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IMPROVING THE ENGLISH-SPEAKING SKILLS OF CLASS VII STUDENTS WITH MATERIAL ON IDENTITY BASED ON LOCAL WISDOM AT MADRASAH TSANAWIYAH NEGERI 1 KONAWE

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ABSTRACT

Language is a tool for thinking, a means of communicating the results of one's thoughts, and a collection of sounds and words used to communicate. The purpose of this article is to determine the English-speaking ability of local wisdom-based material on the Identity of Class VII students at Madrasah Tsanawiyah Negeri 1 Konawe. The method used in this article is qualitative research. The researcher will convey the data by describing it in the form of sentences. Meanwhile, the type of research used in this article is descriptive research. The research results show that; Applying local wisdom in English learning can have a positive impact on students' skills. The integration of local wisdom in English learning can significantly improve students' skills in English. Apart from that, implementing English language learning based on local wisdom can also make it easier for students and the community to learn English because of the era of globalization. So, efforts to improve teachers' abilities in using learning methods through clinical supervision can also be made to improve the quality of English language learning. Thus, applying local wisdom in learning English is expected to improve the quality of learning and students' skills in English, as well as preserving local culture.

Keyword: English, Identity, Local Wisdom, Speaking.

INTODUCTION

However, teaching English in Indonesia still involves memorizing rather than understanding, so it is less supportive in preparing someone to be able to use English in international situations. Therefore, it is important to implement more effective and efficient English language learning, such as by integrating local wisdom in English language learning to enrich students' learning experiences and strengthen local cultural identity. Apart from that, the use of local materials, such as folk tales, regional songs, or local traditions as English learning materials can also introduce local culture to students.

By implementing more effective and efficient English language learning, it is hoped that students can gain better English language skills and be able to compete at the international level. Apart from that, better implementation of English language learning can also help improve the quality of education in Indonesia as a whole.

The rapid development of information and communication technology in the 21st Century has positioned English as one of the main languages in communication between nations and world relations. The 2013 curriculum, which is designed to welcome the 21st-century learning model, recognizes the important role of English in conveying ideas beyond Indonesia's borders and absorbing ideas from outside that can be used for the benefit of the nation and state.

Learning is a process carried out by individuals to obtain a change in thinking and behavior for the better, as a result of the individual's own experiences in interaction with

their environment. Learning is an activity carried out in a planned manner in a conscious state to gain a concept, understanding, and new knowledge so that it is possible to change relatively permanent behavior in acting, thinking, and feeling, (Kamarudin et al., 2021).

The learning process should be carried out by maximally involving students' mentality, not only requiring students to listen and note down all the explanations from the teacher. Many things influence the learning process. One component in learning that plays an important and main role is the teacher, (Siregar, 2017).

There are many tasks of teachers in learning, one of which is conveying lesson material to students using methods or methods so that the learning process runs effectively, (Amri & Ahmadi, 2010).

Currently, learning requires students to be more active with a student-centered approach. According to (Undang-Undang SisDikNas, 2003), Education is a conscious and planned effort to create a learning atmosphere that allows students to be active, so that they can develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, nation, and state. The 2013 curriculum is a curriculum that is still widely implemented in various madrasas in Indonesia. The 2013 curriculum implements simplification and thematic integration, increases lesson hours, and aims to encourage students to be better able to learn the material and it is hoped that our students will have much better attitude, skill, and knowledge competencies. Students can be more creative, innovative, and productive so that later students can be successful in facing various problems and challenges in their time and be able to enter the future better.

In line with the above, English language learning is developed to build students' attitudes, knowledge, and communication skills through learning experiences in the form of various active communication activities, both through receptive and productive English language activities. Only by being actively involved in communication activities can students build attitudes, knowledge, and communication skills, (Widiati dkk, 2017).

The factors above have been recognized by teachers for a long time and various efforts have been made to overcome them. For example, by applying various learning models that are considered most appropriate for teaching English. However, these efforts still have not shown the expected results. Perhaps it is not the method that is considered weak, but rather its application that must be more creative, or it is not appropriate to choose a learning model that is by the competencies, learning targets, and teaching resources.

Local wisdom is the original wisdom or knowledge of a community that originates from the noble values of local wisdom traditions to regulate the order of community life.

Local wisdom is a habit carried out by a group of people based on the principles passed down by their ancestors so that it becomes a habit to be implemented.

Local wisdom as a psychological program in a group is the basis for personality formation in a community. The emergence of local wisdom affects the attitudes of a group, including how workers adapt their habits at home to the space where they work, namely the way of speaking, which also influences values, ethics, attitudes, beliefs, and personal hopes, (Hanafi Pelu, Juairia Pelu & Sipa Pelu, 2023).

Based on the results of observations that have been made, students do not seem to have the courage to express their thoughts in English and there is a lot of vocabulary that students have not memorized. When trying to speak English, they have difficulty expressing it with expressions that are considered correct. Students are also always hesitant to speak English. Of course, this problem is very important and requires an appropriate and quick solution because it can be seen from this situation that speaking activities in English language learning in the classroom have not been running effectively. Moreover, the current curriculum aims to indicate that the aim of learning English is aimed at develop communication skills in English through balanced reading, listening, speaking, and writing skills, because this is needed in the era of globalization and information in the 21st century.

Thus, to improve the English-speaking skills of Class VII students at Madrasah

Tsanawiyah Negeri 1 Konawe on identity material, the author innovates students' English learning based on local wisdom, so that in the learning process, students also know and understand the wisdom. local.

Based on the explanation above, the problem in this article is, *can learning English with material on Identity based on local wisdom improve the speaking skills of Class VII students at Madrasah Tsanawiyah Negeri 1 Konawe?* Meanwhile, the purpose of this article is to determine the ability to speak English using local wisdom-based material on the Identity of Class VII students at Madrasah Tsanawiyah Negeri 1 Konawe.

English subjects are directed at developing these skills so that graduates can communicate and discourse in English at a certain literacy level.

English language learning in Junior High Schools/Madrasah Tsanawiyah (SMP/MTs) is targeted so that students can reach the functional level, namely communicating verbally and in writing to solve everyday problems, (Siti Wachidah, Asep Gunawan, Diyantari, dan Yuli Rulani Khatimah, 2016).

English is a tool for communicating verbally and in writing. Communicating is understanding and expressing information, thoughts, and feelings, and developing science, technology, and culture. The ability to communicate in a complete sense is the ability to discourse, namely the ability to understand and/or produce spoken and/or written texts which are realized in four language skills, namely listening, speaking, reading, and writing. These four skills are used to respond to or create discourse in social life, (Arnold, J, & Murphey, T. (Eds), 2013).

Literacy levels include performative, functional, informational, and epistemic. At the performative level, people can read, write, listen, and speak with the symbols used. At the functional level, people can use language to fulfill daily life needs such as reading newspapers, manuals, or instructions. At the informational level, people can access knowledge with language skills, while at the epistemic level, people can express knowledge in the target language, (Cope, B., & Kalantzis, M. (Eds), 2000).

Speaking is a form of human behavior that utilizes physical, psychological, neurological, semantic, and linguistic factors. When speaking, a person uses physical factors, namely the speech apparatus, to produce language sounds. Psychological factors contribute quite a lot to fluency in speaking, such as emotional stability which is very supportive. Speaking cannot be separated from neurological factors, namely the nervous network that connects the cerebellum with the mouth, ears, and other body organs that participate in speaking activities.

Before discussing the nature of speaking in English, it is necessary to state what is meant by speaking as stated in Webster's Third New International Dictionary, "Speaking is the act of expressing ideas in the words, conversation, discussion". In the Chambers Dictionary, it is explained that speaking is "Speaking is face to face communication". Meanwhile, Arthur Hughes stated that "Speaking is the ability to interact successfully in that language". From the definition above, it can be concluded that speaking is the activity of using words to express feelings, ideas, and opinions. Speaking has a purpose, namely (1) informing something, (2) entertaining, and (3) attracting sympathy, (R. Ellis, 2008).

In essence, speaking is a communication process because it involves transferring messages from one source to another. It has been stated that the essence of learning to speak is using oral discourse to express thoughts, feelings, information, experiences, opinions, and comments in interviews, report presentations, discussions, protocols, and speeches, as well as in various literary works in the form of short stories. , young adult novels, poetry, and drama, (Direktorat Jenderal Pendidikan Dasar dan Menengah, 2006).

English learning material talking about myself is a method or process carried out by a person as a student trying to introduce himself through the process of talking about himself to other people (his friends) so that his friends can know and get to know him.

Self-talk is an effort to give positive affirmations to yourself by holding a monologue using good sentences.

This talking about self-material explains how to introduce yourself in a conversation or a text. The aim of this material is for students to be able to introduce themselves and state their identity to develop their ability to communicate with other people, (Siti Wachidah, Asep Gunawan, Diyantari, dan Yuli Rulani Khatimah, 2016).

Self-talk is usually taught by English subject teachers to new students to introduce themselves to their friends. Self-talk is also usually done by students with students to get to know each other about their identity, (Widiati dkk, 2017).

As an example of what is usually practiced by students, namely;

a) Hi friends. Let me introduce myself. ...
b) Good morning. I would like to introduce myself. ...
c) Hello, my name is Tasya. ...
d) Hello, everybody. ...
e) Good morning, all. Let me introduce myself. ...
f) Hi guys. ...
g) Hello. ...
h) First of all, thanks for allowing me to introduce myself.

Local wisdom refers to the knowledge, practices, values, traditions, and culture that develop within society in a particular region or community. It covers various aspects of daily life, including local knowledge systems, beliefs, customs, customs, art, as well as values passed down from generation to generation.

Local wisdom often reflects the relationship between humans and the natural environment and is often integrated with traditional ways of life. This can include knowledge systems about local agriculture, traditional medicine, religious beliefs, traditional ceremonial procedures, fine arts, music, and various other forms of cultural expression.

Local wisdom refers to various cultural riches that grow and develop in a society that is known, trusted, and recognized as important elements capable of strengthening social cohesion in society, (Abdullah, Irwan, 2010); (Abdullah dkk, 2008).

Quaritch Wales's opinion (Sibarani, Robert, 2012), local wisdom or local genius is "the sum of the cultural characteristics which the vast majority of a people have in common as a result of their experiences in early life". The main ideas contained in this definition are (1) cultural character, (2) cultural owner groups, and (3) life experiences that arise from cultural character.

Local wisdom aims to improve prosperity and create peace, Widodo Joko, the Indonesian Nation Must Revitalize Local Wisdom. Jakarta: Antara 2011. Local wisdom is extracted from cultural products that relate to the lives and livelihoods of the community that owns them, for example, value systems, beliefs and religion, work ethic, and even how dynamics work, (F.X. Rahyono, 2009).

RESEARCH METHODS

Research methods are a way to obtain data and information. According to (Jhon Creswell, 2016), Research methods are procedures of steps used to collect and analyze information to increase understanding of a topic or issue. The method that will be used in this research is qualitative research. Where the researcher will convey the data by describing it in the form of sentences, (Hanafi Pelu & Muh. Zainal, 2022).

Meanwhile, the type of research used in this paper is descriptive research. This type of descriptive research only describes phenomena, symptoms, events, and occurrences that occur. Opinion from (Widi Novianto, 2016), Descriptive aims to accurately describe the traits or characteristics of an individual, situation, symptom, or certain group, at a certain time or to see the existence of a certain relationship between a symptom and other symptoms in society.

The instruments used by researchers in this research were observation and interviews.

1. Observation, data collection technique by making direct observations on the object of study. Observation is the selection, modification, recording, and coding of a series of behaviors and situations relating to an organization, by empirical objectives, (Suharsimi Arikunto, 2017);

2. Interview, a data collection technique by asking questions directly by the interviewer to the respondent, and the respondent's answers are recorded or recorded, (S. Suryabrata, 2016).

RESULT

Based on the results of observations and interviews conducted by the author as well as an English language subject teacher, there are several problems and obstacles faced in teaching English about Identity, including;

a. Lack of time in the learning schedule to focus on speaking aspects of English, especially for self-introduction exercises that require interactive time;
b. Students lack vocabulary and different levels of speaking skills;
c. Teachers are limited in using teaching methods that are interesting and relevant to students;
d. The self-introduction section is sometimes considered too simple or less interesting for students, making it difficult for teachers to motivate them to be actively involved in learning;
e. it is difficult for teachers to divide time evenly among students for all opportunities to speak in English.

DISCUSSION

Based on the problems found by the researcher as well as the subject teacher above, as an English language teacher, he innovated English learning on identity material by using local wisdom to make it easier for students to remember and practice it in the classroom and can be applied in everyday life;

a) as a teacher strives to create a supportive classroom environment, where students feel comfortable speaking English without fear of making mistakes;
b) teachers use diverse methods such as role plays, small group discussions, or projects that allow students to practice talking about themselves;
c) teachers always provide support and positive reinforcement to students who are less confident in speaking English;
d) Subject teachers use available resources, such as books, recordings, or other teaching materials that can help in self-introduction lessons;
e) subject teachers always provide constructive feedback and support so that students can improve their English-speaking skills;
f) subject teachers provide examples of good and clear self-introductions to students to help them understand what is expected.

Apart from that, subject teachers teach English based on local wisdom, namely; by practicing the local language so that students can easily understand the material taught by their teacher, among other things;

a. Heey banggona- banggona nggu kuonggo mepoko tooriako dowonggu
b. Assalamu'alaikum Salama mooru- mooru orunggu kuonggo mepoko tooriako dowonggu
c. Tamonggu La Ali
d. Heeyluwuakondo tokka
e. Assalamu'alaikum Salama mooru- mooru nggu luwuaako ndo tokka biari kuuonnggo mepabawo kee dowonggu
f. heey banggona- banggona
g. Heey
h. Lamoro asso mongoni tarimakasih ipoweaku palalo ku perkenalkan ii tamonggu

   It means

   a. Hai teman-teman. Izinkan saya memperkenalkan diri. ...
   b. Assalamu'alaikum Selamat pagi. Saya akan memperkenalkan diri saya. ...
   c. Halo, nama saya La Ali. ...
   d. Halo semuanya. ...
   e. Assalamu'alaikum Selamat pagi semuanya. Biarkan saya memperkenalkan diri. ...
   f. Hai teman-teman. ...
   g. Halo. ...
   h. Pertama-tama, terima kasih telah mengizinkan saya memperkenalkan diri.

Furthermore, English subject teachers applying local wisdom in English language learning can be an effective method for studying learning in the context of students and enriching their experiences.

The following are several ways to apply local wisdom in learning English:

a. Locally Based Learning Materials (Use folklore, folk songs, or local literature as learning materials. This helps students to connect English lessons with their cultural heritage);
b. Discussions about Local Culture and Traditions (Include discussion topics related to local culture, traditions, or customs in English language teaching. These discussions can open up space for students to share their experiences and knowledge);
c. Local Activity-Based Activities (Plan activities or projects related to local activities, such as writing an essay about a local festival, making a presentation about traditional traditions, or role-playing regional folklore);
d. Alignment with Local Themes in the Curriculum (Integrate local content into the English curriculum, by adapting learning topics to themes that exist in students' daily lives);
e. Using Local Resources (Use local resources, such as folklore, poetry, or audiovisual materials in English that represent local culture and values);
f. Invite Local Resource Persons (Invite resource persons from the local community to share their experiences, stories, or knowledge in English. This can provide a direct perspective from local resources);
g. Out-of-Class Learning Activities (Plan visits to local historical or cultural places as part of English language learning. This provides learners with hands-on experiences related to their cultural context);
h. Understanding Local Language Accents and Variations (Teach about the variations in English accents or dialects that exist in their region. This allows students to understand language diversity globally).

By applying local wisdom in English learning, students can feel more involved, and connected to the material, and understand the importance of English in their cultural context and daily life. This also helps respect and strengthen cultural diversity in the learning process.

CONCLUSION

Applying local wisdom in English learning can have a positive impact on students' skills. The integration of local wisdom in English learning can significantly improve students' skills in English. Apart from that, implementing English language learning based on local wisdom can also make it easier for students and the community to learn English because of the era of globalization. So efforts to improve teachers' abilities in using learning methods through clinical supervision can also be done to improve the quality of English language learning. Thus, applying local wisdom in learning English is expected to improve the quality of learning and students' skills in English, as well as preserve local culture.

SUGGESTION

Based on the conclusions above, suggestions for applying local wisdom in learning English include:

a. Teachers integrate local wisdom into English language learning to enrich student's learning experiences and strengthen local cultural identity;
b. Teachers use local materials, such as folklore, regional songs, or local traditions as English language learning materials to introduce local culture to students;
c. Madrasah principals, supervisors, and stakeholders carry out activities to improve teachers' abilities in using learning methods through clinical supervision to improve the quality of English language learning.

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