

INSERTING LOCAL WISDOM MATERIALS TO ENHANCE STUDENTS' CONFIDENCE IN SPEAKING SKILL

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Abstract

Speaking skills are one of the most productive language skills. The ability to speak makes students able to produce utterances so that students can speak using a language. However, in reality there are still many students who are not optimal when asked to speak English well. There are still many students who lack confidence when practicing their speaking skills in front of the class, such as speeches, conversations, small talks, even questions and answers. Therefore, this research aims to increase students' self-confidence in speaking skills through integrating material using local wisdom. This type of research is qualitative by explaining the application of learning through local wisdom in English classes. Data was obtained through a literature study by collecting several sources related to the use of local wisdom material, and interviews with two English teachers. Data was analyzed through data reduction, data display, and conclusion. The research results show that the use of local wisdom can be used as a way to make students feel more confident when speaking English, this is because the material used is familiar and they often encounter it so it is easy for students to explain a description of a place, tourist attraction or object. other. Apart from that, the use of local wisdom material is able to build students' cultural awareness of local culture.

Keywords: confidence, inserting, local wisdom, speaking skill.

Introduction

English is one of the subjects studied in schools in Indonesia. Almost most schools in Indonesia have included learning English as one of the subjects that students must study. This remembers the importance of an international language so that Indonesia's young generation is able to have skills in communicating globally. English has long been the world's language of instruction, so it is very necessary to prepare individuals who are able to communicate using English (Prayudha, 2023). More than that, English has also become part of everyday language use, many terms in Indonesian have absorbed the use of English, and there is also a lot of code mixing that combines the two languages. This shows that mastery of English must be emphasized to students so that they are able to use it to understand a language, both written and spoken. In line with this statement, Prayudha (2022) explained that English is very often encountered in everyday life, from advertisements on TV or the products we use, to social media, and announcements along the road sometimes include elements of English. With the frequent use of English terms, we need to be aware of the importance of providing English learning materials so that students are able to understand the meaning of the language so that there are no mistakes or miss understanding.

In learning a language, there are four skills that need to be improved, namely speaking, listening, writing, and reading. In this study, researchers tried to examine problems in speaking skills. The ability to speak is one of the productive abilities (Hakim & Syam, 2019). Productive ability is that speakers or language users will produce language in the form of speech. When someone learns a language, what is expected is to be able to understand and use that language, both written and spoken (speech). Speaking skills can be used as one of the skills that can be used as an indicator of someone's success in learning a language. When a language learner is able to speak the target language, the ability to understand and master that language can also be categorized as good (Liddicoat & Scarino, 2013). Therefore, it is very necessary when

someone learns a language to practice using the language in the form of pronunciation or speaking.

However, in fact there are still many students or English language learners who still do not use the language optimally, especially when speaking in English. There are still many students who are not fully able to use English clearly (Baumann et al., 2020). In fact, English learning is sometimes taught from elementary school (some even introduce it from kindergarten). Apart from that, there are still many students who do not speak English optimally because they still lack confidence when speaking English (Mansur & Fadhilawati, 2019). This certainly will not have a good impact on students if a solution is not found immediately. There needs to be maximum effort from teachers in helping and guiding students to be more targeted in mastering and using English. English teachers have a big role and responsibility in shaping students' English language skills and mastery (Prayudha, 2023). English teachers need to create a learning rhythm and atmosphere that is appropriate to the formation of an appropriate English learning environment so that students are not only introduced to English but also they are able to use English in communication. Teachers are the key in preparing and developing students' abilities and skills at school so that the teacher's job is not just to teach but to be able to design learning that can make it easier for them to understand the material provided.

In the case of learning English at school, even though teachers have used various fun techniques and strategies, there are still many students who have not fully mastered English. This causes the problem of student fluency and mastery which is still very low. Teachers need to evaluate what is lacking and needs to be improved in determining appropriate teaching materials and techniques (Cheng et al., 2022). One method that teachers can use to make it easier for students to understand English material, especially practicing students' speaking skills, is by utilizing material based on local culture. Prayudha (2022) local wisdom material is one of the materials that can be used in learning by providing elements of local culture. Local wisdom can be chosen to

provide familiar information to students, making it easier for students to digest and understand the material being taught. English teachers can include local wisdom material to make it easier for students to practice their speaking skills. When students feel familiar with the material and topics discussed, students will feel more confident expressing and conveying something using English.

Therefore, this research aims to find out the use of local wisdom material in increasing students' self-confidence in speaking English. English teachers can utilize various materials based on existing local culture to create a learning atmosphere that is easy for students to remember. It is hoped that readers will be able to get information about the benefits of using local wisdom material in learning English in order to increase students' confidence in speaking English. Thus, this study will discuss how local wisdom can increase students' self-confidence in speaking skills.

Method

The current study uses a qualitative method to find out the extent to which the use of local wisdom materials is able to improve students' confidence in speaking English. The qualitative method is used because it aims to obtain information in the form of opinions, teachers' perspectives on the teaching English experience through inserting local wisdom materials to make students more confident in practicing English speaking skills. According to Cohen (2007) Qualitative research is a type of research that examines problems in the form of opinions, perceptions and the condition of the object being studied descriptively. This means that problems that occur during learning activities can be studied in the form of opinions or perceptions by explaining the description in detail and clearly. Then, in this study the approach used is a literature study and descriptive approach. A literature approach is used by collecting several reading sources that are appropriate to the topic being discussed, both from articles, journals and scientific books. Then, a descriptive approach is one way to present research findings in the form of a detailed narrative or description. According to

Sugiyono (2014) the descriptive approach is one way that researchers can use to convey a detailed description of what is happening in the field without any engineering from any party. The most important instrument in this research is the researcher himself who is able to plan and carry out research towards achieving a research goal.

Furthermore, this research was carried out for one month in one of the high schools by conducting pre-observation of teaching carried out by English teachers. After conducting pre-observation, the researcher observed the implementation of learning through the use of inserting local wisdom material created by the English teacher to increase students' confidence in speaking English. Apart from that, to obtain detailed information regarding teacher perceptions, interviews were conducted with two English teachers regarding learning by inserting local wisdom material. To strengthen this statement, some of the information obtained in the literature study will also be explained in detail. After the data is collected, the data is analyzed using the stages proposed by Miles, Huberman, and Saldana (2013), they are data reduction, data display and conclusion.

Findings and discussion

Speaking ability is important in creating two-way communication when learning a language. Speaking ability is one of the abilities that requires language learners to be able to communicate well, so it is very necessary to be able to carry out English speaking learning well and appropriately. However, the implementation of English language learning in class still shows very low results because there are still many students who have not been able to master the language. There are still many students who have not shown good language improvement results when learning English. In fact, someone will appear more capable when they are able to use the target language well and clearly in communicating (Moran, 2001), So it is necessary to develop good speaking skills in order to create mutually directed communication interactions. However, there are still many students who have not yet optimally

developed their English communication skills. This is caused by various obstacles, one of the most frequently encountered obstacles in English classes is students' lack of self-confidence in practicing the use of English in class (Riadini & Cahyono, 2021). There are still many students who feel less confident, shy, and do not have the courage to convey messages using English. To overcome this, there needs to be comprehensive learning for students in English learning classes. Teachers have a very good job in building students' awareness of communicating in English so it is necessary to create a pleasant learning atmosphere in order to support increasing students' understanding of the use of English. One way that English teachers can develop is by designing relevant learning materials that suit the students' conditions and environment. Designing materials related to culture is one way that English teachers can use to support students' English speaking skills. The use of culture-based material is also a way that teachers can apply to increase students' understanding of the material discussed in class.

Apart from that, the use of culture-based materials can also raise students' awareness of the socio-cultural conditions they encounter in their daily lives so that they will provide a broad view of the uniqueness and diversity of culture that exists around their community. According to Syahri & Susanti (2016) Culture is everything that has long been attached to the habits of a particular community. This means that culture is a tradition or lifestyle of a particular community or region regarding what is done, believed and recognized as a legacy from generation to generation. From this understanding, it can be interpreted that a culture is something that is inherent in the beliefs, lifestyle and habits of an individual based on the social community groups that exist around an individual. Therefore, in relation to English language learning, it can be understood that teachers need to be able to use relevant material elements in students' lives in order to make it easier for students to understand what is taught in English language learning. This is one solution for teachers to be able to foster students' enthusiasm in understanding English material. Kang-Young (2009) adding

that local wisdom material can be created and used by teachers as additional learning material that supports students' awareness of cultural material. Huda Shofyana et. al (2022) also explained that local wisdom material is able to make it easier for students to understand the real picture of culture, beliefs and places described through the use of English. Therefore, English teachers can develop various English materials that can make it easier for students to understand the material through cultural elements that they already understand in their daily lives.

Furthermore, after the researcher witnessed the learning carried out by the English teacher through the use of local wisdom materials, the observation results could be produced as follows: learning English through the use of local wisdom is an alternative for teachers in preparing English language materials to make it easier for students to understand how to use English in a way that is more familiar with social and cultural life. Teachers organize learning materials through the use of culture, including places, habits, beliefs and other activities that are often carried out in a society. The selection of local wisdom material used as English learning material is adapted to the culture that many students pay attention to, this is because students will be more focused on knowing the material they are studying so that students can easily understand what is being discussed in the English learning material. in the classroom. Then, the teacher asks students to indicate the theme they want to discuss, for example in learning descriptive text about "Tes" lake, the teacher asks students to provide a general description of the conditions and characteristics of "Tes" lake in Lebong district. From the learning results, it was found that many students were able to provide ideas and answers regarding the condition of the "Test" lake. Many students also understand more about describing the condition of the lake, which makes it easier for them to explain the condition of the lake in front of the class. This of course provides a good solution for developing students' English language skills where they are more familiar with understanding the material discussed when the material utilizes local wisdom materials. In other words, the use of local wisdom materials is able to grow students'

self-confidence when explaining the description or characteristics of a chosen topic in studying an English language learning topic.

Furthermore, Shaleha & Purbani (2019) revealed that students become more familiar with the material taught by the teacher when using local wisdom materials in the classroom. This allows students to have good socio-cultural understanding skills so they are able to describe things more easily. Something similar was stated by Kurniawati & Malasari, (2022) which revealed that familiar material will make students more open and confident in conveying something using English. This also happens when learning is carried out in the classroom, where students become more enthusiastic in providing responses and ideas in conveying something using English and students are also better able to develop their social awareness. During the learning process, it was also seen that students became more confident in giving statements, asking questions, and providing good explanations about the conditions of a place. Therefore, inserting local wisdom in English learning can develop students' abilities in understanding the material discussed in speaking classes. Students are able to become better at providing suggestions, ideas and presentations in front of the class.

Furthermore, to obtain more in-depth information, researchers have conducted interviews with two English teachers regarding the learning process through inserting local wisdom in developing English learning materials to improve students' speaking skills. First, teacher A stated that when utilizing local wisdom in their English speaking skills, students were able to relate the material to the experiences they had experienced, for example discussing the food "lemea", many students were able to explain the taste, aroma and texture of making lemea food. . Apart from that, when delivering an explanation of what is being discussed, students become more motivated in conveying what they want to achieve in learning, thus creating good enthusiasm in delivering an explanation using English. Material that has become one of the materials that they often encounter in their lives is able to provide encouragement to students to

be able to develop their ideas and explanations about a situation, thereby giving rise to good motivation in conveying a statement using English. Teacher B also conveyed the same thing. In the statement he gave, students became more active in understanding what was learned in the English class. The use of local wisdom materials is able to provide a touch of their intelligence regarding the condition of their socio-cultural awareness in understanding English material. Apart from that, most students are also able to explain in detail some of the topics studied better when using English. In this way, the use of local wisdom materials in encouraging students' self-confidence when speaking English increases and students become better at understanding the English material being studied.

Conclusion

English is one of the most widely used international languages in almost the entire world, so the urgency of mastering and using English in communication really needs to be emphasized to students. Teachers have a major role in helping students to master the use of English at school, so there needs to be a good effort in creating the right learning atmosphere to develop international communication skills. However, even though teachers have provided teaching in interesting ways and strategies, sometimes still often find students who are not yet optimally willing to use English well and correctly. Apart from that, lack of self-confidence is also an obstacle for students to be able to dare to practice speaking English. This problem of course will slow down students' mastery and use of English, so teachers need to find the right way to help students overcome this problem. One method that can be used by English teachers is through the use of material that is relevant in everyday life, or that is related to something familiar in their lives, for example through inserting local wisdom. The use of local wisdom is one way that English teachers can use to provide an overview of learning that is easily captured through cultural content in the students' environment. Apart from that, the use of local wisdom is also able to develop students' socio-cultural

awareness and is able to make students understand more about the conditions or situations of the culture used as content or learning material, making it easier for students to understand English material and able to increase their self-confidence. So, teachers and readers can use local wisdom as an alternative in developing relevant material in learning English in an interesting and fun way.

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