TEACHING-LEARNING OF SPEAKING SKILLS
BASED ON LOCAL CULTURE VALUES IN PRIMARY SCHOOLS

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ABSTRACT

The objective of this paper is to describe the importance of teaching-learning of Javanese speaking skills based on local culture values in primary school as alternative of character building education for primary school students. The research of the development of non-test instrument can be used as guideline for speaking skills assessment based on Javanese culture in early grade primary (Supartinah, 2013). The use of that instrument correctly and appropriately will be able to measure the student speaking skills. It will help teachers to determine appropriate teaching-learning strategy to develop speaking skills. Teaching-learning of Javanese language in primary school not only equip students with language skills but through speaking skills learning of Javanese language also teach student on language ethics in accordance with context of Javanese culture. Through teaching meaningful Javanese Language in Javanese culture context primary school teachers can play significant roles to prepare students for behave properly in their daily life and in the end of the day will be very useful for them in developing vocational skills. This is in-line with my previous research about mapping of character and culture in the subject matter of Javanese language in early grade primary (Supartinah, 2012) which showed that Javanese speaking skills consist of character and culture education contents. Through speaking skills effective learning students will be able to communicate well in daily life which will be useful when they enter to the workforce

Keywords: speaking skills, local culture, primary school.

INTRODUCTION

A. Background

Integration of Javanese language in primary skills, especially through Javanese speaking skills, is not only equips students with language skills but also teach student on language ethics based on Javanese culture. This matter is in accordance with my previous research on mapping of character building and culture education in the subject of early grade Javanese Language (Supartinah, 2012) in which showed that Javanese speaking skills consists of character and culture education contents.

Ideally character building and Javanese culture should be integrated in early grade primary school, especially in the teaching learning of Javanese speaking. However, until recently it has not happened yet. Students have not actively involved in the Javanese language speaking practice based on values of Javanese culture so that the learning goal cannot be measured accurately. Moreover, Javanese language teachers have been using conventional approach until now. Teachers use methods of lecturing and too many theories than practical. Therefore, students are not interested to learn Javanese speaking skills and less practice of using Javanese character and culture in their daily life. Teachers should encourage students to practice them in the classroom.

Based on my observation, teachers did not implement speaking skills teaching that equip students to be able to communicate effectively and functionally. Based on that situation, teachers should be more accurate to conduct need assessment of Javanese speaking skills teaching-learning

strategy in early grade primary schools prior to determine the teaching-learning strategy that will be used. Through early observation of the students Javanese speaking skills, teachers will be able to choose the teaching-learning strategy based on the students' needs. Javanese *unggah-ungguh, patrap,* and appropriate context in teaching-learning of Javanese speaking skills should be integrated into Javanese language learning in ealy primary schools. Those components are key important aspects in Javanese character and culture. Therefore, this paper will analyze Javanese speaking skills teaching-learning based on local culture as a character building education for primary school students.

A. Teaching-Learning of Javanese Speaking Skills

Related to language skills Brown and Yule (in Nunan, 1989:26) explained that oral language consists of short utter and not completed or separated. Utter has close relation with repetition and overlap between one speaker and others and speakers very often use *non-specific references*. On the other hand, according to Widdowson (1978: 58-59) speaking is an active and productive characteristic that give benefits to the listener. Speaking is part of reciprocal exchange in which reception and production play significant roles. Therefore, face to face interaction, including dialog, discussion, and any other verbal communication are very important to be underlined.

Based on several opinions above, it can be concluded that speaking skills is an active and productive communication activity to deliver ideas and feeling trough oral language both one way or two ways.

The requirement for fluent speaking skills is not only based on knowledge of language characteristics but also the skills to process the language characteristics and information (Harmer, 2001:269). According Harmer there are two components of speaking skills: language characteristics and mental or social process.

Based on language characteristics, according Hammer (2001: 269) there are four important components of speaking skills. First component is *connected speech*. Fluent speaker is able to use connected utter fluently. Second component is expression tools, while third component are lexicon and grammar. The fourth component is negotiation language.

Javanese speaking language also have the same components above. In addition to those, Javanese speakers have to pay attention on the language *unggah-ungguh* (politeness) in accordance with context of Javanese culture, including *undha usuk basa* (language level), *patrap* (behavior), and context/situation.

Curricula for primary school Javanese language has been developed based on objectives so that students will have competence of (a) effective and efficient communication based on ethics and *unggah-ungguh* (language politeness) both oral and written, (b) respectful and proud to use Javanese language as communication tool and as symbol and pride of local identity, (c) understand Javanese language and use it creatively and properly for any goals and objectives, (d) use Javanese language to improve intellectual skills, emotional and social maturity, (e) appreciate and use Javanese literature and culture to develop character building and to improve language knowledge and skills, (f) appreciate and boast Javanese literature as Indonesian culture and intellectual (Javanese Curricula, 2010: 2).

In order to reach the Javanese teaching-learning goals in primary school, teachers should be creative to manage those several needs above and should understand the characteristics development of primary school students. Because the variety of Javanese language is too complicated for primary school students it should be simplified to help students understand the use of Javanese language correctly based on Javanese culture. In the Javanese society there is a terminology of *ora njawani,* (behave unlike Javanese) for people who speak impolitely and do not

respect others. It means that there is a relationship between language behavior and social norm based on culture values in the community. Therefore, in Javanese community everybody is expected to speak well and politely based on local culture and should respect to harmony (Sri Wiryanti, 2006: 297).

In accordance with those opinions above, it is important to integrate character education into Javanese language teaching-learning in early grade primary school as a foundation of their behavior development. Teaching-learning of Javanese language should focus on simple Javanese language, meaningful, and joyful so that student will be interested, joyful, and enthusiastic to learn Javanese language.

Javanese language is not very interesting for younger generation of Javanese people. Children are more interested to learn English. It is a big challenge for teachers to be more creative so that students will be enthusiastic to learn Javanese language.

B. Characteristics of Primary School Students

In order to implement appropriate teaching-learning process in the clasrom teachers should fully understand the characteristics of ther students. Characteristic of primary school students are different from students of Junior Secondary students. Even within primary students themselves, there are variety of their characteristics. According to Piaget as a basic of teaching-learning activities, teachers should understand first about the students intellectual development which can be detected by cognitive development as followed:

1) Motoric sensoric period (0 - $\pm$ 2 years old)
2) Pre-operational period ($\pm$ 2 - $\pm$ 7 years old), concrete operational period ($\pm$ 7 - $\pm$ 12 years old
3) Formal operational period ($\pm$ 12 - $\pm$ 7 years old)
4) Abstract formal period ($\pm$ 7 years old and upper)

The intellectual development of concrete operational period starts when children already able to think, know the relationship of logical impression, and able to decide on aspect that can be logically connected/related (Santrock, 2008 : 42). This intellectual development according Agus Badrudin (2009) ususally starts when children are ready to go to primary school. In relation to their degree of intellectual development, primary school age is divided into two phases: early grade (grade 1-3) and upper grade (grade 4-6)

Children are able to think logically about concrete events and able to classify objects into different category (Santrock, 2009:42). Therefore, teaching-learning of concepts should start with concrete and real materials.

In the age of concrete operational period, students start to show learning behavior such as (1) seeing the world objectively, move from one aspect to another aspect reflectively and see all components comprehensively, (2) start thinking operationally, (3) think operationally to classify objects, (4) develop and make connection of rules, simple scientific principles, use cause-effect relation, (5)understand substantial aspects, volume of liquid, length, width, large, and weight (Ministry of Education, 2007:35)

When teacher are fully understand about the characteristics of primary school students, it will be very useful and very important for teacher to select teaching-learning materials based on level of difficulty and level of complexity. Early grade students will be frustrated and will be less

enthusiastics if the materials are too difficult and/or too complicated. On the other hand, upper grade primary school students will get bored if teachers provide materials those are too simple and/or too easy.

C. Culture Values in Utter Level of Javanese Language in the Teaching-Learning in Primary School

Unggah-ungguh or *undha usuk basa* means utter level of Javanese language. However, it is not only limited to the politeness of speaking (variety of Javanese *krama* and *ngoko*) but also includes culture values (concept of behavior ethics).

Introduction of utter level variety to primary school student based on Javanese curricula has been simplified into two levels: *ngoko* and *krama*. According to Sry Satriya (2004: 95-118) *ngoko* can be used for people who are already close each other, in the same age, and for people who have higher social status compared to their conversation partner. *Ngoko* can be used also for people who have close family relationship. *Krama* is used for people who do not understand each other closely and for people who feel that they have lower social status compared to their conversation partners. In addition to that *karma* is also used to give respect to the conversation partners.

Javanese culture is also full of character and culture education in the philosophy of Javanese society. Javanese philosophy is a tool to enrich spiritual life to reach the ultimate values. Soesilo (20014:16) emphasizes that Javanese philosophy is reflected in expression, philosophical reflection, metaphor, and symbols.

Javanese expressions those related to characteristic and culture values such as *Ajining dhiri dumunung ing lathi. Ajining raga dumunung ing busana. Ajining awak dumunung ing tumindak.* Those expressions are full of teachings for people to pay attention on human pride and dignity when they speak, wear clothes, and behave.

D. Teaching-learning of Javanese Speaking Skills Based on Local Culture

Javanese *Unggah-ungguh* as teaching-learning material of speaking skills in primary school should be designed in accordance with the levels of early grade or upper grade. Teaching-learning of Javanese *Unggah-ungguh* should be not only limited to theory but also the implementation practice of daily life. For example, Javanese *Unggah-ungguh* material is about self theme and the sub-theme is about *pitepangan* (introduction) with specific materials such as
nama kula, Banu; menika bapak kula, asmanipun Pak Budi. (My name is Banu; this is my father, his name is Budi. Based on that example, early grade students learn about ethics. She/he use *nama* for himself/herself and using *asmanipun* for his/her father (elder person). Both *nama* and *asmanipun* means *name*. Other examples of Javanese *unggah-ungguh* for early grade students are teaching students about politeness of asking permission before going to school, say thank you when receiving pocket money, asking permission from teacher when students want to go out from the classroom. In addition, the way of speaking and body language are also important in Javanese *unggah-ungguh.*

Javanese *unggah-ungguh* above is very simple because it is in accordance with the situation of early grade students. However, it is very important and meaningful because it also transfers of ethic values on how to speak properly to parents and teacher. By imitating, practicing, and simulating variety of *karma* that related to daily life practice students are able to record in their memory and will become their guidance for their behavior and attitudes.

How to behave as a guest is one of examples for Javanese *unggah-ungguh* of upper grade primary school is theme of character building. Teacher can teach to students the ethics behavior as a guest. First, should knock the door or push the bell then move 1 step backward from the door while waiting for the door is open. Give greeting when the host opens the door and sit down politely after the host let her/him to do so. Upper grade students also can learn on how to borrow something to elder person, learn on how to ask permission for going home, and the polite way to say thank you.

In general, teaching-learning of Javanese speaking skills materials which consist of Javanese *unggah-ungguh* can be presented either with story or conversations in a context of Javanese ethic values and culture. Therefore, students can directly practice the use of Javanese *unggah-ungguh* in their environment.

By practicing Javanese *unggah-ungguh* will help students to record in their memory so that it can be used as reference and guidance when they face situation in the real world. It will be very useful for the character development of students because social behavior occur by imitating, modelling, and reinforcement from their environment.

Teaching-learning of Javanese speaking skills based on local culture in primary schools can be implemented with variety of effective, active, and joyful teaching approach. One of model that can be used is STAD approach in *role playing* with these steps: (1) students are divided into several groups, each group consists of 4-5 students, (2) each student in each group share any problems in their daily life to be selected as topics in *role playing*, (3) each group member discuss and choose the role fore *role playing*, (4) arrange the place for *role playing* based on selected topics or scenario of each, (5) one by one, each group presents *role playing*. In that game, the situation should reflect the real situation in daily life in the Javanese community. Javanese *Krama* should be used correctly and Javanese *unggah-ungguh* should be based on Javanese culture context, (6) each group member should give contribution role with voice, mimics, and body moving to support the performance or story in *role playing*, (7) other people (teachers and researchers) observe the *role playing* and give feedback by writing comments in the prepared sheets.

Another method is teaching-learning media of serial pictures that can inspire students to speak. The steps of that method as followed:
  a. Teacher prepares several sets of serial pictures (based on total number of groups). 1 set of picture consists of 24 cards.
  b. Students are divided into several groups (4-5 students per group)
  c. Each group will receive 1 set of pictures and each group member take pictures randomly
  d. Each student who has 3 related pictures (3 pictures those have connection story) put the picture on the table and tell the story about that pictures using Javanese language and Javanese culture context.
  e. One by one each group member take 1 picture from friend to find the picture that has a connection for story. Each student tells the story like in step (d).
  f. Teacher and observer write notes especially the use of Javanese language and the context of Javanese culture.
  g. Teacher and observer also play roles as referees for the game to ensure that students follow the game rule, discipline, and tell the story in-line with the pictures.
  h. The winner is a student that finish tell the story first, has most number of cards, and tell the story well
  i. When the game finish, teacher explain about several mistakes of the Javanese language and cultural context made by students and ask students to discuss about that

E. CONSLUSION

In the teaching-learning process, teacher is recommended to be accurate in detecting the Javanese speaking skills of students. By conducting teaching-learning of Javanese speaking skills based on Javanese culture in early grade primary schools, teacher will foster character building education in early grade based on student needs.

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The writer is a lecturer Pendidikan Guru Sekolah Dasar Universitas Negeri Yogyakarta (Primary School Teacher Training Department-State University of Yogyakarta Indonesia) since 2005. The writer is expertise on languages teaching-learning. Several researches have been conducted such as "Peningkatan Keterampilan Berbicara Bahasa Jawa Peserta Didik Kelas V SDN Lempuyangan III Yogyakarta dengan Teknik Pembelajaran Bercerita Gambar Seri" (Improvement of Javanese Speaking Skills of Grade 5 Primary School Students in Public Primary School III lempuyangan Yogyakarta Using Teaching-learning Techniques of Serial Pictures) in 2012 ; "Pemetaan Nilai Pendidikan Budaya dan Karakter Mata Pelajaran Bahasa Jawa Kelas Awal" (Mapping of the Score of Characters and Culture in Early Grade Javanese Subject Matter) in 2013; "Pengembangan Model Pembelajaran Tematik Berbasis Permainan Tradisional dan Berorientasi *Scientific Approach"* (Thematic Teaching Development Based on Traditional Game and Scientific Approach Orientation" in 2015. The writer is also active as resourse persons for training and community services activities such as training of "Pelatihan Keterampilan Bertanya bagi Guru SD di Lingkungan Kecamatan Umbulharjo Yogyakarta" (Training of Queastioning Skills Training of Primary School Teachers in sub-district of Umbulharjo Yogyakarta" in 2013; Pelatihan Pembelajaran Tematik Bagi Guru SD di Kabupaten Kulon Progo" (Training of Themaric Learning for Primary School teachers in the District of Kulonprogo Yogyakarta" in 2013; "Pelatihan Penerapan Program Membaca Berimbang dengan Buku Berjenjang untuk Guru pada KKG SD Gugus II Ambarketawang Kecamatan Gamping" (Training of Implementation Leveled Reading for Primary School teachers in Ambarketawang, Gamping Yogyakarta in 2015. Since 2014 the writer also has been active as a National Facilitator of USAID PRIORITAS project to facilitate training of Teacher Training Institutes lecturers and primary school teacher on Better Teaching and Learning and on Eraly Grade Literacy. For USAID PRIORITAS project, the writer also became key persons of training modul development, including teaching-learning videos.