

# CHAPTER I

## INTRODUCTION

### A. Research Background

English is a foreign language for Indonesian learners. English is essential for everyone to learn. In the knowledge of English, Indonesian students focus on mastering four abilities, especially listening, speaking, reading, and writing. Writing is one of the abilities taken into consideration to have an essential significance in 2d language gaining knowledge as it serves as a device for conversation and a method of gaining knowledge of, thinking, and organizing information or ideas. There are several reasons why young learners need to learn English. First, it is readily available as an overarching language that incorporates many aspects of life. Second, students are young people is the best way to learn English as a foreign language. Then it will make it easier for students to learn English as the main subject in the next grade level. The term young learner refers to students of preprimary and primary school age (Richards & Schmidt, 1985).

English subjects usually found in the elementary school curriculum have been removed and replaced with a new curriculum that focuses on using Indonesian as the national language in learning at the elementary school level. Learning English at the elementary school level is only used as local content. So the knowledge and understanding of students learning English as a foreign language are very lacking.

However, in Lubuk Tajau village, English learning has never been implemented in elementary schools, even as local content learning. There is no place for English tutoring to help students improve their knowledge of English. That has resulted in a lack of basic knowledge for young English learners. Even though learning English for beginners is very important, for a logical reason, it is easy for students at this age to remember the subject matter. Learning English at the primary level is an integrated learning process. 4 skills are taught together (four in one). English lessons for young students should not

be underestimated because the knowledge and experience they gain can be used as a reference or motivation to learn even when continuing their education at the next level.

For this reason, with the existence of Lubuk Tajau English Village, researchers want to teach English as a foreign language to young learners in the context of non-formal education in Lubuk Tajau Village by using a relevant approach. Researchers are interested in using translated Local Legend for teaching. The use of translated local legend has never been applied in the English village of Lubuk Tajau before.

Local legend is often intended to pass on cultural traditions or beliefs. There are several studies relevant to this research. According to Markus (2013), Local legends as teaching materials to improve students' reading comprehension, and Apriliawati (2016) concludes that local legend text improved students' reading comprehension of narrative text. The students have improved their ability to comprehend vocabulary and detailed information and draw the moral values of narrative text. Then, another study by Adhitama (2020) concluded that the technique of integrated activity between Urban Legend Literacy with short-play proved to be an effective way to increase students' motivation in learning English subjects. Linda Febriani (2016) The students got motivated to learn English to memorize the English words easier. Apri Kartikasari H.S. (2017) With the subject matter of literature, Especially legend of learning, students are invited to an avid reader, understand, appreciate, and integrate moral messages through the characters.

In a previous study, the use of local legends in learning English is considered to help students to learn English. The use of local legends makes students discover to learn English. Students can memorize English words more easily. Thus, translated local legend can also be applied to teaching students in the English village of Lubuk Tajau. The researcher hopes this is effective in teaching students as young learners to learn English in the English village Lubuk Tajau.

## **B. Research Questions**

Related to the previous explanations above, the research problem of this Research was formulated into question as follow:

1. How is the application of Translated Local Legend in teaching to the student of the English village of Lubuk Tajau Village?
2. How could Translated Local Legend be used to teach students of the English Village of Lubuk Tajau?

## **C. Research Purposes**

Concerning the research problem already stated, the purpose of this Research is:

1. This study aims to how the application Translated Local Legend in teaching to the English village of Lubuk Tajau Village students.
2. To investigate How Translated Local Legend could be used to teach students of English Village of Lubuk Tajau.

## **D. Benefit of the Research**

The implementation of this Research is expected to bring benefits that can be seen from both theoretical and practical perspectives.

### **1. Theoretical benefits**

To increase knowledge and insight about education science, this can be applied in the simple form in the learning process. Furthermore, from a theoretical point of view, the Translated Local Legend would appreciate their local stories and wisdom, which is still limited in non-formal education.

### **2. Practical benefits**

Practical benefits are related to contributions, especially from the implementation of Research to research objects, individual groups, and organizations. From a practical point of view, this Research is expected to help readers understand the theories and learning principles using Translated Local Legend.

## **E. Scope of the Research**

Having an obvious limitation in this study requires the formulation of the limitation of the study. So that this Research remains focused on the things observed, it is necessary to explain the research scope, including the research variables, operational definitions, and Terminology.

### **1. Research Variable**

A variable is all the forms with some characteristics we want to measure in some way; it is used to get results from the problem we want to research (Fraenkel, Wallen, & Hyun, 2012). *Variable* is a concept and characteristic controlled and observed by the researcher. Based on the title, the researcher only used one variable to explore: how to teach English using Translated Local Legend in informal education by English Village at Lubuk Tajau Village.

### **2. Definition of Operational**

The operational definition of teaching English is learning English skills using a method or approach. First, the Translated Local Legend is used in teaching English, focusing on the schema structure and linguistic features of a genre or type of text. Finally, Teachers or instructors play a role in guiding students explicitly so that they can speak English independently.

### **3. Terminology**

#### **a. Local Legend**

Legend is a kind of folklore, the stories of traditional beliefs and customs sometimes involving the supernatural conveyed through the generations by word of mouth or written by the expert, and usually concerned with a natural person, place, or other. Local legend is a part of the culture. Local legends are a story closely related to a place, the name of the place and topography, and the shape of the surface of an area, whether hilly or steep.

b. Teaching

Teaching is attending to people's needs, experiences and feelings and intervening so that they learn particular things and go beyond the given.

c. English village Lubuk Tajau

English village Lubuk Tajau is a place for residents to study English. English village manifested as an effort to develop English language skills as a concrete demonstration of the collaboration with IKIP-PGRI Pontianak held by the English language study program.