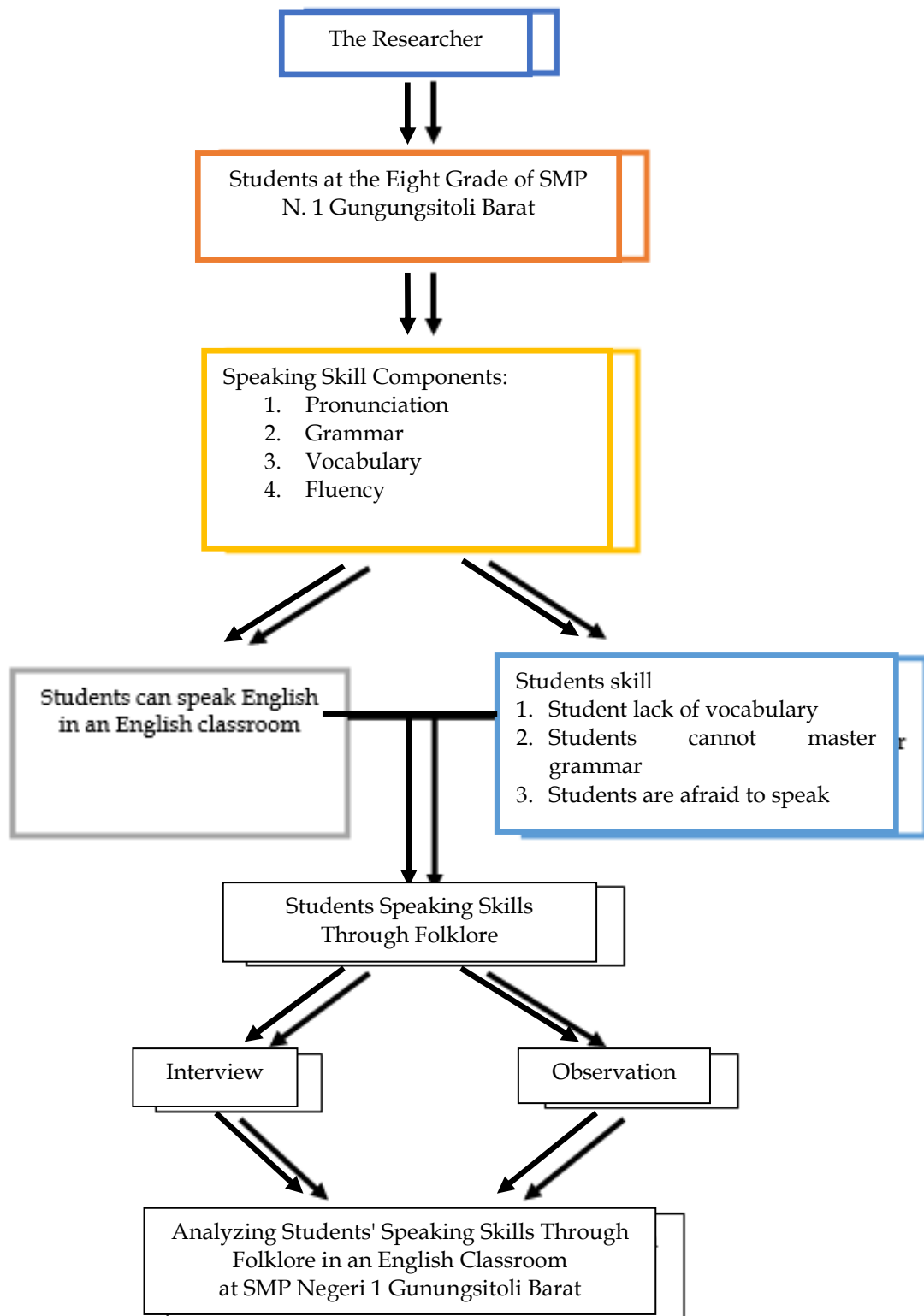


Figure 1. Conceptual Framework

## C. Result and Discussion

### Result

The result section contains the results of the data analysis. This section is the main section of the research article and is usually the most extended section. The research results presented in this section are "clean" results. The author does not need to show data analysis processes such as statistical calculations and hypothesis testing processes. Only the results of analysis and the results of hypothesis testing need to be reported. Tables and graphs can be used to clarify research results' presentation verbally. Tables and charts should be commented on.

For qualitative research, the results section contains detailed sections in the form of sub-topics directly related to the research focus and categories. The discussion in the article aims to (1) answer the problem formulation and research questions, (2) show how the findings were obtained, (3) interpret findings, (4) link research findings with existing knowledge structures, and (5) generating new theories or modifying existing theories.

In answering the research questions and problems, the research results must be concluded explicitly. The interpretation of the findings is carried out using existing logic and theories. In the form of reality in the field, findings are integrated/linked with previous research results or existing theories. For this purpose, there must be a reference. Old theories can be confirmed or rejected when generating new theories. Some may need to modify the old theories.

In an article, sometimes it is inevitable to organize the writing of research results into "sub-headings." The following is how to write the organizational format, which shows how to write specific things that cannot be separated from an article.

Supporting instruments can be in the form of pictures (photos/graphs/charts) or tables. The figure/table must be given a serial number and a brief description in Book Antique 10, space one format. The table's contents should be written in Book Antique 10 format, space 1. Information on pictures/tables is not allowed to be similar.

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

**Table 1.** Component Speaking Skills

Criteria	Excellent	Good	Fair	Poor
Pronunciation	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	Uses a variety of	Uses limited	Uses minimal

Criteria	Excellent	Good	Fair	Poor
	of accurate vocabulary	appropriate vocabulary	vocabulary	vocabulary
Fluency	Speaks smoothly and confidently	Speaks with some hesitations	Speaks with frequent hesitations	Speaks with very frequent hesitations
Comprehension	Conveys and understands information.	Primarily conveys and understands information.	Sometimes conveys and understands information.	Rarely conveys and understands information.

Note:

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

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

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

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

### Pronunciation

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

**Table 2.** Folklore Analysis (Excellent)

No	Clause	Folklore Transcription
1	The Nela Sea is located in the middle between Lahewa and Afulu.	/də nɛlə si:ɪz ləʊkɛɪtɪd ɪn ðə mɪdəl bɪtwi:n laheɪwə ænd əfulu/
2	and continues in the city of Gunungsitoli which is called Lauwomaru	/ænd kən'tɪnju:z ɪn ðə sɪti ɒf gu:'nʌŋsɪtoli wɪtʃɪz kɔ:ld laʊ'wɔʊmɑ:u/
3	The Nela Sea was once famous on the island of Nias.	/də nɛlə si: wəz wʌns feɪməs ɒn ði aɪlənd ɒf ni:əs/
4	There is a person known as Lauwomaru.	/ðeəɪz ə pɜ:rsən nəʊn əz laʊ'wɔʊmɑ:u/
5	Lauwomaru is known as the guardian of the sea of Nela.	/laʊ'wɔʊmɑ:u ɪz nəʊn əz ðəgɑ:rdjən ɒf ðə si:ɒf nɛlə/
6	and has power or knowledge.	/ænd həz paʊə:ɔ:r nəʊlɪdʒ/
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 vɜ:rsə wɛn hi: wɒnts tu ɑ:sk fɔ:r ə stɔ:m tu stɒp, ðə stɔ:m wɪl stɒp ɪ'mi:diətli/
9	One day, there was a snake, and this lauwomaru killed the snake.	/wʌn deɪ, ðeə wəz ə sneɪk ðɛn ðɪs laʊ'wɔʊmɑ:u kɪld ðə sneɪk/
10	after he killed the snake, suddenly, there was a massive storm.	/ɑ:ftə hi: kɪld ðə sneɪk sʌdnli ðeə wəz ə vɛrɪ bɪg stɔ:m/
11	Furthermore, the storm was mixed with the blood of the snake he had killed.	/ænd ðə stɔ:m wəz mɪkst wɪððə blʌd ɒf ðə sneɪk hi: 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 si:ɪz kɔ:ld ðə nɛlə si: bɪkɔ:z ðeɪθɪŋk ðət ɪt ɔ:lredi həz ɪn'hæbɪtənts ɔ:r ə keɪv nəʊn əz ðə laʊ'wɔʊmɑ:u keɪv/

No	Clause	Folklore Transcription
13	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 i:vən naʊ, wən pi:pl vɪzɪt ɔ: kəm tu ðə keɪv, ðeɪ wɪl fi:l ðæt sʌm wʌn ɪz ɪn ðə keɪv ɔ: hɪəðə vɔɪsɪz ɒf pi:pl ɪn ðə keɪv/
14	So, it is not just anyone who goes to that place.	/səʊ nɒt dʒʌst 'eniwʌn ɡoʊz 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.	/ɪ'speʃəli wən ðə taɪm ɔ: mʌnθs sʌdnli ðə stɔ:m wɪl bi: bɪɡ ænd ʌp ænd kləʊz ðə keɪv ænd sʌmtaɪmz ðə stɔ:m wɪl kʌm daʊn/
16	So this waterfront is different from other seashores where this waterfront is higher than other seashores.	/səʊðɪs wɔ:təfrʌnt ɪz dɪfrənt frəm ʌðə si:fɔ:z weəðɪs wɔ:təfrʌnt ɪz haɪəðæn ʌðə si:fɔ:z/
17	On the edge of this sea, there are many small and large caves and many types of fish.	/ɒn ði ɛdʒɪf ðɪs si:ðeə: səʊ məni smɔ:l ænd lɑ:dʒ keɪvz ænd məni taɪps ɒf fɪʃɪn ɪt/ 'ʌðər 'si:fɔ:rz
18	Sometimes, when people come or enter this sea, they get sick, and they sometimes see apparitions like big fish, which are not big fish but can be residents.	/ænd sʌmtaɪmz wən pi:pl kʌm ɔ: 'entəðɪs si:ðeɪ sʌmtaɪmz ɡet sɪk ænd ɔ:lsəðeɪ sʌmtaɪmz si:ə'pærɪʃənz laɪk bɪɡ fɪʃ wɪtʃa:'ækʃʊəli nɒt bɪɡ fɪʃ bʌt kæn bi: rezɪdənts/
19	From the cave or the sea that turns upside down, sometimes they turn into big fish and humans, and sometimes into snakes.	/frəm ðə keɪv ɔ:ðə si:ðæt tɜ:nz ʌpsaɪd daʊn, sʌmtaɪmz ðeɪ tɜ:n ɪntə bɪɡ fɪʃ, hju:mənz ænd sʌmtaɪmz ðeɪ:lsə tɜ:n ɪntə sneɪks/
20	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 i:vən naʊ wən pi:pl vɪzɪt ɔ: kəm tu ðɪs si:, ðeɪ sʌmtaɪmz si:ænd hɪəðə vɔɪsɪz ɒf pi:pl hu:ɑ: tɔ:kɪŋ:ðeə:ə'pærɪʃənz ɪn frʌnt ɒf ðəm sʌʃz pi:pl stændɪŋɪn frʌnt ɒf ðəm, ɑ:ftəðeɪ'prəʊʃðæt pɜ:rsən, sʌdnli pi:pl hu: stænd ʌp bɪfɔ:ðəm wɪl dɪsə'pɪə/

When students can tell folktales correctly and successfully mention 15-20 clauses, the student's score is said to be excellent or at point 4. Poin 3 (good): Students can pronounce 10-14 clauses. For example:

**Table 3.** Folklore Analysis (Good)

No	Clause	Folklore Transcription
1	The Nela Sea is located in the middle between Lahewa and Afulu.	/də nɛlə si:ɪz ləʊkɛrtɪd ɪn ðə mɪdəl bɪtwi:n lahewə ænd əfulu/
2	and continues in the city of Gunungsitoli which is called Lauwomaru	/ænd kən'tɪnju:z ɪn ðə sɪti ɒf gu:'nʊŋsɪtoli wɪtʃɪz kɔ:ld laʊ'woʊmɑ:ru/
3	The Nela Sea was once famous on the island of Nias.	/də nɛlə si: wəz wʌns feɪməs ɒn ði aɪlənd ɒf ni:əs/
4	There is a person known as Lauwomaru.	/ðeəɪz ə pɜ:rsən nəʊn əz laʊ'woʊmɑ:ru/
5	Lauwomaru is known as the guardian of the sea of Nela.	/laʊ'woʊmɑ:ru ɪz nəʊn əz ðəɡɑ:rdjən ɒf ðə si:ɒf nɛlə/
6	and has power or knowledge.	/ænd həz paʊə:ɔ:r nəʊlɪdʒ/

No	Clause	Folklore Transcription
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 vɜ:rsə wɛn hi: wɒnts tu ɑ:sk fɔ:r ə stɔ:m tu stɒp, ðə stɔ:m wɪl stɒp i'mi:diətli/
9	One day, there was a snake, and this lauwoamaru killed the snake.	/wʌn dei, ðeə wəz ə sneɪk ðen ðɪs lau'woʊmɑ:ru kɪld ðə sneɪk/
10	after he killed the snake, suddenly, there was a massive storm.	/ɑ:ftə hi: kɪld ðə sneɪk sʌdnli ðeə wəz ə vɛri bɪg stɔ:m/
11	Furthermore, the storm was mixed with the blood of the snake he had killed.	/ænd ðə stɔ:m wəz mɪkst wɪððə blʌd ɒf ðə sneɪk hi: 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 Lauwoamaru cave.	/ðen ðə si:ɪz kɔ:ld ðə nɛlə si: bɪkɔ:z ðeɪθɪŋk ðæt ɪt ɔ:lredi həz ɪn'hæbɪtənts ɔ:r ə keɪv noʊn əz ðə lau'woʊmɑ:ru keɪv/
13	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 i:vən naʊ, wɛn pi:pl vɪzɪt ɔ: kʌm tu ðə keɪv, ðeɪ wɪl fi:l ðæt sʌmwʌn ɪz ɪn ðə keɪv ɔ: hɪəðə vɔɪsɪz ɒf pi:pl ɪn ðə keɪv/
14	So, it is not just anyone who goes to that place.	/səʊ nɒt dʒʌst 'ɛniwʌn ɡoʊz ɪn ðæt pleɪs/

When the student can tell the Folklore correctly and successfully mention as many as 10-14 clauses, the student's score is said to be good or at point 3. Poin 2 (fair): Students can pronounce 5-9 clauses. For example:

**Table 4.** Folklore Analysis (Fair)

No	Clause	Folklore Transcription
1	The Nela Sea is located in the middle between Lahewa and Afulu.	/də nɛlə si:ɪz lʊkɛɪtɪd ɪn ðə mɪdəl bɪtwi:n lahewə ænd afulu/
2	and continues in the city of Gunungsitoli which is called Lauwoamaru	/ænd kən'tɪnju:z ɪn ðə sɪti ɒf gu:'nʊŋsɪtoʊli wɪtʃɪz kɔ:ld lau'woʊmɑ:ru/
3	The Nela Sea was once famous on the island of Nias.	/də nɛlə si: wəz wʌns feɪməs ɒn ði aɪlənd ɒf ni:əs/
4	There is a person known as Lauwoamaru.	/ðeəɪz ə pɜ:rsən noʊn əz lau'woʊmɑ:ru/
5	Lauwoamaru is known as the guardian of the sea of Nela.	/lau'woʊmɑ:ru ɪz noʊn əz ðəɡɑ:rdʒən ɒf ðə si:ɒf nɛlə/
6	and has power or knowledge.	/ænd həz paʊə:ɔ:r nəʊlɪdʒ/
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 vɜ:rsə wɛn hi: wɒnts tu ɑ:sk fɔ:r ə stɔ:m tu stɒp, ðə stɔ:m wɪl stɒp i'mi:diətli/
9	One day, there was a snake, and this lauwoamaru killed the snake.	/wʌn dei, ðeə wəz ə sneɪk ðen ðɪs lau'woʊmɑ:ru kɪld ðə sneɪk/

When the student can tell the folktale correctly and mentions as many as 5-9 clauses, the student's score is said to be fair or at point 2. Poin 1 (poor): Students only read 1-4 clauses. For example:

**Table 5.** folklore Analysis (Poor)

No	Clause	Folklore Transcription
1	The Nela Sea is located in the middle between Lahewa and Afulu.	/də nɛlə si:ɪz lʊkɛrtɪd ɪn ðə mɪdəl bɪtwi:n lahewə ænd əfulu/
2	and continues in the city of Gunungsitoli which is called Lauwomaru	/ænd kən'tɪnju:z ɪn ðə sɪti ɒf gu:'nʊŋsɪtoli wɪtʃɪz kɔ:ld laʊ'wɔʊmɑ:u/
3	The Nela Sea was once famous on the island of Nias.	/də nɛlə si: wəz wʌns feɪməs ɒn ði aɪlənd ɒf ni:əs/
4	There is a person known as Lauwomaru.	/ðeəɪz ə pɜ:rsən nəʊn əz laʊ'wɔʊmɑ:u/

When the student can tell the folktale correctly and successfully mention as many as 1-4 clauses, the student's score is poor or at point 1.

## Grammar

Point 4: Use 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."

Point 3: Use 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."

Point 2: makes occasional grammar errors

The Nela Sea is between Lahewa and Afulu and continues in Gunungsitoli, 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 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 cease immediately.

Point 1: makes frequent grammatical errors

All the stories that have already explain have grammatical errors. Some grammar 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," and "a very big storm."

### 5. Verb Tenses

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

### 6. Pronouns

Personal pronouns like "he," "she," "they," and "it" are used to refer to people and things. Demonstrative pronouns like "this" and "that" 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 like 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, etc.) connect clauses.

## 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 explaining 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, five components are

observed from students who retell Folklore, and several assessments are checked when students meet the requirements of the components that have been listed. The components of students' speaking skills can be grouped with pronunciation and fluency and simultaneously analyzed, and grammar, vocabulary, and comprehension are also grouped for analysis. Sixteen students 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**

Based on the observation, most students showed clear pronunciation, although there were some errors in specific phonemes, especially in uncommon words. Students tended to correct pronunciation errors when given feedback. Good pronunciation ensures that 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 (2019), proper pronunciation is essential for effective communication, as errors in pronunciation can change the meaning of the message being conveyed. The analysis results show that students' pronunciation, namely 17 students, reached three points (3) and can be generated as follows  $(17 \div 26 \times 100) = 60\%$ . These results were obtained by analyzing students one by one with the observation sheet provided by the researcher, and it resulted in 17 students reaching three (good) points out of 26 other students. This shows that the students in class VIII-A have good pronunciation based on speaking skills criteria. The result of the study shows that 60% of the students achieved a score of 3 (good) on the component of speaking skill pronunciation, which is a positive indicator. This means that most students can 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 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 mastered intonation appropriate to the context of the sentence 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 various foreign language sounds appropriately, including sounds that are difficult for first-language speakers.

## b. Grammar

The sentence structure used by students generally depends on correct grammar. Although there are some grammatical errors, students can convey ideas and stories quite clearly. Proper sentence structure and correct grammar are essential to ensure the story is easily understood. Minor grammar mistakes do not 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 to communicate the information well, [Miranda & Wahyudin \(2023\)](#). 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 individually in the class, with 26 students and 23 people reaching 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 and can be pronounced clearly. Linse in [Kerimbayeva & Abzhekenova \(2021\)](#) suggest that vocabulary is a collection of words known by someone, with the intention that vocabulary is a collection of words known by someone or, in this case, class VIII-A students. Using common vocabulary is beneficial for students to understand the storyline and easy for students to understand in class. The lack of vocabulary in telling folktales will give an ambiguous impression to the listener. Hence, using familiar vocabulary that is easy to understand is essential in students' speaking skills.

The study results show that 88% of students scored 3 (good) on the grammar component in speaking ability, which is a very encouraging achievement. This figure indicates that most students have a strong understanding and 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 by the context of the conversation.
3. Mastering Tenses: Using tenses (time) in sentences is by the rules and can express the correct 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

Fluency in telling Folklore is also needed so the listener understands what is being said. Because when 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. The observation results show that some students reached point four and others at point three.

Students at point four (4) amounted to 5, so the results could be  $(5 \div 26 \times 100) = 19\%$ . Students who reached point three (3) amounted to  $(18 \div 26 \times 100) = 69\%$ .

Five students reached point three in the fluency section with the result  $(5 \div 26 \times 100) = 19\%$ . The other students only reached point three (3), which is  $(18 \div 26 \times 100) = 69\%$ . The results of the analysis show that students lack fluency when telling stories. So, 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, which indicates that there are still challenges in students' speaking fluency. This means that most students still have difficulties 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 sluggish 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. After all, they have listened to or read very often before. Students' understanding of Folklore is invaluable in storytelling so that what is being told can be conveyed to other students. The results of research from observations made by the researcher on the components of speaking skills in the comprehension section are that 21 students reached point three (3) with the results  $(21 \div 26 \times 100) = 80\%$ . And students who reached point two (2) were three people with the result  $(3 \div 26 \times 100) = 11\%$ .

The result showed that 80% of students scored 3 (good) on the comprehension component in speaking ability, which 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 essential 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.

This component of students' speaking skills can be realized through Folklore 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 considering 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 proper 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 aligns with SuripanSadiHutomo's opinion that Folklore is stories passed down orally from one generation to another.

When asked what they know about Folklore, students revealed that Folklore is stories passed down from generation to generation and originate from the community. They defined Folklore as myths or legends told by ancestors that are still relevant today. Sisyono et al. added that Folklore is a literary work born and developed in a traditional society, reflecting the social and cultural values of the community. Students also explained the types of Folklore they knew, namely myths and legends. According to students, myths 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 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 liked folktales. They considered folktales 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 they do not encounter in their daily lives.

Students explained that people like to tell folktales because they are 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 serve as entertainment and 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. 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 societal guidelines.

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 disseminate and preserve these stories. This aligns with the view that technology can effectively 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 aligns with Barone's view, which states that folktales serve as entertainment and a medium to introduce traditions and cultural values.

Students also gave opinions about things that must be considered when telling folktales. They emphasized the importance of pronunciation and voice intonation so listeners can understand the story well. In addition, mastery of the story and precise vocabulary are also significant concerns. This reflects the importance of communication skills in delivering folktales, which experts also recognize as an essential element in storytelling.

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

After obtaining the study results, the researcher compares 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 could also be used to see students' speaking skills or abilities. The research also focuses on students' speaking skills: 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 learn about students' speaking skills. Telling Folklore can also positively impact students; for example, they can understand local culture and preserve the story so that it can develop continuously in the future. The practice of direct storytelling can increase students' insight into what is being told. This can be new material for teachers to continue inviting students to tell local Folklore to preserve

the Folklore and provide feedback to students and teachers regarding students' speaking skills (Limeranto & Bram, 2022). According to Sinaga & Oktaviani (2020), Folklore can be a tool to determine students' significant speaking skills. It can be analyzed through descriptive analysis by describing the research results in the classroom. This research confirms 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 Nurafifah et al (2021), Folklore affects students' speaking skills and can have a positive impact. Students involved in storytelling activities using Folklore improved pronunciation, grammar, vocabulary, fluency, and comprehension. This indicates the importance of folklore integrity in the education curriculum to support the development of students' speaking skills (Hidayat & Yakob, 2019).

The three theories above show that Folklore is essential in learning, significantly improving students' speaking skills. The study's results stated that students involved in speaking activities or narrating Folklore experienced significant improvements in pronunciation, grammar, vocabulary, fluency, and understanding.

#### **D. 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 " good " score on all aspects of speaking skills, including pronunciation, grammar, vocabulary, fluency, and comprehension. This gain in speaking skills can be linked to various variables, including strong motivation from engaging Folklore, authentic learning scenarios, and supportive learning environments.

The findings have important implications for learning English, demonstrating that Folklore can improve students' speaking skills. Furthermore, this study highlights the need for more particular teaching materials, proper teacher training, and diverse types of folktales to enhance learning. Thus, telling Folklore can be a unique and engaging way to develop pupils' language skills.

For the English teacher of UPTD SMP Negeri 1 Gunungsitoli Barat, it is essential to modify the teaching strategy for the students. The frequency of practice must be increased since practice makes perfect and helps the English teacher create engaging teaching activities. It is expected that future researchers can develop this research to be better and follow up on all the shortcomings that exist. Furthermore, the researcher recommends that future researchers conduct research and provide deeper insights into creating excellent point-of-speaking skills for the students and positively impacting the local Folklore.

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