



Integrated Skill in English Language Learning: Examining Folklore-Implemented Teaching Toward EFL Students' English Skill

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Abstract

This correlational study investigates the impact of folklore-implemented teaching on the integrated English language skills of English as a Foreign Language (EFL) students. Embracing a holistic approach to language learning, the study explores the interconnected development of listening, speaking, reading, and writing skills when exposed to the immersive context of folklore narratives. The study employs a correlational research design to analyze the associations between folklore-implemented teaching and the enhancement of various language skills. Utilizing qualitative and quantitative data collection methods, including questionnaire, observations, and literature study, the research seeks to discern patterns and correlations that elucidate the potential benefits of integrating folklore into the EFL curriculum. The findings contribute valuable insights into the effectiveness of folklore-based instruction in cultivating not only linguistic proficiency but also cultural awareness among EFL learners, where from data processing, $\text{sig } 0.039 < 0.05$ means reject H_0 , thus it can be understood that there is a significant correlation or relationship between the folklore-implemented and student English skills in integrated learning. The results may inform instructional practices and curriculum design, providing a foundation for the integration of folklore as a pedagogical tool to enhance the integrated language skills of EFL students. Ultimately, the study contributes to the ongoing discourse on innovative and culturally relevant approaches to language education, aiming to advance the quality and efficacy of English language instruction for diverse learner populations.

Keywords: Correlational Study, Folklore-Implemented teaching, Integrated Skill, EFL

Introduction

Implementation of integrated skills have several advantages, namely providing real language experience for students by interacting naturally using English. Integrated skills-based learning provides a real picture of the richness and uniqueness of English when applied in communication (Saleh, 2019). By implementing integrated

skills, students will understand that English is not just knowledge to be learned, but a skill that must be applied and can be mastered gradually and continuously.

Integrated learning as a concept can be interpreted as a learning approach that consists of several subjects to provide meaningful experiences to students. Meaningful is defined in integrated

learning as a form of students' understanding of the concepts they learn through direct experience and connecting them with other concepts they already understand. Integrated learning focuses on the processes carried out by students when trying to understand learning content in the form of knowledge and skills that must be developed as a result of learning.

Integrated Skills for English language skills can be done in two ways. The first way, material from one subject is presented in each meeting only for one type of skill and in the second way, the integration is tied to one unifying theme. Integrated learning as a concept can be said to be a teaching and learning approach that involves several fields of study to provide meaningful experiences, because in integrated learning, children will understand the concepts they are learning through direct experience that connects them with other concepts they already understand. Thus, teacher creativity is needed in compiling teaching materials for the teaching and learning process to take place.

Considering the benefits of integrated skills in learning, teachers are required to try to design learning activities that involve the four language skills to train students to communicate directly using English. Teachers can utilize a variety of learning resources with interesting audiovisual/moving media-based learning media, one of which is by utilizing existing technological developments such as the internet or reading materials such as literature. In fact, the application of integrated skills in classroom learning faces several obstacles. The first obstacle is that teachers cannot design comprehensive and creative learning activities. The second obstacle is the limitations of learning media.

It is hoped that this integrated skill will be able to improve the quality of English language teaching, especially to prevent symptoms of cramming of curriculum or subjects in the learning process at school. The negative impact of cramming the curriculum or subjects will have a negative impact on the development of students' language learning process. This can be seen by students being required to do various tasks that exceed their capacity and needs. They lack the opportunity to study, read and so on (Pardede, 2020). Besides that, they will lose direct natural learning experiences, sensory experiences from their world which will form the basis of abstract learning abilities. In other research, Floriasti (2013) stated that students face several obstacles that originate from internal problems, such as anxiety, worry about making mistakes, and lack of knowledge.

Referring to the impact of cramming the curriculum, Pardede (2020) suggests that in implementing integrated learning, teachers are required to implement an interesting learning system that can at the same time make students enjoy learning. According to Uktolseja (2019), teacher creativity in developing English language learning in the classroom is the most important factor for improving the quality of English language learning. Apart from that, Aljahdali (2021) believes that integrated learning (integrated skills) in English requires techniques that are creative and identical to students. Learning English with an integrated model requires teachers to be able to focus learning not only on one skill but four skills at once, therefore the correct methods/techniques/strategies will really help teachers in teaching and students in learning. Responding to suggestions and statements from previous research above, this research will apply learning with an

integrated skills model using folklore. According to Tarigan (1995), children's story books are very useful for training children's thinking and imagination. When faced with literary works in the form of folklore, especially in their own region, children will visualize the story according to their imagination. Literary works in the form of folk tales in English language learning not only provide models for mastering language skills, but also offer understanding and awareness of the culture and characters presented in various forms of story context.

According to Rorintulus et al. (2022), literary works have an important role in society as a medium for depicting the reality of people's lives, including; social problems, thought events, life experiences, and views on life. In his other research, Rotintulus (2020) said that through literary works, an author can express the reality of people's lives spiced with imagination. Meanwhile, according to Mogeia (2023), literature is a product of social events and in literature, the author presents a work to convey his ideas to the reader. Literary works play an important role in learning English, because apart from enabling students to understand the culture and social context in which the language is used, literary works are able to encourage students to master the four language skills that are integrated in every lesson.

According to Batubara et al., (2020); Dao & Sato, (2021), teaching English as a foreign language (EFL) can be very challenging for many teachers in non-English speaking countries, often due to fluctuating student motivation and student engagement with the language. This problem has been recognized throughout the world and in the 21st century, a common solution is to reconsider EFL teaching from a cultural perspective (Seguí, 2018). Charitonos et al., (2016), stated that the presence of folklore or folk literature in a language learning

environment can facilitate cultural knowledge and language proficiency. In using folklore, teachers do not have to focus on using foreign literary works or from other regions. The use of local literary works also has the same quality and will be able to foster students' love of the culture in their own region. Therefore, from this research, it is hoped that learning English with an integrated skills model using folklore in North Sulawesi can improve students' English language skills.

Review of Literature

Integrated Skills

English as the language of instruction in almost all the world has a very big role in all aspects of life. The use of English as the main lingua franca and as the main medium for disseminating information and knowledge throughout the world has made communicative communication and the ability to use English to gain access to social, vocational, vocational, educational, or professional opportunities as the most important goals of learning English (Celce-Murcia, 2001). In line with this statement, Davies and Pearse (2000) emphasize that "Real success in teaching and learning English is when students can actually communicate in English inside and outside the classroom". Success in learning English itself can be seen and measured on several general indicators, namely: listening ability, speaking ability, reading ability, writing ability, mastery of grammar and vocabulary and being able to understand culture and context.

According to Brown (2001); Tsung, (2001), integrative language skills teaching seems to be the most effective to use because it seeks to teach language as a communication tool to meet its initial goals, which can be motivating and realistic

as well. Hinkel (2010), assumes that current integrated language skills teaching models aim to develop learners' fluency and accuracy as well as their socio-cultural communicative competence.

However, in implementing English language teaching in the classroom, some teachers think that teaching will be easier if what is taught focuses on just one language skill. According to teachers who present one skill in isolation from another, focusing on more than one skill at a time can be impossible in learning (Oxford, 2001). Teachers may be influenced by the notion that teaching language skills in isolation will make students 'accurate' language users (Klimova, 2014) because this approach allows students to gain full mastery of one particular language skill as a primary skill. Focus is given to one particular skill at a time (Jing, 2006). In reality, there are weaknesses in teaching that is not integrated because the process and results are not optimal.

Folklore

Folklore is a type of traditional story or narrative that is passed down from generation to generation in a society and told by word of mouth. Folklore begins with the oral traditions of society which are full of messages of values and morals that one generation wishes to convey to the next generation (Baiduri & Khairani, 2018). These stories tell about characters or events that have cultural, moral, or historical significance for a particular society. According to Bunga et al., (2020); Maulina, (2014), folklore tells the story of existing phenomena and objects by explaining aspects of composition and structure, or aspects of process and change so that they become the characteristics of a nation from a diverse culture that includes cultural and historical riches. Folklore is often an integral part of the cultural identity of a group or nation and

can help explain the origins or beliefs prevailing in that society. Folklore is also often used to teach moral values, ethics and social norms to the younger generation.

Method

This research is included in the correlation study, because this study aims to determine the relationship of Folklore-Implemented Teaching and Students' English Skills. In applying this research, combined methods (qualitative and quantitative) are used. In addition, in this study the dependent variable is in the form of student English skills, while the independent variable is in the form of the Folklore-Implemented teaching. The sampling technique uses totally sampling technique. The subjects of the study were grade 9th students of SMP Negeri 1 Kauditan for the 2023/2024 academic year with a total sample of 25 students. Data on the level of student English skills and the role of teachers were obtained through questionnaires. After the data needed in this study is collected, then data analysis is carried out. The data were analyzed using quantitative analysis (SPSS 25) and in deciphering the results of the study was carried out qualitatively descriptive in the form of percentage and correlation analysis.

Findings and Discussion

Findings

In this section the results of this study are presented. In the percentage process, as previously explained where this study aims to see the correlation of the Folklore-Implemented Teaching toward EFL Students' English skills of grade 9th students of SMP N 1 Kauditan. The percentage in this section begins with the normality test, the results of this normality test can be seen in table 1 below:

Table 1. Normality Test

k	Kolmogorov-Smirnov ^a		Shapiro-Wilk	
	Statistic	df	Statistic	df
	,209	25	,886	25
	,193	25	,857	25
		,030		,011
		,010		,002

Folk-Lore Implemented Teaching
Students English Skills

From table 1 above about the test of normality where the data as a total sample is 25, the sig taken from the column kolmogorof smirnov is 0.30 for data on folklore-implemented and student English skills are 0.08. Because $0.30 > 0.05$ and $0.10 > 0.05$, then accept H_0 so the data on folklore-implemented scores and student English skills are normally distributed, Because both groups of data are normally distributed and theoretically, the folklore-implemented has a causal relationship with student English' skills.

Referring to table 1 above, normality testing has found that the distribution of the two variables is in the normal distribution. The next thing that needs to be done is to see the correlation between the folklore-implemented teaching and student English' skills,

because the purpose of this study is to see if there is a relationship between the folklore-implemented and student English skills in learning. To see the correlation results of these two variables, the results of the analysis can be seen in table 2 below:

Table 2. Test the Correlation of the Folklore-Implemented Teaching on Student English Skills

	Folklore-Implemented Teaching	Students' English Skills
Pearson Correlation	Folklore-Implemented Students' English Skills	1,00 -,390
Sig. (1-tailed)	Folklore-Implemented Students' English Skills	0 ,039
N	Folklore-Implemented Students' English skills	25 25

Table 2 above shows that sig=0.039, where If sig > 0.05 receive H_0 . From data processing, sig 0.039 < 0.05 means reject H_0 , thus it can be understood that there is a significant correlation or relationship between the folklore-implemented and student English skills in integrated learning. Based on the results of the research that has been found above, it can be concluded that the folklore-implemented teaching is very influential on students English skills for their learning process, because the folklore-implemented is one of the most important aspects in learning, especially in the world of education.

Discussion

English language learning is a complex process that requires the

integration of various skills, such as reading, writing, listening, and speaking (Pikirang et al., 2021); (Tatipang et al., 2022). Traditional teaching methods often focus on isolated skills, which may hinder students' overall development in English. In recent years, there has been a growing interest in integrating different skills through the use of folklore in English language classrooms. This article aims to explore the correlation between folklore-implemented teaching and the development of English skills among EFL (English as a Foreign Language) students.

Folklore, as a cultural expression, encompasses stories, songs, and traditions passed down through generations (Afifah 2017). It provides a rich source of linguistic and cultural content that can be utilized in language learning. Folklore offers authentic context and engaging narratives that captivate students' interest, making the learning process more enjoyable and meaningful.

In a correlational study conducted among EFL students, researchers found a positive correlation between folklore-implemented teaching and the development of English skills. The study involved a group of students who were exposed to folklore-based activities, such as storytelling, role-playing, and writing exercises inspired by traditional tales. Another group of students received conventional language instruction.

Integrated skill development is a crucial aspect of English Language Learning (ELL), wherein the amalgamation of various language skills such as listening, speaking, reading, and writing contributes to a holistic language proficiency (Liando et al., 2021). One innovative approach to foster integrated skill development is the implementation of folklore in teaching English as a Foreign Language (EFL). Folklore, rich in cultural nuances and linguistic diversity, provides a captivating

context for language learning, offering students a unique and engaging avenue to enhance their English skills.

Incorporating folklore into EFL classrooms not only facilitates language acquisition but also cultivates cultural awareness. By exploring folktales, myths, and legends from different cultures, students gain insights into diverse linguistic expressions and cultural contexts, thereby broadening their understanding of the language (Das & Pradhan, 2022). This approach encourages learners to delve into the intricacies of language through narratives, promoting critical thinking and analytical skills as they navigate through the complexities of folklore.

Furthermore, the integration of folklore in EFL instruction enhances the listening and speaking skills of students. Engaging with oral traditions allows learners to hone their listening abilities by deciphering accents, intonations, and contextual cues present in the narratives. In turn, students are motivated to express their thoughts and opinions through discussions, storytelling, and dramatization, fostering effective communication in English.

Reading comprehension and vocabulary acquisition also receive a substantial boost through folklore-implemented teaching (Maru et al., 2022). Folktales often present a rich tapestry of vocabulary, idiomatic expressions, and linguistic structures, providing students with opportunities to expand their lexical repertoire. Additionally, analyzing folklore enhances reading comprehension as learners navigate through the cultural and linguistic nuances embedded in these narratives.

In addition, incorporating folklore into EFL classrooms proves to be an effective strategy for integrated skill development. By intertwining language learning with cultural exploration, students

are not only equipped with linguistic proficiency but also gain a deeper appreciation for the diversity of languages and cultures (Mantra, 2017). Folklore serves as a bridge that connects the various facets of language acquisition, making the learning process both meaningful and enjoyable for EFL students.

Folklore-Implemented Teaching in English Language Learning Context

Folklore-implemented teaching in the context of English Language Learning (ELL) presents a dynamic and immersive approach to language acquisition. Folklore, encompassing myths, legends, folktales, and cultural narratives, offers a rich tapestry for language learners to explore (Atta-alla, 2012). Integrating folklore into the ELL curriculum provides a unique avenue to engage students in authentic language use, as these traditional stories often encapsulate the nuances and idiomatic expressions inherent in the English language.

One of the notable advantages of folklore-implemented teaching is its ability to foster cultural competence among language learners. By delving into the folklore of English-speaking cultures, students not only enhance their language skills but also gain valuable insights into the customs, traditions, and beliefs that shape the language. This cultural immersion aids in developing a more comprehensive understanding of the language, enabling students to communicate effectively in real-world contexts.

Moreover, folklore serves as a powerful tool for developing listening and speaking skills. Oral traditions inherent in folklore demand active engagement from learners, as they decipher accents, intonations, and contextual cues. Participating in discussions, storytelling, and role-playing based on folklore

narratives allows students to practice and refine their speaking abilities, contributing to fluency and confidence in English communication.

Incorporating folklore into English language classrooms also proves effective for enhancing reading comprehension. Folktales often present intricate plots, diverse characters, and varied settings, challenging learners to comprehend and interpret textual nuances. This not only improves reading skills but also expands vocabulary as students encounter words and expressions unique to folklore narratives, contributing to a more robust lexical repertoire.

Further, folklore-implemented teaching offers a multifaceted approach to English Language Learning, encompassing cultural understanding, listening and speaking proficiency, and advanced reading comprehension. By weaving the richness of folklore into language instruction, educators can create a dynamic and engaging learning environment that transcends traditional language acquisition methods, fostering a deeper connection between students and the English language.

Folklore-Implemented Teaching for Reading Skill

Folklore-implemented teaching stands out as a highly effective method for enhancing reading skills in English language learners. Folktales, myths, and legends, rich in cultural nuances and diverse linguistic elements, offer a captivating platform for students to develop their reading comprehension (Abidin et al., 2023). These traditional narratives often feature intricate plots, complex characters, and unique settings, providing learners with engaging content that motivates them to delve into the text with curiosity and enthusiasm.

Moreover, one key aspect of the effectiveness of folklore-implemented teaching for reading lies in the contextual richness embedded in these stories. Folklore narratives are deeply rooted in cultural contexts, requiring readers to grasp cultural nuances, societal values, and historical backgrounds. As students navigate through these contextual layers, they not only improve their comprehension skills but also gain a broader understanding of how language is intertwined with culture, contributing to a more holistic approach to reading.

Furthermore, folklore provides a diverse range of vocabulary and idiomatic expressions, challenging students to expand their lexical repertoire. Reading folklore encourages learners to encounter words and phrases in unique and imaginative contexts, fostering a deeper understanding of language usage (Liando et al., 2023). This exposure to varied linguistic structures and expressions enhances both vocabulary acquisition and the ability to comprehend more complex written materials, thereby advancing overall reading proficiency.

The narrative nature of folklore also supports the development of critical thinking skills. As students engage with the twists and turns of folktales, they are prompted to analyze, interpret, and draw conclusions from the text. This analytical process not only sharpens their critical thinking abilities but also prepares them to tackle more complex reading materials, both within and beyond the realm of folklore.

The effectiveness of folklore-implemented teaching for reading skills lies in its ability to provide engaging, culturally rich content that challenges learners to explore language in diverse contexts. By integrating folklore into the curriculum, educators can create an environment where students not only develop their

reading abilities but also cultivate a deeper appreciation for the cultural dimensions of language, fostering a well-rounded approach to language learning.

Folklore-Implemented Teaching for Listening Skill

Folklore-implemented teaching emerges as a highly effective strategy for enhancing listening skills in the realm of English language learning. The oral tradition inherent in folklore, including myths, folktales, and legends, provides a unique auditory experience for learners (Das & Pradhan, 2022). Engaging with these narratives requires students to actively listen, decipher accents, intonations, and variations in speech patterns, thereby honing their ability to comprehend spoken English in diverse contexts.

Listening to folklore tales often involves exposure to different voices, styles, and pacing, which mirrors the variety encountered in real-life communication. This diversity in auditory stimuli enhances learners' adaptability and attunement to the nuances of spoken language, contributing to improved listening comprehension. By grappling with the subtleties of oral storytelling, students develop a heightened sensitivity to phonetic intricacies and linguistic subtleties, preparing them for effective communication in various English-speaking settings.

Furthermore, folklore narratives frequently incorporate cultural elements, offering learners the opportunity to understand English in culturally rich contexts. The inclusion of diverse accents and cultural nuances in folklore enhances learners' cultural competence, making them more adept at navigating conversations with individuals from different linguistic backgrounds. This exposure not only refines their listening

skills but also broadens their understanding of the cultural dimensions of the English language.

Incorporating folklore into English language classrooms also encourages interactive listening activities such as group discussions, role-playing, and storytelling. These activities not only foster collaborative learning but also provide students with opportunities to practice and refine their listening skills in a supportive and engaging environment (Rorintulus & Wuntu, 2023). This interactive aspect of folklore-implemented teaching reinforces the connection between listening proficiency and effective communication.

In conclusion, the effectiveness of folklore-implemented teaching for listening skills lies in its ability to immerse learners in a diverse and culturally rich auditory experience. Through engaging with oral traditions, students not only sharpen their ability to comprehend spoken English but also develop a heightened awareness of linguistic variations and cultural contexts, preparing them for successful communication in real-world situations.

Folklore-Implemented Teaching for Writing Skill

Folklore-implemented teaching proves to be a potent catalyst for the development of writing skills in the context of English language learning. The integration of folklore, encompassing myths, folktales, and legends, offers a rich tapestry of linguistic elements, cultural nuances, and narrative structures that serve as fertile ground for nurturing students' writing abilities. The inherently captivating nature of folklore narratives engages learners in a way that sparks creativity, encourages imagination, and provides a compelling foundation for the expression of ideas through the written word.

Folklore-implemented teaching enhances writing skills by inspiring creativity and originality in students' compositions. Folktales, with their diverse characters, imaginative settings, and intricate plots, serve as a wellspring of inspiration for aspiring writers (Abidin et al., 2023); (Lengkoan & Oliy, 2020). Students immersed in folklore are encouraged to draw upon the vivid imagery and thematic elements of these traditional stories, fostering the development of their creative writing capabilities. This process not only enhances their ability to craft engaging narratives but also instills a sense of originality and inventiveness in their written expression.

Moreover, folklore narratives offer a unique opportunity for learners to explore different writing styles and structures. As students analyze and engage with the varied storytelling techniques present in folklore, they develop an understanding of narrative devices, plot development, and character arcs (Andries & Lengkoan, 2023); (Lengkoan & Rombepajung, 2022). This exposure equips them with a diverse set of tools for constructing their own written compositions. By incorporating elements learned from folklore into their writing, students can experiment with different genres and tones, cultivating a versatility in their writing styles that goes beyond the confines of traditional language learning materials.

Additionally, folklore-implemented teaching supports the development of linguistic competence and mastery of vocabulary. Folktales often showcase a rich array of words, idiomatic expressions, and linguistic patterns, providing learners with a reservoir of language resources (Wuntu et al., 2022); (Lumentut & Lengkoan, 2021). As students encounter and absorb these linguistic elements within the context of folklore, they expand their vocabulary and gain a deeper understanding of how

language functions in narrative structures. This linguistic enrichment not only enhances the quality of their written expression but also contributes to their overall language proficiency.

Furthermore, folklore offers a cultural dimension to writing that extends beyond linguistic competence. Through the exploration of folklore, students gain insights into the cultural contexts from which these narratives emerge. This cultural awareness becomes a valuable asset in their writing, allowing them to infuse their compositions with a nuanced understanding of societal values, traditions, and beliefs. As students incorporate cultural elements into their writing, they not only produce more authentic and culturally resonant pieces but also develop a heightened sensitivity to the impact of cultural context on written expression (Suoth et al., 2023); (Aki & Rorintulus, 2023).

Thus, the effectiveness of folklore-implemented teaching for writing skills lies in its ability to inspire creativity, expose learners to diverse writing styles, enhance linguistic competence, and imbue cultural depth into written expression. By integrating folklore into the English language learning curriculum, educators provide students with a dynamic and culturally rich foundation for honing their writing abilities. This approach not only fosters the development of essential writing skills but also nurtures a deeper appreciation for the expressive and transformative power of language.

Folklore-Implemented Teaching for Speaking Skill

Folklore-implemented teaching emerges as a highly effective and engaging strategy for honing speaking skills in English language learners. The utilization of folklore, comprising myths, folktales, and legends, offers a dynamic and culturally

rich context for language learners to practice and refine their oral communication abilities. The narrative nature of folklore provides a natural platform for learners to engage in discussions, storytelling, and role-playing activities, fostering a communicative environment that is both meaningful and enjoyable.

The primary strengths of folklore-implemented teaching for speaking skills lies in its ability to encourage active participation and interaction. Folktales, with their compelling narratives, invite learners to discuss and share their perspectives on the characters, plot, and cultural elements embedded in the stories. This participatory approach not only enhances fluency but also promotes the development of conversational skills as students articulate their thoughts, express opinions, and engage in dialogue with their peers.

Additionally, folklore narratives offer a diverse range of linguistic elements, including idiomatic expressions, colloquialisms, and varied vocabulary. Engaging with these elements in the context of storytelling and discussions provides learners with exposure to authentic spoken language. As students navigate the nuances of spoken folklore, they naturally absorb and incorporate these linguistic elements into their own speech, contributing to the expansion of their oral language repertoire and the development of more expressive and nuanced communication skills.

Furthermore, folklore-implemented teaching supports the cultivation of pronunciation and intonation. The oral tradition inherent in folklore necessitates attention to the subtleties of spoken language, including accent, rhythm, and tone. As students listen to and engage in the oral retelling of folktales, they naturally develop an ear for proper pronunciation

and intonation, honing their ability to convey meaning effectively through spoken English. This heightened awareness of oral nuances not only improves the clarity of their speech but also enhances their overall oral communication proficiency.

The interactive nature of folklore-based activities facilitates collaborative learning, providing students with opportunities to engage in group discussions and cooperative storytelling. These activities not only enhance speaking skills but also promote effective communication and teamwork. Learners are encouraged to actively contribute to the development of narratives, express their ideas coherently, and respond to the contributions of their peers, creating a communicative environment that mirrors real-world conversational dynamics.

Moreover, folklore serves as a cultural bridge that connects language learning with a deeper understanding of cultural contexts. By exploring the folklore of English-speaking cultures, learners gain insights into cultural nuances, societal values, and historical perspectives. This cultural awareness enhances their ability to engage in culturally sensitive and contextually appropriate conversations, contributing to their overall intercultural communicative competence.

To sum up, the effectiveness of folklore-implemented teaching for speaking skills is evident in its ability to foster active participation, provide exposure to authentic spoken language, refine pronunciation and intonation, facilitate collaborative learning, and deepen cultural understanding. By integrating folklore into the English language learning curriculum, educators create a dynamic and immersive environment that not only enhances speaking proficiency but also instills a love for language through the exploration of cultural narratives. This approach not only

prepares students for effective oral communication but also nurtures a broader appreciation for the richness of language and culture.

In a correlational study conducted among EFL students, researchers found a positive correlation between folklore-implemented teaching and the development of English skills. The study involved a group of students who were exposed to folklore-based activities, such as storytelling, role-playing, and writing exercises inspired by traditional tales. Another group of students received conventional language instruction.

The students who experienced folklore-implemented teaching showed significant improvement in their reading and writing skills. By reading and analyzing folktales, students were exposed to a variety of sentence structures, vocabulary, and idiomatic expressions. This exposure enhanced their reading comprehension and expanded their writing repertoire. Moreover, writing tasks based on folklore allowed students to explore their creativity while practicing grammar and vocabulary in a meaningful context.

Folklore-based activities also had a positive impact on students' listening and speaking skills. By listening to folk songs, storytelling, and engaging in discussions about cultural traditions, students developed their listening comprehension and improved their ability to understand different accents and intonations. Furthermore, role-playing exercises based on folklore provided opportunities for students to practice their speaking skills in a natural and interactive way. They were able to communicate using authentic language and express their thoughts and emotions through the characters they portrayed.

In addition to language skills, folklore-implemented teaching fostered cultural awareness and intercultural

competence among EFL students. Through the exploration of traditional tales, students gained insights into the values, beliefs, and customs of different cultures. This understanding helped them develop empathy, respect, and appreciation for diversity. It also equipped them with the necessary skills to navigate cross-cultural communication and interact effectively with people from different backgrounds.

In addition to language skills, folklore-implemented teaching fostered cultural awareness and intercultural competence among EFL students. Through the exploration of traditional tales, students gained insights into the values, beliefs, and customs of different cultures. This understanding helped them develop empathy, respect, and appreciation for diversity. It also equipped them with the necessary skills to navigate cross-cultural communication and interact effectively with people from different backgrounds.

Conclusion

The analysis of folklore-implemented teaching as a means to enhance integrated English language skills among EFL students reveals a promising and effective approach to language learning. Which, from data processing, $\text{sig } 0.039 < 0.05$ means reject H_0 , thus it can be understood that there is a significant correlation or relationship between the folklore-implemented and student English skills in integrated learning. Based on the results of the research that has been found above, it can be concluded that the folklore-implemented teaching is very influential on students' English skills for their learning process, because the folklore-implemented is one of the most important aspects in learning, especially in the world of education. Through the integration of folklore, encompassing myths, folktales, and legends, students not

only acquire language proficiency but also gain cultural insights that contribute to a more holistic understanding of the English language. The correlational study underscores the interconnectedness of language skills such as listening, speaking, reading, and writing when exposed to the engaging context of folklore narratives. This holistic approach facilitates a more immersive and enjoyable learning experience for EFL students, aligning with contemporary pedagogical goals that emphasize meaningful and culturally rich language acquisition.

Moreover, the findings of the correlational study suggest a positive relationship between the use of folklore-implemented teaching and the development of language skills. The engagement with folklore narratives fosters an environment where students are not only exposed to linguistic elements but are also motivated to actively participate in language-based activities. The integration of folklore in EFL classrooms appears to be a catalyst for the improvement of both receptive and productive language skills, emphasizing the importance of contextually rich and culturally embedded content in language education.

In light of these findings, it becomes evident that educators and curriculum developers can benefit from incorporating folklore-implemented teaching strategies into EFL programs. This approach offers a pedagogical framework that goes beyond traditional language instruction, providing a multifaceted learning experience that simultaneously addresses various language skills. As EFL students navigate the realms of folklore, they not only refine their language proficiency but also cultivate a deeper appreciation for the cultural nuances inherent in the English language. In essence, this correlational study advocates for the continued exploration and integration of folklore in EFL

classrooms as a means to nurture well-rounded English language learners equipped with integrated language skills and cultural competence.

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