



Primary School Storytelling Skills Based on Local Wisdom

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Abstract. The purpose of this study is to describe storytelling skills in fourth-grade children of SDN Pasanggrahan 3, Sumedang Region, based on local wisdom. Story-telling skills explain stories that exist in the Sumedang area. The research method used a descriptive qualitative nature. A research tool provided in the form of observation for students and teachers during the training took place, and interviews were conducted before and after the training. The subjects of this study were 33 fourth-grade students, consisting of 18 students and 15 students, who, as a rule, were 9 years old. The results of the data analysis showed that: (1) based on the results of the survey, 90% of students answered that the storytelling approach is based on local wisdom, interesting; (2) in addition to the ability to read a story, students can understand reading and retell reading in their own language; (3) living conditions and class overcrowding; (4) students are motivated to search or research stories in their field.

Keywords: storytelling, local wisdom, quality observation

INTRODUCTION ~ In the implementation of educational activities in elementary schools, the skills of storytelling are realized in order to improve the speech abilities of students, provide information or explain new things to transfer learning, which can develop various basic competencies for elementary school students. Language is a human tool for conveying thoughts or reasoning, relationships and feelings. People can communicate, find information, and control thoughts, relationships, and actions through language (Ningsih, S, 2014). Speech skills play an important role in efforts to give birth to future generations that are smart, creative, critical and cultural. Speaking skills are so important for students in the future as they interact with others (Rahman, 2019). Conversational skills are one of the components of literacy. Literacy is the ability to identify, understand, interpret, compose, communicate, count and use written

works related to many contexts (UNESCO, Rahman, etc.). The School Literacy Movement has become a must-have program for every school. But students only reach the reading stage, without rewriting, retelling and listening. Having mastered speech skills, students can intelligently express their thoughts and feelings in accordance with the material and the situation when they are talking. Speech and listening skills are important components in achieving more appropriate and effective communication skills (Natalie & Crowe, in Rahman, et al. 2018). Word proficiency and language expansion are visible from children's ability to speak with others. The learning method that can optimize conversational skills with storytelling. The teaching method itself is an art and a science that allows teaching so that the intended goal can be achieved efficiently and effectively. Speaking skills in storytelling are already familiar to our ears. But the existence of



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narrative activity tends to disappear because times are changing (Yanuarsih and Hendi, 2016). Story-telling skills by students in elementary schools still only remember the text or fables provided by the teacher.

Storytelling is a skill; the skill itself will be acquired if someone always practices. Similarly, student storytelling skills require exercise and practice for proper development. Because without practice, storytelling skills will not develop properly (Mariana and Jubaedah, 2015). Story-telling skills are the skills when transmitting verbal feelings, thoughts or stories to children. Children will enter a series of events or battles about the fate of the characters with their emotions, intellect and children's imagination. So, storytelling or the ability to tell stories to convey feelings, thoughts in their own language, so that the imagination of children is not limited. By listening to stories, children get a lot of benefits. The benefits of storytelling for children include strengthening relationships between parents or teachers and children, optimizing their psychological development and emotional intelligence, developing their imagination, improving their language skills, developing their interests and enhancing empathy (Januarshi and Handy, 2016).

Local cultural wisdom is synonymous with past products. However, local cultural wisdom must be preserved because it is the link from generation to generation.

Local cultural wisdom or local wisdom needs to be developed in the educational arena because it can generate competent and worthy generations, reflect cultural values, play a role in shaping a national character and contribute to creating a national identity (Octavianti, in Rahman, 2018). Local wisdom is the basic knowledge gained in a life balanced with nature. Knowledge regarding culture in society that is accumulated and transmitted. Local wisdom may be abstract and concrete, but it raises important characteristics that culture comes from experience or truth gained from life (Mungmachon, 2012). In this study, researchers interviewed several fourth-grade students about local stories, such as The Legend of Cadas Pangeran, Sweet Potato from Chilembu, and The Story of the Binokashih Crown. The researcher chose this story because of the icon of the city of Smedang. But in this study, most children did not know the story. Story-telling skills based on local wisdom can help children better learn the stories of the surrounding area. Local wisdom is conversational environmental intelligence, attitudes, behavior, and systems that support it; because nature can be preserved. Although this is connected at the regional level, local wisdom has a universal understanding (Ningrum, Nandi and Sungkawa, 2017).

METHOD

The study design used in this study was a qualitative descriptive design. The subjects



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of this study were fourth-grade students at Pasanggrahan Public School, Sumedang. Many students in grade IV are 33 students, consisting of 15 students and 18 students. The data collection methods in this study include (1) the observation method and (2) the interview method. In this study, a non-participation observation method is the method used because the researcher wants to see the way of speaking (storytelling). The tool used in the observation method is an observation sheet/field note. This study also uses interview methods in data collection. The interview method used is a structured interview, so that the researchers get the answers they want. To obtain more detailed information about the speakers, the researcher can also use structured interviews (Sugiyono, 2007). This interview method is used if the observed case cannot be solved scientifically and requires real answers from the speaker himself.

RESULTS AND DISCUSSION

Storytelling is a way to tell a story or give an oral explanation. Storytelling is also a way to convey the values that prevail in society. An elementary school teacher should be a good storyteller who will make the story an interesting play activity and can make a unique experience for children. (Ningsih, 2017).

Storytelling is one of the skills that students must be mastered. In the narrative, there are several factors that a speaker must possess if he wants to succeed in speech,

namely: (1) confidence; (2) clarity of sound; (3) expression/gestures; and (4) smooth communication. Speaking skills include storytelling skills, complex language skills, which include not only the problem of speech/intonation and intonation, but also expression, expression, pause accuracy, intonation accuracy. In fact, students' conversational skills are the difference in speech speed, quality and number of students in a language (Rahman, 2019).

Most students do not know the results of observations and interviews with students about the legend of the Sumedang region, and students are not sure about speaking in front of the class, incomprehensible voices are barely audible, expressions are shy. This condition is caused due to a lack of practice in storytelling. According to Prativi, R., R. (2016) Conversation is a skill, and the skill itself will not develop unless taught on an ongoing basis. Thus, speaking skills will not be mastered properly without training and regular guidance. If you always practice, speaking skills will certainly be better. On the contrary, if one is embarrassed, doubted, or afraid of incorrect speech practice, then the intellect or speech skills will be far from mastery.

Indonesia's local wisdom has the potential to build national character and Indonesian identity. It is very ironic that the local wisdom, which is characteristic of the Indonesian character, is destroyed throughout the entire period of



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modernization. Local wisdom is defined as local wealth that contains politics or outlooks on life. Local wisdom functions as a function of forming people who will live their lives wiser. In Indonesia, local wisdom is not always applicable in a local or ethnic context, but also has an intercultural or interethnic character with the hope of creating national cultural values (Anggraeni P and Kusniarti T, 2015).

From these observations, it is clear that students lack the skills of storytelling, while in order to look to the future, a generation of capable and broad views is needed. Currently, 21st century education is an education that focuses on efforts to educate young people with four competencies, namely: the ability to think, the ability to work, life competence and the ability to own tools for work (Rahman, 2016). Speech skills are skills that pronounce articulation sounds or pronounce words to tell, express, express, convey thoughts, ideas/feelings and feelings to others with confidence, speak naturally, honestly, correctly and responsibly, and can eliminate psychological problems such as shyness, humility, heavy tongue and others (Anwar Efendi, 2008).

The main goal of speaking skill is communication. The purpose of the performance in high school, namely: (1) education of students' courage, (2) the dissemination of knowledge and skills of students, (3) teaching students to support / reject the opinions of others, (4) teaching

students critical and logical thinking and (5) teaching students respect the opinions of others (Yunus Abidin, 2013).

Student storytelling skills tell texts that have been read according to their content, mimic the behavior of the characters, and involve emotions as well as the listener's imagination of the story being told. In this method, the teacher enables students to choose interesting stories about themselves, other people, or anything else. Students tell stories to be taught to be good speakers (Rahman et al., 2019).

Researchers and teachers collaborate in solving the problems that students have. The first step is to build students' confidence in moving forward and telling stories to the class by giving rewards and reinforcement. If the students are confident, for a long time even quiet sounds will be heard, the expressions adapt.

During the second observation and interview, the students enthusiastically learned the story of the legend of the Smedang area. The first story tells about the legend of Cadas Pangeran, the second about sweet potatoes from Cilembu and the last about the crown of Binokasih. Cultural education is the most powerful tool to instill a culture of awareness of the nature of true identity and can preserve the values of local wisdom (local wisdom) so that people can not separate from its roots (Diana, Rahman, 2017).



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The results of the data analysis showed that: (1) based on the results of the survey, 90% of students answered that the storytelling approach is based on local wisdom, interesting; (2) in addition to the ability to read a story, students can understand reading and retell reading in their own language; (3) class conditions are lively and crowded.

CONCLUSION

Based on the results and the discussion described above, several conclusions can be drawn regarding this study. These things are as follows: student confidence can be formed, more student language, students enthusiasm are motivated. Students can speak their own language from class to real life, students feel enthusiasm and interested in telling a story about local wisdom.

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