International Journal of Education, Information Technology and Others (IJEIT)
https://jurnal.peneliti.net/index.php/IJEIT
Vol. 4, No.4, December 2021

Correlation Between Folklore Implemented in Teaching and Student's Character Toward English Learning Outcomes

Nihta V. F. Liando[1*], Tiffany E. Pelleng[2], Ceisy N. Wuntu[3]

[1]Faculty of Languages and Arts, Universitas Negeri Manado, Indonesia
[2,3]Postgraduate Program, Universitas Negeri Manado, Indonesia
*Corresponding author: nihtaliando@unima.ac.id

Article Info
Article History:
Received: October 27, 2021
Revised: November 16, 2021
Published: December 2021
e-ISSN: 2623-2324
p-ISSN: 2654-2528
DOI: 10.5281/zenodo.5781466

Abstract:
The study aims to find out the correlation between folklore implemented in teaching and student's character toward English learning outcomes in the first grade of one vocational high school in Minahasa. It involved one class of first grade grade with 30 students each in academic year 2020/2021. The data analysis technique includes the presentation / description of the data, testing the analysis requirements and testing the hypothesis as follows. The data analysis technique includes the presentation and description of the data, testing the analysis requirements and testing the hypothesis as follows. The data analysis technique includes the presentation / description of the data, testing the analysis requirements and testing the hypothesis as follows. The results of this study indicate that there is a positive relationship between (a) Folklore implemented in teaching with the English learning outcome (0.321), (b) there is a positive relationship between students' character with the English learning outcome (0.003), (c) there is a significant relationship between Folklore implemented in teaching and students' character with the English learning outcome (0.538). Thus, it could be concluded that folklore implemented in teaching activities

Keywords: Folklore,Student's character, Character education

INTRODUCTION

In the era of globalization, education is inseparable from the development of the nation. Education becomes the main pillar that determines whether or not a region is progressing. Most countries have systems of formal education, some emphasize student intelligence but some focus on student's character. Wowor & Samola (2020) to help very young learners learn

English as a foreign language, teaching methods and learning strategies should be influential for their emotion/physic, various activities and short periods.

As we know together every school has they own way to teach students, there are a lot of methods and strategies to develop students' learning competencies. Indonesia's curriculum 2013 has started to be applied at schools. The Indonesian government realized that some changes to the new curriculum would bring some various opinions. But the goal of revision of curriculum 2006 to be curriculum 2013 is to bring the education in Indonesia become better, creating a generation that is not only smart but also have a good morals, students who have good grades but also good character. Curriculum 2013 gives some strategies for teachers and students. Teachers will be more creative, while students will be more active.

The problem nowadays moral decline is everywhere and students no longer have good morals. From the data there are many cases regarding character education in Indonesia. According to the data, KPAI has handled 1885 cases in the six months of 2018. There were 504 children who became criminal offenders, ranging from drug offenders, theft, to immoral cases being the most cases (Source: Detik.com). Many children have entered the Child Special Penitentiary (LPKA) for stealing as much as 23.9 percent, drug cases as much as 17.8 percent, and immoral cases as much as 13.2 percent, and others. There are also other results, 21.2 percent of junior high school teens admit to having had an abortion.

Globalization brings students no boundaries, everything is open and easy to access. Whether it is realized or not the globalization greatly affects on student's character (Lalogiroth & Tatipang, 2020).

Today's moral degradation has occurred in most of our young generation. Our young generation fails to exhibit the behavior expected by their parents. Politeness, solidarity, solidarity, humility, usefulness, and many others have become the identity of our nation. The achievement of our students is also not as expected, compared to other countries. This situation also occurs in English lessons. Education and learning for English subjects tend to only accumulate various activities so that the core of character building of students is not balanced. This is due to the variety of English subjects that students must study. As a result, English subjects taught in schools are not fully applicable in life. In fact, human life is a system, every aspect of which is interrelated with one another (nur Rokhman, nurhadi, and Muhsinatun S, 2006: 116-117). This problem is of course not in accordance with the intent and purpose of teaching and learning process. The implementation of education in schools that involve teachers, the purpose of implementation in teaching is learning interaction. In this implementation, the curriculum must be continuous improved to improve the quality of education and oriented to the development of education. However, this has not been done well. One of the weaknesses of Indonesian education is the lack of focus on character building (Paranduk et al., 2020).

Based on the observations, the learning process in schools does not develop material that is relevant to the surrounding environment as a benchmark or role model, so students do not find figures for character development, especially English subjects. The learning process carried out by most educators currently only aims at conclude the curriculum material, more to memorize than to understand the concept. This can be seen in the learning process in the classroom which is always dominated by the teacher.

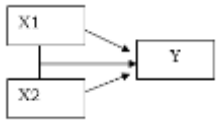
Thus, it is time to apply the character of education through folklore so that the students' character and cognitive become good.

METHODOLOGY

The objective of this study is to answer the question: (1) Is there a relationship between the character of education with Folklore in English textbook in the first grade vocational high school in Minahasa? (2) Is there a relationship between Folklore in English textbook with

students' character? (3) Is there a relationship between the character education and Folklore in English textbook with students' character?
The design used in this quantitative research was a type of correlational method with the aim of finding new relationship that exist in a problem.

Research design



Information:
X1: Folklore
X2: Character education
Y: Learning Outcomes
The population in this study were all students in the first grade in consisting of 30 students. Roscoe (1975) provides the 'rule of thumb' for determining sample size; as it is declared that sample size larger than 30 and smaller than 500 are appropriate for most of the studies . From this theory, the sample can be determined with 10 x 3 variables and obtained 30 samples. The data in this study were collected using instruments Folklore (conceptual definition, operational definition, validity and reliability of folklore instruments)Iinstruments Student's Character Folklore (conceptual definition, operational definition, validity and reliability of folklore instruments) and yo meausure English learning outcomes, an instrument was used in the form of student report cards in the mid semester academic year 2020/2021. The data analysis technique includes the presentation / description of the data, testing the analysis requirements and testing the hypothesis as follows

FINDINGS AND DISCUSSIONS

Hypothesis:

Hypothesis testing one and two uses simple regression analysis and person product moment correlation. While testing the third hypothesis using multiple correlation. The multiple correlation formula used is as follows:

$$Rx_1x_2y = \sqrt{\frac{r^2x_1y + r^2x_2y - 2(rx_1y)(rx_2y)(rx_1x_2)}{1 - r^2x_1x_2}}$$

Furthermore, to find out the significance of the multiple correlation, first look for Fcount. Then compared with Ftable.$F_{hitung} = \dfrac{\dfrac{R^2}{k}}{\dfrac{(1-R^2)}{n-k-1}}$

Furthermore, to find out the significance of multiple correlation, we first look for F count. Then compare it with F_{table}.

Significance Testing Rules:

- If $F_{count} < F_{table}$, then reject H_0 means significant and $F_{count} > F_{table}$ accept H_0 means not significant.
- Find the value of F_{table} using table F with the formula:
- Significant level α=0.01 or =0.05
- F_{table} = F((-α(dk=k),(dk=n-k1)).
- The hypothesis proposed is the alternative hypothesis (H_a). The hypothesis being tested is the null hypothesis (H_0) or the statistical hypothesis which is the opposite of the alternative hypothesis.

The data analysis technique used for the purpose of testing the hypothesis in this study is to use product moment correlation followed by multiple correlation which aims to test the research hypothesis, before multiple correlation is carried out, it begins with testing the analysis requirements, namely normality test and regression linearity test.

Normality Testing of Implementation of Folklore Data. To find out whether the sample comes from a population that is normally distributed, then the data normality test is carried out with the Lilliefors test for normality testing. From the calculations listed in table I, the highest difference or observation is obtained at 0.0701. Based on the table of the critical value of Luji Lilliefors at 0.05 with n = 30, it was found that Ltable was 0.161. So Observation is smaller than L_{table}, namely Lo = 0.0701 < Lt = 0.161. Based on the test criteria if Lo < Lt then HO is accepted. Thus, the conclusion of the test is that the research sample comes from a normally distributed population.

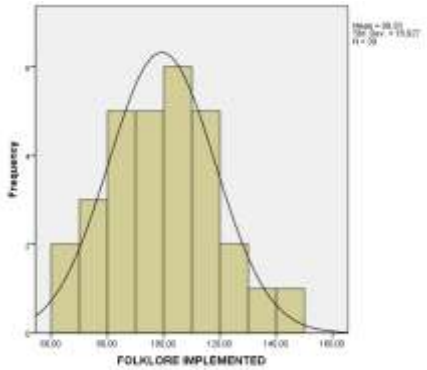


Figure 1. Implementation Folklore Usage Histogram

Testing the Normality of Student's Character Data. Testing the normality of the data can be seen in appendix. From the calculations listed in table II, the highest difference or observation is 0.0879. Based on the table for the critical value of L, the Lilliefors test at 0.05 with n = 30 found that L table was 0.161. So Observation is smaller than L_{table}, namely L_0 = 0.0879 < Lt = 0.161. Based on the test criteria if L_0 < Lt then H_0 is accepted. Thus, the conclusion of the test is that the research sample comes from a normally distributed population.

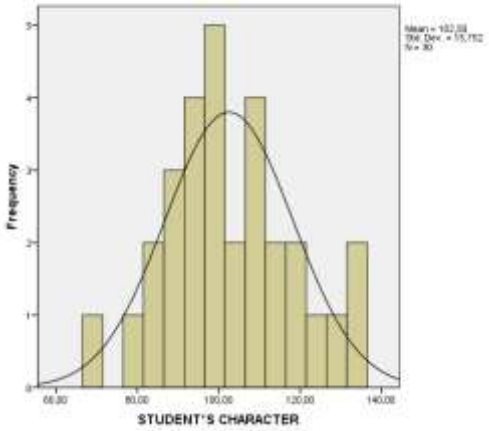


Figure 2. Histogram of Student's Character

Testing the Normality of Learning Outcome Data. The normality test of the data can be seen in appendix. From the calculations listed in table III, the highest difference or observation is 0.1002. Based on the table of the critical value of Luji Lilliefors at 0.05 with n = 30, it was found that L_{table} was 0.161. So Observation is smaller than L_{table}, namely L_0 = 0.1002< Lt = 0.161. Based on the test criteria if L_0 < Lt then Ho is accepted. Thus, the conclusion of the test is that the research sample comes from a normally distributed population.

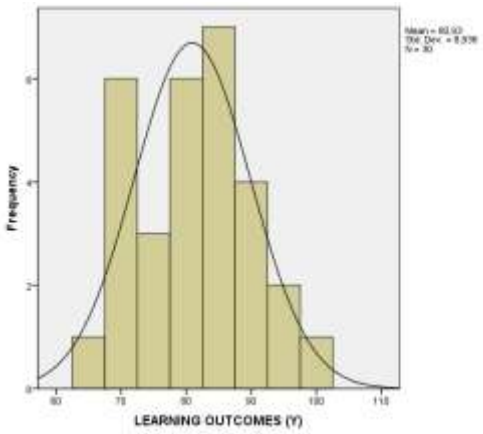


Figure 3. Histogram of Learning Outcomes

Testing Hypotheses

Furthermore, to test and prove the proposed hypothesis, the correlational Products moment statistic can be used for the first hypothesis (X1 analysis with Y or the relationship between the implementation of folklore and learning outcomes) and the second hypothesis (Xanalisis2 analysis with Y or the relationship between students' character and learning outcomes). Learning outcomes). Meanwhile, the multiple correlation test statistic was used to test the third hypothesis (analysis of X1, and X2 with Y or the relationship between the implementation of folklore and between student characters and learning outcomes).

(1) Research Hypothesis Testing the Relationship Betweens the Implementation of Folklore with Learning Outcomes.

The first hypothesis states that there is a positive and significant relationship between the implementation of folklore and the English learning outcomes of the students.

Statistically, the hypothesis is formulated as follows.

$H_0 : r = 0$
$H_1 : r = 0$

From the results of the calculation of simple regression analysis, the regression equation $\hat{Y} = a + bX = 65.89 + 0.15\ (X)$

Table 1. Summary of Y Regression Variance Analysis Against X1

Model Summary[c]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,321[a]	,103	,071	8,614	,103	3,213	1	28	,084

a. Predictors: (Constant), FOLKLORE IMPLEMENTED (X1)
b. Dependent Variable: LEARNING OUTCOMES (Y)

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	238,378	1	238,378	3,213	,084[b]
	Residual	2077,489	28	74,196		
	Total	2315,867	29			

a. Predictors: (Constant), FOLKLORE IMPLEMENTED (X1)
b. Dependent Variable: LEARNING OUTCOMES (Y)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	65,886	8,541		7,714	,000
	FOLKLORE IMPLEMENTED (X1)	,151	,085	,321	1,792	,084

a. Dependent Variable: LEARNING OUTCOMES (Y)

For the linearity test, it can be seen that the calculated F is 3.213, while the F table with degrees of freedom in the numerator 1 and the denominator 28 at a significance level of 5% and 1%, respectively is 2.95 and 4.83. By comparing the two F values, it turns out that $F_{count} < F_{table}$. This shows that the regression equation $\hat{Y} = a + bX = 65.89 + 0.15.\ (X)$ is linear.

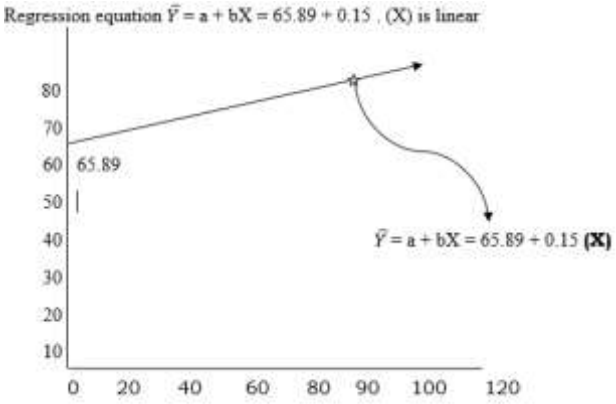


Figure 4. Graph of Regression Equation $\hat{Y}$ = a + bX = 65.89 + 0.15. (X)

The correlation coefficient of the two variables is ry.x1x2 = 0 can be seen in Table 2.

Table 2. Product Moment Correlation Significance Test

Correlation Between	Correlation coefficient	Correlation determination	T count	t table	
				0.05	0.01
X1 and Y	0.321	0.103	1.792	2.048	2.763

Significance testing with the t statistic results in the t-count value of t = 2.039. While the price of t table with n = 30 at a significance level of 5% and 1%, respectively, is 2.048 and 2.763. By comparing these prices, it can be seen that $t_{count} < t_{table}$. This means that the strength of the relationship between the two variables is very significant.

Thus, from the results of this test, it can be concluded that the first hypothesis is accepted, namely that there is a relationship between the implementation of folklore and the English learning outcomes of the students. The coefficient of determination is r2 = 0.103 indicating that 10.3% of the variation that occurs in the learning outcomes variable (Y) can be explained by the folklore implementation variable (X1). Testing the significance of partial correlation analysis between learning outcomes and implementation of folklore can be seen in table 2.

(2) Research Hypothesis Testing the Relationship between Student Character with Learning Outcomes.

The second hypothesis states that there is a relationship between the student's character and the English learning outcomes of the students.

Statistically, the hypothesis is formulated as follows.

H0 : r = 0

H1 : r = 0

From the results of simple regression analysis calculations obtained regression equation $\hat{Y}$ = a + bX = 77.79 + 0.03. (X)

Table 3. Summary of ANAVA Variables X2 and Y

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,054[a]	,003	-,033	9,081	,003	,082	1	28	,776

a. Predictors: (Constant), STUDENT'S CHARACTER (X2)
b. Dependent Variable: LEARNING OUTCOMES (Y)

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6,788	1	6,788	,082	,776[a]
	Residual	2309,079	28	82,467		
	Total	2315,867	29			

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	77.785	11.096		7.009	.000
	STUDENT'S CHARACTER (X2)	.031	.107	.054	.287	.776

a. Dependent Variable: LEARNING OUTCOMES (Y)

For linearity testing, it can be seen that the calculated F is 0.082, while the F_{table} with degrees of freedom in the numerator 1 and the denominator 28 at a significance level of 5% and 1% respectively, is 2.95 and 4.83. By comparing the F values, it turns out that $F_{count} < F_{table}$. This shows that the regression equation $\hat{Y}$ = a + bX = 77.79 + 0.03. (X) is linear.

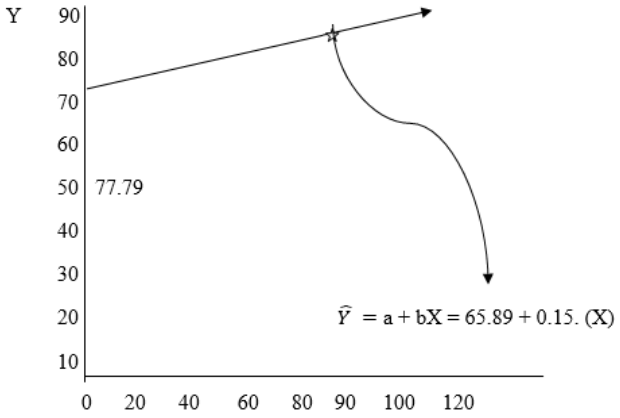


Figure 5. Graph of Regression Equation $\hat{Y}$ = a + bX = 65.89 + 0.15. (X)

The correlation coefficient of the two variables is ry.x1x2 = 0.054 is shown in Table 4.

Table 4. Product Moment Correlation Significance Test

Correlation Between	Correlation coefficient	Correlation determination	T count	t table	
				0.05	0.01
X1 and Y	0.054	0.003	0.287	2.048	2.763

The significance test with the t statistic resulted in the t count value of t = 0.287. While the price of t table with n = 30 at a significance level of 5% and 1%, respectively, is 2.048 and 2.763. By comparing these prices, it can be seen that $t_{count} < t_{table}$. This means that the strength of the relationship between the two variables is quite significant.

Thus, from the results of this test, it can be concluded that the first hypothesis is accepted, namely that there is a positive relationship between student character and English Learning Outcomes at this school. The coefficient of determination is r2 = 0.003 indicating that 3% of the variation that occurs in the learning outcomes variable (Y) can be explained by the student character variable (X2). Testing the significance of partial correlation analysis between learning outcomes and student character can be seen in table 4.

(3) Research Hypothesis Testing Using Multiple Correlation.

The third hypothesis states that there is a relationship between the Implementation of Folklore and Student Character with English Learning Outcomes.

Statistically, the hypothesis is formulated as follows.

H0 : r1.2 = 0

H1 : r1.2 = 0

Table 5. Significance Test of Multiple Correlation Coefficients.

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.538[a]	.290	.237	7.806	.290	5.505	2	27	.010

a. Predictors: (Constant), STUDENT'S CHARACTER (X2), FOLKLORE IMPLEMENTED (X1)

b. Dependent Variable: LEARNING OUTCOMES (Y)

Correlation Between	Correlation coefficient	F count	F table	
			0.05	0.01
X1, X2 dan Y	0.538	5.505	3.35	5.49

From the results of testing the research hypothesis, F_{count} = 5.505 with a confidence level is 0.05 and dk = n – k – 1 = 30 – 2 - 1 = 27 and 0.01 respectively 3.35 and 5.49. So F_{count} is less than F_{table}, if F_{count} = 2.803 < F_{table} = 3.35. In accordance with the test criteria, if F_{count} > F_{table} then Ho is rejected, which means accepting Ha or the hypothesis stating that there is a significant contribution between the Implementation of Folklore and Student Characters with English Learning Outcomes.

The Relationship between the Implementation of Folklore (X1) and Learning Outcomes (Y). Based on the results of the test analysis between the Implementation of Folklore (X1) and learning outcomes (Y), the regression equation (Y) is obtained = a + bX = 65.89 + 0.15. (X) and the magnitude of the correlation coefficient = 0.321, based on the interpretation table of the correlation coefficient, the value of r indicates a fairly strong level of relationship between the implementation of Folklore and learning outcomes. Furthermore, to state the size of the contribution of the X1 variable to Y, it can be determined by the determinant coefficient formula as follows: KP = r2 x 100% = 0.103 100% = 10.3%. Thus, the contribution of the variable of Folklore Implementation with the learning outcomes variable is 10.3%.

Relationship between Student's Character (X2) and Learning Outcomes (Y). Based on the calculation results of the analysis of the relationship between X2 and Y or between student characters and learning outcomes, the regression equation (Y) = a + bX = 77.79 + 0.03. (X) and the magnitude of the correlation coefficient = 0.003, based on the interpretation table of the correlation coefficient of the value of r, this indicates a fairly strong level of relationship between student characters and learning outcomes. Furthermore, to state the size of the contribution of the X2 variable to Y, it can be determined by the determinant coefficient formula as follows: KP = r2 x 100% = 0.003 x 100% = 0.3%. Thus, the contribution of the Student Character variable to the learning outcome variable is 0.3%.

The relationship between the Implementation of Folklore and Student's Character with Learning Outcomes. The results of the calculation of the relationship analysis X1 and X2 together with (Y), show the magnitude of F_{count} = 5.505 with a confidence level of 0.05 and dk = n - k - 1 = 30 - 2 - 1 = 27, so that F_{table} is found = 3.35. So F_{count} is greater than F_{table}, if F_{count} = 5.505 > F_{table} = 3.35. Thus, it shows that the value obtained from observation is significant. Therefore, it can be concluded that the relationship between X1 and X2 with Y or there is a significant relationship between the Implementation of Folklore and Characters of students with learning outcomes. There was a study conducted by Leo Agung (2011) investigating the character education integration in social study learning, he found that the social study improved various good characters such as religious, honest, honorable, tolerant, discipline, independent, hard worker, creative, patriotic, and friendly qualities.

CONCLUSION

The results of this study indicate that there is a positive relationship between (a) Folklore implemented in teaching with the English learning outcome (0.321), (b) there is a positive relationship between Student's characterwith the English learning outcome (0.003), (c) there is a significant relationship between Folklore implemented in teaching and Student's character with the English learning outcome (0.538). It could be concluded that integrating folklore in learning activities does give positive impact on students' character and eventually improve their learning outcomes.

REFERENCES

Agung, L. 2011. Character Education Integration. Historia : International Journal of History Education, XII, 392–403

Arikunto.1993. Prosedur penelitian dan hasil belajar. (Jakarta:Bina Aksara)

Danandjaja, James. 1994. Folklor Indonesia: Ilmu Gosip, Dongeng, dan lain-lain. Jakarta: Grafiti.

Danandjaja, James. 1995. "A Comparative Study of Japanese and Indonesian

Danandaja, James. 2008. "Pendekatan Folklor dalam Penelitian Bahan-Bahan Tradisi

Eleven Principles of Effective Character Education. 2010. A Framework for School Success, Character Education Partnership. USA.Folklores". Southeast Asian Studies, Vol. 33, No. 3, Desember. pg. 484- 496.

Fitriasari, Susan. 2011. Memanusiakan Manusia Melalui Pendidikan Karakter. Dalam: Pendidikan Karakter: Nilai Inti Bagi Upaya Pembinaan Kepribadian Bangsa, Editor: Dasim Budimansyah & Kokom Komalasari. Bandung: Universitas Pendidikan Indonesia Bandung Press.

Lickona, T., Schaps, E., and Lewis, C. 2007. CEP's Eleven Principles of Effective Character Education.Washington: Character Education Partnership

Lisan" dalam Pudentia MPSS (Ed.) Metodologi Kajian Tradisi Lisan. Jakarta: Asosiasi Tradisi Lisan.

Lalogiroth, A., & Tatipang, D. P. (2020). An analysis of english national exam and english teachers' perception using bloom's revised taxonomy. *Journal of English Culture, Language, Literature and Education*, *8*(1), 1–21. https://doi.org/10.53682/ECLUE. 8(1).

Paranduk, R., karisi, Y., & Kristen Madidir Bitung, S. (2020). The effectiveness of non-verbal communication in teaching and learning english: a systematic review. *Journal of English Culture, Language, Literature and Education*, *8*(2), 145–159. https://doi.org/10.53682/ECLUE.8(2).

Endraswara, Suwardi. 2009. Metodologi Penelitian Folklor: Konsep, Teori, dan Aplikasi. Jakarta: Medpress.

Harvilahti, Lauri. 2003. Folklore and Oral Tradition. Helsinki: Finnish Literature Society. International Journal Of Social Sciences And Humanity Studies Vol 3, No 2, 2011 Issn: 1309-8063 (Online)

Mulyasa, E. 2013. Pengembangan dan Implementasi Kurikulum 2013. Bandung: Remaja Rosdakarya.

Koentjaraningrat. 1994. Kebudayaan Mentalitas dan Pembangunan. Jakarta: Gramedia Pustaka Utama.

Puskurbuk. 2011.Pedoman Pelaksanaan Pendidikan Karakter page.3

Richards, J., and D. Mahoney .1996. Teachers and Textbooks: A Survey of Beliefs and Practices, in Perspectives. Working Papers (City University of Hong Kong, Department ocfoEmnmgliitstho) u8(s1er),40-61.Sudjana. 2002. Metoda Statistika. Bandung : PT. Tarsito

Sugiono, 2007. Statistik Untuk Penelitian. Bandung : CV.Alfabeta.

The Need For Character Education. Aynur Pala Celal Bayar University Educational Sciences Department Millet Cad. No: 14 Gaziemir/İzmir-Turkey

Wowor, D. J., & Samola, N. (2020). Teaching recount text through quantum teaching strategy to improve students' writing skill. Journal of English Culture, Language, Literature and Education, 8(1), 22-31.

Zuchdi, Darmiyati, 2009. Pendidikan Karakter, Grand Design dan nilai-nilai target, Yogyakarta, UNY Press.