

STUDENTS' PERCEPTIONS TOWARD READING INDONESIAN FOLKLORES ON THEIR ENGLISH TEXTBOOK

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Abstract: This study investigates tenth grade students' perceptions on English textbooks which contain Indonesian Folklores as its reading materials. This study focuses on finding out students' original perspectives on Indonesian Folklores in English textbook which may have three possibilities; either positive, neutral, or negative views. To get the answer, this study applied both close-ended and open-ended questionnaires as instruments of the research within mix method research's design (quantitative and qualitative). The respondents were 60 tenth grade students of Senior High Schools in Jabodetabek. The results of the close-ended questionnaire showed that 1) reading Indonesian Folklores is interesting, fun, and motivating with the mean of 43, and 2) Reading Indonesian Folklores emerge cultural awareness with the mean of 47 responses in positive agreement with Indonesian Folklores in English Textbook. It was followed by one item in the open-ended questionnaire to get more accurate perceptions about whether English textbooks containing folklore is useful in increasing interest in learning English reading as well as protecting cultural preservation. The findings reveal that students have positive perceptions of Indonesia folklores in English Textbook, which makes them motivated and builds their cultural awareness.

Keywords: English Textbook, Indonesian Folklores, Students' Perception

INTRODUCTION

Reading is one of the skills in English that has to be mastered by the students when they are learning English. Reading texts provide opportunities to study language such as; vocabulary, grammar, punctuation and the way to construct sentence, paragraph and text (Harmer cited in Iis safitr, 2014). By learning reading, students simultaneously get the exposure of other subskill learning such as vocabulary, grammar, and pronunciation mentioned above. That is why studying reading is always crucial for students.

Besides, Klinger et al (2007) argued in Kumara (2018) that reading is an active process consisting of recognition and comprehension skills. The recognition means the way students understand word by word, sentence by sentence, paragraph by paragraph they read in text. Meanwhile, reading comprehension is the natural process of capturing the mind behind a sentence of a paragraph. It refers to the students' ability to read and understand more information written in texts.

There are many reading materials in English textbook. Students can learn about types of text, short functional text, and many more. One of the richest reading learning activities that can be found in English textbook is folklore. Folklore is often used to develop student understanding not only the with linguistic features but also cultural characteristics. In this context, folklore has become one of the potential reading materials that can develop students' understanding of reading (See Mantra, 2017 pointed by Kumara, 2018). Prastiwi (2013) elaborated that the

purpose of enhance folklores in English textbooks is to produce school graduates who are able to use basic English and have knowledge of culture.

Since long time ago, textbooks have been used by both students and teachers in supporting teaching and learning in the classroom. For students, textbooks become their primary source of learning that may provide them with useful information and exercise toward lesson they have got from teachers, meanwhile for teachers, the use of textbooks are for guiding teachers in facilitating teaching process or activities for their students. Duminy (1996) pointed out some benefits of using textbooks, such as it can make students to do self-study for learning and reviewing the materials being studied as one as teacher can control students through the use of book by students. It indicates how beneficial the application of textbook for both students and teachers in either inside or outside classroom. Although now, there are many media of learning, the presence of textbooks in education are still potential; the source of study.

In the context of English study, the role of textbooks is also significant and necessary mainly for teachers. Moulton cited by Herlinda (2014) argued that the use of textbooks has become one of the most basic aspects of teaching English. Hutchinson and Torres (1994) also agreed that the textbook has become an almost universal element of ELT, playing as a vital and positive part in the everyday job of teaching and learning (Richards, Jack C., 2002). English textbooks have the potential to not only function as a guide for language learning, but also to serve as platforms for introducing cultural diversity and tolerance and as a medium for integrating knowledge across fields (Huang, 2019). By using textbooks, teachers can aid students in implementing English learning in accordance with the course of skills or competence. Richards (2001) stated some advantages of using textbooks, such as to study reading texts, to analyze model of writing or composition provided in textbooks, to learn grammar exercises, and to practice listening speaking from CDs added in textbooks. Therefore, this explains why textbooks are suitable and crucial as reference including in the area of English study. Especially for English teachers, the use of textbooks can help pursuing the goals of English teaching for their students.

A good English textbook commonly matches with the syllabus or curriculum of the school used for students (Richards, 2001). For example, the textbooks used for primary school may contain a lot of vocabulary and pictures to visualize the meaning of the word which is suitable with materials guided from government. In high school contexts in Indonesia particularly, the textbooks can contain a lot of reading texts, and teacher simply presents the learning materials that lead students to understand the contents of text properly through the use of textbooks. This makes choosing textbooks essential, and it can give impact on reading text learning achievement; either creating successful result or not. Behnke (2018) supported conceptual existence in the textbook influences achievement and positive attitude, as well encourage positive achievement because textbooks become a very important component in the teaching and learning process added (Richards, 2001). So, a good selection of textbooks must be in accordance with the official syllabus of the government, and it can be a rich source of reading content, text and activities.

Uniquely in Indonesia, English textbooks which exists nowadays contain a lot of folklores used for reading learning material. To know first, a folklore is story that relatively narrow scope the traditional prose tale which has been handed down from generation to generation either in writing or by word of mouth (Thompson, 1976). Besides, various folklore as myths, legends, and fairy tales are known as different form of folklore in a story found in many English textbook in Indonesia. The use of folklore becomes one of the main reading materials in any level of study,

ultimately in the Senior High School, such as Tenth Grade. For example, in context of narrative learning, the folklore often be used as the story not just fiction story in English Textbook such Cinderella, Snow White, and etc. This is interesting knowing folklore are added in students' English reading textbook reading material.

Issues that come up at this time showed that English reading textbooks containing folklore, especially for teaching narrative stories that is commonly from west, begins to be replaced by folklore originating from various regions in Indonesia. The author assumes that with the times and to preserve the culture that exists in every region in the country, the government is trying to develop or add to folklore from every region in Indonesia, replacing common folklore from the west. This situation creates bias and unclear information still not clear whether folklore stories are acceptable by students and either it can be said positive, neutral, or negative perception on the eyes of students. Of course, students become able to explore the folklore that exists in the environment, and their sensitivity of students in preserving folklore might increase because of the place of origin of local folklore students contained in textbooks. However, it needs further investigation towards this issue.

METHOD

This research used mixed methods; combination of quantitative and qualitative with survey design. Creswell (2002) stated that the quantitative research is used for questions or hypotheses include variables that are described, related, categorized into groups for comparing, and measured separately for the autonomous and dependent variables. While Fraenkel (2008) explained that qualitative research for hypotheses that emerge as a study develop and the data collected in the form of words rather than numbers. This research is gathered from two data collecting techniques, Close-ended questionnaire and open-ended questionnaire. The use of a close-ended questionnaire here is to ask respondents to answer a closed question about Students' perceptions on Indonesia Folklore in English Textbook which results in quantitative data. Meanwhile, the use of open-ended questionnaire is to elaborate students' perceptions on Indonesian folklore in English Textbook and is used as a qualitative analysis in this research.

This research involved 60 students in tenth grade of Senior High School in Jabodetabek as respondents. The 60 students were chosen through purposive sampling. This study explains that sampling is a randomly chosen unit without replacement of certain parts of the population that will produce samples which will provide the best estimate of the population parameters of interest (Taylor, Guarte, & Barrios 2006). The instrument used in this research was close-ended questionnaires and open-ended questions. The writer used online Google form to assemble the data. To analyze the data form a close-ended questionnaire, the writer used a formula from (Warsito, 1992:59) to observe the frequency and percentage of each item responses to find out students' perception of Indonesia folklore in English textbook. While for open-ended questionnaires, the writer analyzes it by classified all the responses from the participant into specific perception concerning to Indonesian folklore in English textbook.

FINDINGS AND DISCUSSION

To collect data concerning students’ perceptions on folklore in English Textbook, the writer used close-ended questionnaire. The close-ended questionnaire consisted of 10 items with five optional answers which did not have correct or wrong answer; Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). The 60 participants were asked to give honest answers to the questionnaire. Here was the tabulation of the data:

Table 1: Data Tabulation of Close-ended Questionnaire

No.	Statements	X	SA-SD	A	N	D
1.	I feel enthusiastic to understand the text of the story contained in an English textbook before reading it in full.	3.58	12 0 (20%) (0%)	21 (35%)	17 (28%)	10 (17%)
2.	Feel the behavior in sensitivity to the local culture in the environment increases after studying the text of folklore.	4.12	29 0 (48%) (0%)	22 (37%)	8 (13%)	1 (2%)
3.	I feel that folklore is easily understood by me to find out the origin of the story in English textbook.	4.13	20 0 (33%) (0%)	28 (47%)	12 (20%)	0 (0%)
4.	I feel that folklore in English textbooks makes me more aware of the variety of folklore around me.	4.32	29 0 (48%) (0%)	23 (38%)	7 (12%)	1 (2%)
5.	I feel that folklore in English textbooks has an impact on increasing my curiosity about folklore around me. The folklore in English.	4.22	25 0 (20%) (0%)	24 (42%)	10 (35%)	1 (0%)
6.	Textbook has the same value as the folklore in my environment.	3.78	12 0 (20%) (0%)	25 (42%)	21 (35%)	2 (3%)
7.	The characters, plots, conflicts, meanings and values in folklore can be used as evaluations for me in my daily life.	4	13 0 (22%) (0%)	34 (57%)	13 (22%)	0 (0%)
8.	Feel excited when folklore which includes knowledge, reasoning, procedures is in accordance with learning English for X grade.	4.07	16 0 (27%) (0%)	32 (53%)	12 (20%)	0 (0%)

9.	Feel an increased interest in reading with the existing folklore in English textbooks in X grade.	3.9	13 0 (22%) (0%)	29 (48%)	17 (28%)	1 (2%)
10.	Feel happy when the folklore in English text books can give real examples of things that are happening in my environment.	4.05	17 0 (28%) (0%)	30 (50%)	12 (20%)	1 (2%)

From 10 items that has been responded by 60 students, the writer identified and categorized them into 2 main perceptions of students towards English Textbooks which contained Indonesian folklore which include 1) Reading Indonesia Folklores is interesting, fun, and motivating, and 2) Reading Indonesia Folklores emerge cultural awareness. Here was the recapitulation of the results of data analysis:

Tabel 2. Data Recapitulation of Students' Perceptions

Classification	Number	Mean (X)		
		SA + A	N	D + SD
Reading Indonesian Folklores is interesting, fun, and motivating	1,5,8,9,10	43.8	13.6	2.6
Reading Indonesian Folklores emerge cultural awareness	2,3,4,6,7	47	12,2	0.8

Based on the data recapitulation in the table 4.2 above, it can be summarized that English Textbook contained Indonesian folklore has a positive view on students in learning English reading.

As mentioned previously, the EFL senior high school students agreed to use folklore in English textbook, and the percentage of close ended questionnaire showed that mostly got the positive impact from the use of the textbook contained Indonesia folklore. Most of students or (X) = 43.8 agreed with the existence of folklore in English Textbook. The existence of folklore contained in English textbooks can be a means to get to know and know more that our folklore is very diverse. The author believes that increasing student motivation in reading is a positive impact on students by adding Indonesia folklore in English textbooks, students becoming active and fluent in English pronunciation and enrich their knowledge about local folklore around.

As for the open-ended questionnaire, it contains a question that was intended to strengthen the results of close-ended questionnaire. The open-ended question is concerned with students' perspectives whether an English textbook containing folklore is useful in increasing interest in

learning English reading as well as protecting cultural preservation. The data analysis revealed that the use of English textbook containing Indonesia folklore in classroom provides more motivation, and cultural aspect for students in learning, as can be seen in the following extracts of students' responses.

Yes, because for people who might not be happy or interested in English, it will be greatly helped by the existence of this in learning, it will build a sense of interest. And quite easy and interesting for people who are still in the stage of introduction or learning English. So that interest in reading in our country will develop. Because reading a book is not just one but if you want to reach what has been dreamed then read the whole book. (R1)

Yes, because basically students love to hear past stories or history. With the inclusion of folklore in English lessons, students will have a sense of curiosity and a sense of enthusiasm in learning English. And students are no longer bored with monotonous English lessons. (R2)

Another respondent stated that each reader has a different understanding of what he is reading. Reading interest will arise when the reader reads reading texts with the genre they like; if the reader likes literature/history/language, English textbook with this folklore could be interesting (R3). The following extracts of students' responses strengthen the views that English textbook with the folklore could increase students' interest in reading:

For the interest in reading, maybe yes, but to preserve the culture does not agree because Indonesian language culture is reduced. (R4)

Yes, because English textbooks containing folklore can keep the reader entertained so that the reader also increases his interest in reading, besides that folklore can make the reader know about culture and can preserve it. (R5)

In my opinion it is very useful because it can make us realize that there are so many folklore so we will definitely have such a great curiosity and certainly because we want to know so we must have read a lot now indirectly it can make our reading interest high and after reading we can tell what we read to others and that means it can preserve culture. (R6)

Based on the open-ended questionnaire above, it can be seen that participants are very interested in the existence of folklore in English textbooks. The English textbook containing folklore is useful for increasing the interest in reading on learning English as well as protecting cultural preservation.

Although most participants agree that English Textbook contain folklore as a learning material in the classroom, it also got some disapprovals from some students. Some students reported that sometimes they are not very interested on folklore in English learning because they are not fluent in English and at the same time they do not like to read in English or with the Indonesian folklore itself.

Mantra and Maba (2018) as cited by Kumara (2018) pointed that Students also find that Indonesian folklore are interesting to read because it creates a curious sense of reading for enjoyment. As stated by Iqbal (2017), folklores in particular increase reading skills, and this study concludes that a careful use of folklores by teachers helps in motivating individuals and determining their attitudes to life.

Similar to students' responses to motivation, their response to cultural aspects about Indonesia folklore in English textbook or mean (X) = 47 is also good. Folklore provides students with knowledge of cultural variety, these folklores could help them develop skills in using English to negotiate and communicate their own culture.

As mentioned by Prastiwi (2013), the diversity of Indonesian culture will become familiar to the students and they will be more able to participate in the Indonesian national mainstream. While Lwin (2018) as cited by Luciana (2005) folklores have the potential of assisting students develop attitudes of curiosity and receptivity, which is considered to be the main catalyst for developing intercultural communicative competence.

A study conducted by Istiq'faroh, N., Suhardi, S., Mustadi, A., & Ahdhianto, E. (2020), showed that folktales picture books are effective in improving students' reading comprehension and motivation. Through picture books, students are also more enthusiastic, pay more attention to the teacher, and interested in reading. This has a positive impact on improving reading skills and student learning achievement. As such, the current findings can be used by teachers to create other meaningful and relevant content by linking them to local culture.

Moreover, Amin, S.W. & Hidayat, R. (2023) proved that the use of folklore movie as a media for learning vocabulary is beneficial. Students' perceptions say that folklore movie increase their interests and motivation in learning vocabulary because of the audio-visual component, which can reduce boredom.

Anggraini, R., Derin, T., Warman, J. S., Putri, N. S., & Nursafira, M. S. (2022) also commented that the folklore can also be useful for future researchers who wish to investigate the integration of folklore in ELT, particularly in making them aware of the prevalent classroom action research and highlighting the need for more diverse methodologies to be used to reveal new insight. Furthermore, Ismail (2019) found that reading local folktales can be a potential activity to improve the students' vocabulary.

CONCLUSION

This research revealed that students' have positive perceptions toward the impact of English textbooks containing Indonesian folklore. The data from 60 students asked about Indonesian folklore has been discovered that there are two main perceptions of students towards English Textbooks which contained Indonesian folklore which include; 1) Reading Indonesian Folklores is interesting, fun, and motivating, and 2) Reading Indonesia Folklores emerge cultural awareness.

The findings clearly showed that students were more motivated in learning English reading with Indonesian folklore in English. This data is supported by the results of the open questionnaire data which results in more positive perceptions on the making of English books that contain Indonesian folklore, and it can be concluded that students' perceptions of English Textbook contained Indonesian folklore were positive.

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