The local wisdom-based learning by using vlog in enhancing students' speaking skills

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ABSTRACT

This research is proposed to determine the significant effect of local wisdom-based learning by using vlog in enhancing students' speaking skill. Quantitative method is the research method used. The sample was 24 students by using total sampling technique. The instrument of the research was speaking test. The data were then analyzed by using inferential dan statistical analysis. The results of the research showed before implementing local wisdom-based learning by using vlog, students' speaking skill was less, then after implementing local wisdom-based learning by using vlog, their speaking skill was good. There is a significant effect of implementing local wisdom-based learning by using vlog in enhancing students' speaking skill especially on students' vocabulary.

KEYWORDS:
Local wisdom;
English learning;
Vlog media;
Speaking skill;

INTRODUCTION

Speaking is learnt by foreign language learners not only in school but also in higher level because it is one of language skills besides listening, reading and writing. It is a needs for human to communicate each other (Darmadi et al., 2019). By speaking, people can interact with broader people in this world. It is because English is the main language used for global communication. It is used for communication among people in this world. People can establish relationship by using English skill in communication.

Speaking is an essential skill because students' English proficiency is determined by students' speaking English skill (Anggryadi, 2014). People will see students' proficiency in English by their speaking English (Ihsan et al., 2018). Thus in teaching English as Foreign Language, teaching speaking which focuses on developing students' speaking skill (Fernández-García & Fonseca-Mora, 2022).

Speaking skill can make people can express their ideas, feelings and share information to another. In line with Samad, Bustari, and Ahmad (Samad et al., 2017) who formulate that speaking is used in transferring language orally among people to share and switch information, communicate ideas, and intention.

It is one of productive skills which it requires interaction orally between someone and another (Setiawan et al., 2021). Not like other language skills, it needs interaction in producing and receiving messages with other people to construct meaning (Burns, 2019). In language learning especially as foreign language, it is considered as a challenging skill.

In line with Urrutia and Vega thought (William Urrutia León, 2010) that speaking a skill which is so challenging to be developed. The reason is most of students have problem in expressing their ideas in English. Some problems are students do not have a lot of vocabularies and their insecurity to speak English.

Mapgun and Aulia (2022) in their research said that since speaking skill is challenging because to be able in speaking English, you need to require five aspects, namely pronunciation, fluency, grammar, vocabulary, and comprehension. Speaking skills consist of five elements, they are fluency, pronunciation, grammar, vocabulary and comprehension. All these elements make speaking is so difficult for students (Tanjung & Fitri, 2020).   1) Pronunciation is the sounds speaker produces to make a meaning (Hannum et al., 2017) 2) Grammar is the primary skill of English skill which as the rules of constructing sentences and patterns which have a meaning (Ilyosov, 2021), 3) Fluency means the ability to speak which keeps a natural speaking without many pauses while speaking (Bøhn, 2015), 4) Vocabulary is a basic needs in language skill, sufficient vocabularies contribute to speaking ability, then 5) Comprehension is the ability of speaker to use a language in appropriate way and the speaker's understanding about the meaning of words and sentences he or she produces.

Students of Institut Pendidikan Tapanuli Selatan also faced challenge in speaking. They have lack of vocabulary, they do not have a lot of vocabularies to speak, and also they do not have confidence to speak in English, thus they do not enjoy the speaking class. As Dewi and Jimmi (2018) stated in their research that lack of vocabulary makes students have limitation of words to speak, this is a problem of speaking English.

All those elements of speaking must be acquired by students to be able in speaking English. For that reason, teaching speaking must be prepared by teacher by using appropriate strategies. Good strategy in teaching speaking creates communicative interaction in classroom (Astutik & Purwati, 2021). For that, teaching speaking must use appropriate learning method to enhance students' speaking skill. As (Awaludin et al., 2020) (Putranta & Supahar, 2019) said that a learning should encourage students to build their knowledge, actively participated in class. Students should be able to connect their experiences in daily life (Gholami et al., 2021) (Putranta & Supahar, 2019).

Students are actively interact in speaking by using media. Teaching media gives postive impact on students' achievement. In teaching speaking English, there are many medias which can be used such as storytelling, debating, role-playing, and video. One of media which can be used is video blogging (vlog). Students are familiar with this media since this media satured era. In teaching, vlog is also used as media which represents the sophisticated technology used in teaching.

Vlog is a video blogging which people record their activities in a video then upload it to their social media. It is a popular media to communicate people activities in their life everytime they want. It can improve students' speaking ability and their confidence. By using video, they can relieve fear and anxiety to speak up in front of people.

Using vlog in teaching speaking skill gives positive impact on students (Mubarak et al., 2020). also concluded that vlog can be used in teaching speaking in highest level of education and arise students to be more creative in speaking their activities. Rakhmanina and

Kusumaningrum (2017: 27) also found in his research that vlog is recommended for students' speaking skill. It can improve students' confidence and motivation to speak English.

In this research, the using of vlog based on local wisdom in teaching speaking skill is assumed significantly affects students' speaking especially in vocabulary and comprehension. Since the most problem of speaking is lack of vocabulary. Students do not have a lot of vocabularies to speak and comprehension about what they want to say. Local wisdom knowledge is helpful to enrich their vocabularies and comprehension thus their confidence.

Teaching by using local wisdom can be used as an alternative in teaching speaking. This method meets students' needs and characteristics since it brings prositive effect on students. It can enhance students' achievement because they are more excited and active in learning (Faisal & Sulkipani, 2016). Albanti and Madkur (2018) said that local wisdom based material in teaching English is crucial for students' learning outcomes and character. It also preserves students local cultural values (Lestari et al., 2021). There are many researches investigate local wisdom based english teaching then it makes students more active in higher level class (Hutama, 2016) (Avia Kormasela & Rofi, 2020) (Nurafni et al., 2020) (Putri et al., 2018).

Teaching materials have a crucial role in the process of learning (Hidayah & Priscylio, 2019). Teaching materials facilitate effective communication of information from instructors to pupils (Ulfa Martha & Pri Andini, 2019); (Ran & Jinglu, 2020). Teachers must possess the ability to create teaching materials that align with students' needs, curriculum requirements, and are not reliant on textbooks or government assistance. Additionally, these materials should be tailored to suit the unique characteristics of the students (Andani & Yulian, 2018; Cloonan & Fingeret, 2020; Zikri, 2020).

Incorporating culture into the educational process can have beneficial effects not just for students but also for the preservation of cultural sustainability. Utilizing teaching materials that are rooted in local knowledge serves as a means to safeguard cultural values (Lestari et al., 2021).Utilizing locally sourced instructional materials may enhance learning results due to its ability to engage students more actively and make the learning process more stimulating (Faisal & Sulkipani, 2016).Multiple research on educational resources indicate that using instructional materials that include local content or local knowledge might enhance participants' enthusiasm and engagement in learning, both in primary and higher education settings.

METHOD

This research used quantitative research by One-group Pre-test and Post-test design. The place was on Jl. Stn. Md. Arif, North Padang Sidempuan. The sample was taken by total samping, it is second semester students. The total is 30 students. The instruments of this research is observation sheet and speaking test. In pre-test, students' speaking skill is measured before applying local legends storytelling. In post-test, students' speaking skill is measured by speaking test after implementing local legends storytelling. Then the result is analyzed by using t-test formula to prove the significant effect local legends storytelling iimplementation on speaking skill.

RESULTS

Students' speaking skill before implementing local legends storytelling

A pre-test was given to see the students' speaking skill before local legends storytelling implementation. The pretest result showed that students got 75 as the highest score and and 10 as the lowest score. The mean score was 38, the median was 35 and the mode was 36. Students' score can be seen as follows.

Table 3.1 Pre-test Score

No	Score	
1	Mean	38
2	Median	35
3	Mode	36

Completely, students' speaking subskills are described as follows.
a. speaking skill for fluency aspect got 41, it is categorized fail.
b. speaking skill for vocabulary aspect got 45, it is categorized fail.
c. speaking skill for grammatical got 40, it is categorized fail.
d. speaking skill for pronunciation aspect got 38 which is categorized fail.
e. speaking skill for comprehension got 37, it is categorized fail.

Result obtained in pretest clearly reveals that students' speaking was low in all aspects.

Students' speaking skill after implementing local legends storytelling

A post-test was given to see the students' speaking skill after local legends storytelling implementation. The post-test result showed that students got 92 as the highest score and 50 as the lowest score. The mean score was 72.3, the median was 72 and the mode was 70. Students' score can be seen as follows.

Table 2. Post-test Score

No	Score	
1	Mean	66
2	Median	63
3	Mode	64

Completely, students' speaking subskills in post-test can be drawn as follow:
a. speaking skill for fluency aspect got 62, it is categorized good.
b. speaking skill for vocabulary aspect got 63, it is categorized fail.
c. speaking skill for grammatical got 65, it is categorized fail.
d. speaking skill for pronunciation aspect got 62 which is categorized fail.
e. speaking skill for comprehension got 68, it is categorized good.

From post-test, it reveals that students' speaking skill after implementing local legends storytelling is good. Students' speaking skill is significantly affected especially in comprehension aspect as the highest score obtained. Before implementing local legends storytelling, students' speaking skill for comprehension aspect was fail. Then after

implementing local legends storytelling, students' speaking skill for comprehension aspect becomes good. Then proposed hypothesis is accepted by getting that t-test is higher than t-table (12 > 2.04).

DISCUSSION

From the findings, it can be seen that students' speaking ability is significantly affected by implementing local legends storytelling. As Nurhayati (2019) found in her research about storytelling based on local wisdom that storytelling improves students' communication, interpretation and also appreciation. It proves that storytelling based on local wisdom is effective used for communication and moral values stimulation. Then Gonçalves (2019) also proved that in his research, teaching speaking was succesful by using storytelling. It relieves bore in classroom and makes it becomes fun. Teaching by implementing local cultures is believed can support learning process, build character and preserve local culture (Wulandari et al., 2020).

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CONCLUSION

Implementing local legends as one of local culture products is an effective choice in teaching speaking and gives positive contribution to solve students' speaking problems. Storytelling creates enjoyable and interesting learning atmosphere which influences students' achievement. It enhances students' vocabulary and comprehension. In teaching speaking for EFL learners, teaching technique takes a very important role to make learning process is successful. Thus, in teaching speaking, implementing storytelling by using local legends is recommended.

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