

CHAPTER IV

FINDING AND DISCUSSTION

The preparation of research results is a very important phase in research, so the last task that needs to be completed researchers is writing research reports. The results of the analysis are used by the researcher to present the research results in this chapter. The results include an explanation of the information gathered regarding the strategies that can be used to incorporate Papadahan and Balangan folktales into language classes and discover the extent to which teaching with Papadahan and Balangan folktales can improve cross-cultural understanding among students. The results of this study are described based on the results of interviews and observations.

A. Findings

A number of practical findings related to student strategies when teachers teach in English classes using local wisdom Papadahan and Balangan Folklore, as well as students' cross-cultural understanding in learning using local wisdom were found by the researcher. These findings are based on interviews and observations of participants, namely English teacher who teach at SMAN 2 Paringin. The researcher presented the results of the study by identifying and categorizing the main themes and categories that often emerged during the data collection stage. This process includes various aspects, such as the preparation for the implementation of learning using local wisdom, the challenges faced by teacher before practice, and after practice, and what strategies teachers use during practice.

In this section of the findings, researchers grouped the data discussion based on the formulation of research problems. The following is a grouping of data as follows:

1. Strategies can be used to incorporate papadahan and balangan folklore into language classroom
 - a) Utilizing sensory strategies
 - b) Figuratif Language
 - c) Lively Vocabulary
2. To extent does teaching with Papadahan and Balangan folklore promote cross-cultural understanding among student.
 - a) Aspects of cultural understanding
 - b) Learning outcomes and evaluation

Based on Vygotsky's scaffolding theory, teachers can improve students' understanding and develop their teaching methods by utilizing sensory strategies, figurative language, and lively vocabulary in the classroom.

4.1 Strategies used to incorporate Papadahan and Balangan Folklore into language classroom.

1. Utilizing Sensory Strategies

In this point, the researcher observed the instructor as she taught English in the classroom. Researcher have a better understanding of the circumstances, procedures, and ways that English teachers use local wisdom, such as papadahan and Balangan folklore, in the classroom.

The researcher conducted the observation process by watching the English teacher in action as she taught in the classroom. The researcher also took pictures and made field notes while conducting the observation. The appendix contains notes and images to help validate the data presented and provide additional understanding.

The researcher observation process revealed that employing local knowledge in the classroom to teach English to students works very well. Several in-person observations, interviews, and an examination of the teacher's time in the classroom led to the discovery of this conclusion.

The use of local wisdom is usually implemented in reading lessons. The material to be learned is presented by the English teacher by writing it on the blackboard. This helps students to take notes and understand the material they will learn. In addition, English teachers also provide examples that are easy to understand and clear explanations of the material being taught.

Using the reading material, the teacher asked the students in class 12 IPS 1 to search for Balangan folklore, namely the legend of Walah Galih during the observation. The students were instructed to use their cell phones to search for Balangan folklore online. It is worth mentioning that students were allowed to use their cell phones in class as long as necessary.

The story of Walah Kalih depicts a hero who fights against oppression and social injustice. Besides teaching moral lessons such as the value of solidarity and courage in the face of adversity, Walah Kalih also demonstrates bravery and wisdom in this tale. The story also includes supernatural aspects and encounters with ancestral spirits, who provide guidance and direction to the characters. Here is the text of the legend of Walah Kalih:

The Legend of Walah Kalih

The legend of Walah Kalih is a folklore originating from the Dayak Halong community in Balangan Regency, South Kalimantan. The story tells of a hero named Walah Kalih who is known for his courage and wisdom in protecting his community from various threats. Walah Kalih was a young man with extraordinary strength and a loving heart. He lived in a village that was often attacked by enemies who wanted to control the area. The villagers greatly respected Walah Kalih for his courage in fighting oppression and injustice, making him their unwavering protector.

One day, their village was attacked by a group of very powerful villains. Walah Kalih, with his courage, led the community to fight the criminals. In the fierce battle, Walah Kalih showed incredible courage, even when the situation seemed hopeless. He used ingenuity and strategy to defeat the enemy, and inspired his people to unite and fight together. In his struggle, Walah Kalih relied not only on physical strength, but also wisdom in planning effective tactics to defeat the enemy. He taught his people that unity and cooperation are the keys to overcoming all obstacles, like a mountain standing tall in the midst of a storm. In critical moments, it was as if the wind whispered to Walah Kalih, giving him encouragement to keep fighting.

This legend contains many moral values, including courage, unity and wisdom. Through the story of Walah Kalih, the younger generation is invited to appreciate cultural heritage and apply positive values in everyday life. The story also reminds us of the importance of protecting and defending rights and justice in society. With the spirit of Walah Kalih, it is hoped that every individual can be a hero in their own life, brave to face challenges, and always ready to help others. The legend of Walah Kalih is not just a story, but also a reflection of the noble values that must be upheld by every generation.

To encourage critical thinking in their students, English teacher also use questioning techniques, The teacher asks questions related to the material that has been learned. Because one of the most important abilities in learning English is the ability to think and analyze that can be developed by students.

2. Figurative Language.

The researcher also observed how students responded to learning that was based on local wisdom. Because the teacher has a plan in place to keep the class from becoming disinterested too soon, the students appear to be very excited while they are learning.

Following their receipt of the folktale from Balangan, the students were instructed by the teacher to hold a group discussion, write and reread the tale, and then determine whether any advice (papadahan) was contained in it. Additionally, the instructor asked the class to determine whether any figurative language sentences were present in the folktale.

Figurative language, including personification and metaphor, is found in the legend of Walah Kalih to highlight his courage in the face of adversity. The character and strength of the protagonist is symbolically depicted in the legend of Walah Kalih through the use of metaphors. Walah Kalih, for example, is described as an “*unwavering protector*,” indicating that he is resilient, strong and unwavering when faced with danger. Walah Kalih's courage and perseverance are highlighted in this

metaphor, which encourages his people to stick together and face challenges as a group.

Meanwhile, the natural elements in the story are given life and their emotional depth is amplified through the use of personified language. “*The whispering wind*” and “*the mountain that stands tall*” are two examples. The whispering wind conveys the impression of a lively and calm nature, as if providing support and direction to the hero, while the towering mountain symbolizes the stability and strength of nature that supports Walah Kalih's struggle. This personification enhances the atmosphere of the story and engages the imagination of the reader or listener.

In addition, the story of Walah Kalih contains papadahan (advice) that can be applied in students' daily lives. For example, Walah Galih shows the importance of courage and sincerity when facing challenges. This legend highlights the value of supporting and taking care of each other by not being afraid to face obstacles for the sake of others and Social Care, Walah Galih is an example for students to support each other in facing difficulties.

In addition, the instructor asks the class to summarize once more as a way to review the content that has been covered. Questions like “What have we learned today?” “What do you understand in today's lesson?” and “What is the moral message that can be taken in the folklore that you learned today?” are used by the teacher to

gauge the students' comprehension. Important points of the material that the students have learned are then presented. Additionally, the instructor provides conclusions to help students better understand the subject matter and gives them advice (Papadahan) to help them remember it every day. After that, the instructor greets the class and ends the lesson.

3. Lively Vocabulary

We also observed that teachers use interesting and interactive vocabulary during the lively vocabulary stage, which helps students understand and remember new words more easily. We witnessed teachers using games that require new vocabulary during the observation. For example, the teacher used a role-playing game where students acted out the characters of the *walah kalih* folklore while using relevant vocabulary. To illustrate, the teacher divided the class into small groups. Each group is assigned one main character, such as a hero or another character in the *walah kalih* folklore. The teacher provides a list of new words related to the story, such as “village”, “hero”, “forest”, “brave”, and “protect”. After that, students use the vocabulary to practice acting out their roles. Students pretending to be heroes, for example, can say: “I am a brave hero who defends my village from enemies.”

In this way, students actively use new vocabulary in a context that is fun and relevant to their local culture, making it easier

to remember. here are some examples of sentences that students made while learning in the classroom:

1. "I found new friends in the dense forest who were ready to fight alongside me."
2. "I am a brave hero, ready to protect my village from criminals!".

In addition to using new vocabulary, the sentences provide a context that is entertaining and appropriate to the story of Walah Kalih.

4.2 Promoting Cross-Cultural Understanding Among Student in Teaching English through Papadahan and Balangan Folklore.

Based on the field results that have been conducted by researcher by conducting direct interviews to teacher at SMAN 2 Paringin who meet the criteria, which consists of (1) English teacher at SMAN 2 Paringin.

From the interview, the researcher obtained data related to the extent to which learning using Balangan and Papadahan folklore encourages cross-cultural understanding among students and what additional strategies are used when implementing this learning in the classroom. Obtained from the researcher information.

This English teacher has been teaching English for approximately 10 years. She teaches English from grade 10 to grade 12. This study identifies the extent to which learning using Balangan and Papadahan folktales promotes cross-cultural understanding among students and the

strategies employed in the classroom. The following are the results of the interview with the English teacher at SMAN 2 Paringin:

1) Aspects of cultural understanding

English teachers naturally incorporate elements that are utilized for classroom learning when teaching English lessons utilizing local knowledge and to encourage cross-culturalism in the classroom. Educating students about cultural awareness and knowledge is the first thing teachers do in the classroom. The English teacher said:

“As an English teacher, I usually introduce students to cultural awareness and cultural knowledge through local wisdom, especially usually in folklore.”

In order for students to readily comprehend cross-cultural promotion using local wisdom, it is also crucial that they comprehend the story's background and meaning. This is what the English teacher said:

“I also explain in advance the background of the story, the values and meanings contained in it. Only by reading and analyzing the story can students understand the cultural context behind the folktale.”

In addition, teachers also develop intercultural skills to students so that students can communicate directly to students from different backgrounds. The English teacher said:

“In addition, the use of folklore in the classroom is very effective as it allows students to learn and appreciate different traditional and cross-cultural ways of thinking. Students at SMAN 2 Paringin come from various religious and ethnic backgrounds, so this education helps them to better understand the differences around us”

English teachers also engage in active communication, reflection, and the use of technology when conducting classroom learning, in order to make the class more comfortable and less bored.

The English teacher said:

“When implementing this knowledge into practice in the classroom, I also frequently read the story aloud and then have a group discussion about the morals it contains. In addition, I ask students to talk about the story's themes, characters, and lessons. I can also ask students to read the story again so they can work on their speaking and pronunciation. Additionally, I typically invite students to participate in the field during the yearly traditional event held in Liyu village, Halong sub-district. Students will gain a great deal of knowledge about Balangan district local wisdom there”

Based on results of the interviews, English teachers at SMAN 2 Paringin employ folklore and other local knowledge as a means of introducing their students to cultural awareness. Teachers aid students in comprehending the cultural context of folklore by elucidating the stories' origins, values, and meanings. Furthermore, the utilization of folklore fosters the growth of students' intercultural competencies, allowing them to comprehend and communicate with individuals from diverse religious and ethnic backgrounds in the classroom. This method teaches students to value and comprehend the cultural diversity in their environment in addition to teaching them English.

2) Learning outcomes and Evaluation

Based on the outcomes of the interviews conducted with the English teachers at SMAN 2 Paringin, it is obvious that teachers have learning objectives and assessments when they are teaching in the classroom in order to foster cross-cultural understanding among the students. As stated by the English instructor:

“I hope that by mastering the vocabulary and linguistic structures taught in the pertinent cultural context, students will be able to learn the language more fluently. Additionally, students are able to comprehend and value the customs, values, and norms related to the language they are learning, which is crucial for fostering tolerance and respect for cultural diversity, particularly in the classroom. Additionally, I anticipate that students will actively participate in the learning process through discussions, group projects, and an emphasis on culture-based activities, which not only boost learning motivation but also assist students in applying knowledge in a wider context”

Based to the English teacher's statement during class, the teacher will assess the students' learning when it's time to end. The English teacher said:

"A few minutes before class ends, I assess the lessons that were covered that day and provide feedback to the students to help them remember what they have learned”.

From the results of interviews and classroom observations with English teachers, it can be seen that she also feels that when doing classroom learning by integrating local culture is very influential for students at SMAN 2 Paringin which has students with

different ethnicities and religions. And with this learning, students can also practice vocabulary, pronunciation, and speak English better. However, she also told the researcher that of course there are obstacles when doing classroom learning. However, these obstacles do not close the possibility for students to still want to learn by using local culture.

B. Discussion

The researcher conducted qualitative research using case studies as a relevant data collection method. This research focused on what strategies can be used in the classroom and to what extent papadahan and Balangan folklore can promote students' cross-cultural understanding. The main objective in this study is to provide answers to the general and specific research questions that have been formulated in the context of this study.

Based on preliminary and field observations made during research, as well as the outcomes of interviews with informants who fit the requirements. Based on to the following formulation of the issues raised, researcher present data analysis.

1. Strategies Can be Used to Incorporate Papadahan and Balangan Folklore into the language Classroom

The results of this study are based on interviews with English teachers at SMAN 2 Paringin. The findings of this study have an impact on teachers strategies on how local wisdom in English learning in the classroom can be used effectively to improve students' vocabulary knowledge ability.

These research questions were answered based on observations made in the classroom and interviews. Based on this study, when implementing writing and reading instruction, English teachers follow appropriate teaching practices. Based on Vygotsky's theory of scaffolding, teachers can improve students' understanding and develop their teaching methods by utilizing sensory strategies, figurative language, and lively vocabulary in the classroom(Dahlan et al., 2023). Based on what was previously described:

a. Utilizing Sensory Strategies

In the context of Vygotsky's scaffolding theory, the use of sensory strategies in local wisdom-based language learning means integrating local values and knowledge into the language learning process through sensory experiences. This method not only helps language comprehension, but also connects learning with local knowledge and cultural context. In English language learning, sensory strategies utilize the senses of sight, hearing, touch, smell and taste. Practical activities such as watching videos about local culture, listening to English folk songs, or tasting traditional food while learning new vocabulary are examples of these strategies. Balangan folklore is one instance of how sensory strategies are used in the classroom. The teacher uses both traditional learning tools, like the blackboard, and

technology, like the students' cellphones, to present the material in a methodical manner.

Students can use both their hearing and their sight to listen to, read, and discuss stories from Balangan folklore that have been translated into English. Students can practice speaking and listening by reciting the story using English vocabulary as part of this activity. Additionally, students can engage with the environment and learn English through field activities that involve visits to local historical or cultural attractions. Students at SMAN 2 Paringin typically take part in regional traditions that are observed in Liyu village, more especially in the Halong neighborhood of Balangan. Every year, the event is a traditional ceremony, and students are typically asked to make observations and discuss what they see in English in order to help them connect what they have learned to the actual context they are observing.

b. Figurative Language

Figurative language includes a range of nonliteral language forms, including personification, metaphor, simile, and idiom, that can be employed in educational settings to aid students in comprehending difficult concepts. Lev Vygotsky's scaffolding theory places a strong emphasis on the value of social interaction and peer or teacher support in the learning process. By offering support that is suitable for their needs,

scaffolding seeks to assist students in achieving higher levels of comprehension. Teachers can use figurative language to incorporate Papadahan and Balangan folklore into their English classes.

First, class discussions can be used to engage students in group projects that will help them understand the content in a more contextualized way. In this discussion, students can discuss figurative language in local wisdom and how it can be translated or adapted in English, such as looking for metaphorical and personification sentences in *walah kalih* folktales, such as “*the whispering wind*”, and “*the immovable protector*”. However, teachers may face challenges as some students still lack vocabulary. In addition, a creative project can be done by asking students to translate the folktale into English and look for figurative language in the story, which greatly helps them remember the vocabulary. And collaboration between students is encouraged to investigate the figurative language in the folktale and share it in English, with the group discussion afterwards being a good opportunity to practice speaking.

c. Lively Vocabulary

A dynamic and contextualized vocabulary that contains both simple and more intricate and meaningful terms is known as a “lively vocabulary.” Using this vocabulary is crucial for

improving students' communication skills and enriching their English language learning experience.

When local knowledge is integrated into English teaching, students' learning can become more interesting and applicable. By observing examples of new vocabulary used in *walah kalih* folklore and local culture, students are better able to relate it to their daily experiences. Students are also inspired to learn more actively as they can relate the vocabulary to their cultural background.

The teacher starts by introducing new vocabulary related to the theme of *walah kalih* folklore using relevant examples and contexts. Students can practice using the vocabulary in sentences through word games, interactive exercises and group discussions. By providing relevant feedback and encouragement, the teacher can help students to understand the vocabulary they have learned more deeply.

Based on the results of the field research, which outlined tales into language classes, what has been observed thus far is highly suitable and beneficial for students in terms of gaining insights from local wisdom and improving their speaking, vocabulary, and pronunciation of English. In addition, the strategies that can be used in incorporating folklore in language learning are in accordance with the theory of scaffolding, (Vygotsky, 1981), namely the results of the Strategies that can be used to incorporate Papadahan and Balangan

folklore into the Language Classroom are in accordance with the reality in the field.

2. What Extent does Teaching with Papadahan and Balangan Folklore promote Cross-Cultural Understanding Among Students

As a means of communicating and conserving cultural values, customs, and knowledge, language is crucial to the transmission of culture. The results of this study demonstrate how well language works to improve students' cultural competency and comprehension of the target language culture. Students who participated in language learning activities demonstrated a greater awareness and sensitivity to the cultural nuances and values ingrained in the English language, based on observations and interviews.

Enhancing Linguistic Ability Because they can comprehend the cultural background of the language, students who possess cross-cultural understanding are able to acquire effective language skills (Santoso, 2023). At SMAN 2 Paringin, teachers emphasize cross-cultural understanding in addition to vocabulary and sentence structure through the use of local wisdom in English instruction. Students are required to have an understanding of culture in order to determine the extent to which culture influences language acquisition, particularly in the English language. Teachers and students will both gain from an

understanding of how culture affects English language acquisition. It will be very simple to accomplish the goals of teaching and learning if both educators and students comprehend the connection between language and culture (Tjaturrini, 2014).

After the students got the folktales from Balangan and the teacher asked them to participate in group discussions, the students were asked to write and reread the folktales before analyzing whether the stories contained words of advice (papadahan). The teacher observed how eager the students were to learn using this local wisdom.

After the students understood what they had learned and what lessons could be learned from the story, the teacher then explained about the cultural differences in the papadahan and balangan folklore.

The lecture method is used by teachers to provide cultural contrasts. The primary learning activities for students using the lecture method involve paying close attention and taking notes on the teacher's key points (Aqib, Zainal, Murtadlo, 2016).

When teaching Balangan folklore and Papadahan, teachers use the lecture format to assist students in taking cultural comparisons. When making cultural comparisons, the instructor not only stays true to the story but also adds content by sharing anecdotes from personal experience.

By incorporating Papadahan and Balangan folktales into the classroom, students cross-cultural understanding can be well developed. With students coming from various ethnic, religious, and cultural backgrounds, SMAN 2 Paringin can utilize this local wisdom to foster an inclusive learning environment. By integrating Papadahan and Balangan folktales into the curriculum, students are invited to understand the values and customs of their own and other cultures, in addition to learning new vocabulary and communication techniques. In a multicultural society, empathy and respect for one another are important traits that can help students to thrive.

In addition, this folklore based learning provides opportunities for students to explore and appreciate the cultural diversity around them. Through discussion and analysis of stories, students can learn about different norms, values and practices and how they shape the identity of a community. In this way, education focuses not only on language acquisition, but also on developing students' character and social awareness. They can draw valuable lessons from different cultures, which in turn can enrich their life experiences and prepare them to interact with the wider society in the future.