

# Teaching English Using Local Culture Content Short Story

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## ABSTRACT

This paper is mainly about the use of local culture content short story in developing students' English proficiency and some activities that can be employed for this purpose. The local culture exposed in the short story is the traditional woven clothes of Palembang, Songket in term of process and product. The short story used in this topic is Cek Ipah "The Palembang Songket Weaver". This short story is authors' original work telling about everyday live of Palembang songket weaver which covers both process and also product of songket. It is presented in intriguing theme in order to make the short story more interesting and has some moral lessons to appreciate. In relating this cultural heritage to ELT, approaches used by Collie and Slater is employed. Some activities employed for this short story are whispering sentences technique designed especially for arousing students' focus on the short story and to train their listening skill, Kids Inspiration outline completing activity for reading comprehension, Drawing mind activity for reading comprehension, cutting process video discussion activity for speaking skills, and sealing time capsule technique activities for developing students' writing ability. The lesson plan designed is just for the first part of the short story- just until the time when Cek Ipah would like to show songket Lepus Berekam she had woven to her ever after enemy, Cek Beda, the Zainal Songket quality controller. In this lesson plan two kinds of software use, they are windows photo gallery software and 3GP player for video.

**Key words:** local culture content short story, sentence whisper, drawing mind activity, video discussion activities, and sealing time capsule.

## A. Introduction

The cultural heritage of South Sumatra is very rich. Each has its special characteristics. Especially Palembang, it has traditional clothes, traditional food, folktale, tourism object and others that can make Palembangness very proud. For

traditional clothes, Palembang has Songket that is wellknown in Indonesia and even overseas. There are other Provinces that have Songket as their traditional cloth but Palembang Songket is distinguished for its great creative variety of motifs and high quality silk thread used.

## **B. History of Songket**

South Sumatra culture is very rich. One of them is Palembang Songket. The history of Palembang Songket dated back The Sriwijaya kingdom. The Sriwijaya Kingdom was very prosperous. Its abundant gold production was exported to many countries including Siam, Thailand today. From the country gold returned to Palembang as 14 karat gold thread. This is the seed that inspired the weavers to creat Songket (Arifin, 2006: 41). This also coincided with the import of silk thread from China.

Songket, depending on its origin, could have different implications. Palembang Songket originates from the word Songko which is cloth for headdress embellished with gold tread. Over time this use of gold thread pervades the more complex motif and is not just exclusively for headdress. Gold thread was gradually used also for Sarung and its shoulder cloth (Selendang). To give shimmering effects and a soft rendering, the silk thread is used. For it high price, only people for four strata (Raden, Masagus, Kiemas and Kiagus) were allowed to weave and wear songket. Commoner were allowed to wear Songket during occasions such as wedding and other important events.

## **C. Pattern Structure and Motif Variaton**

Palembang Songket is exceptional, due to its orante use of gold thread. These are two important gradations for the Palembang Songket variety, enhanced with its motifs which are highly focused on the local environment.

Resembling batik or other woven fabrics, motif or decorative variations of Songket Palembang were taken from nature's bounty. Included are flora and fauna, such as flower, spirals of leaves, beetles, fish, foliage and vegetation, birds and others. The classic base color of the kain is burgundy red, dark green, and yellow. Today's Songket has a rich rainbow range of colors.

Palembang Songket from time to time, ever true to its pakem (fix) status, experienced changes. At the beginning of the 19th century many Songket sarongs were created by Masayu Inung (Arifin, 2006: 58). She was one among imminent weavers who had produced splendid songkets of superior quality.

Around the 1950s Songket Palembang went through several changes. Vivid and vibrant colours as shown in the creations of Mrs. Hj. Fatimah, popularly called Cek Ipah. During that time a much produced motif was : Songket Limar Berantai Tampuk manngis, Lepus Naga Besaung with a daring combination of red and purple. The exquisite Lepus nampan perak expressed that development, despite the same traditional width of cloth, a mere 80 cm. The top part of the Songket sarong was extended with a piece of plain cloth, to reach from the waist to ankle.

The present Songket Palembang motif are Biji pare, Bintang berante, Bungo pacik, Bungo Cino, Bungo Kayu Apuy, Bungo Intan, Bungo jepang, Cantek manis Kenango makan ulet, Lempus berakam, Nago betarung, Nampan perak, Pulir, Tabur limar, Tigo negeri.

The steps of weaving process are as follows: a) deciding design and colour, b) preparing thread, c) weaving, and d) last touching. This local culture is exposed in the short story in term of process and product.

#### **D. Local Culture Content Short Story for ELT**

The title of short story in this paper is Cek Ipah "The Palembang Songket Weaver". This short story is authors' original work telling about everyday life of palembang songket weaver which covers both process and also product of songket. It is presented in intriguing theme in order to make the short story more interesting and has some moral lessons to appreciate. For the more effective use of this short story in Indonesian classroom time management context, it is divided into 2 parts.

This short story can be used for improving the students' English proficiency. Before we explaining the way we can employ in improving the students' English proficiency, it is very necessary for us to understand what English proficiency we mean here.

## **E. English Proficiency**

Before we move further to the teaching approach employed, it is very necessary for us to understand what we mean by Language proficiency or linguistic proficiency. This is done in order to make sure the approach we have will help us achieving our main target, i.e. developing the students' English proficiency. To our opinion language proficiency of linguistic proficiency is the ability of an individual to speak or perform in an acquired language. The ability comprises four main skills namely listening, speaking, reading, writing skill and languages element such as vocabulary and structure.

Success in foreign language learning depends on language aptitude, motivation, opportunity, and environment (Larson and Smalley in Sadtono, 2000). Therefore, to produce success or failure, these four components must work synergistically. Sadtono explains briefly that if a learner has a high language aptitude, an excellent opportunity, a conducive environment and a high motivation, success is guaranteed. If s/he has a low aptitude, an excellent opportunity, a conducive environment, and a high motivation, a good measure of success is probable. If s/he has a high aptitude, a conducive environment, a high motivation, but a restricted opportunity, some success is possible. If s/he has a high aptitude, a good opportunity, but the environment is unfavorable accounting for low motivation, chances are s/he would fail. If s/he has a high motivation but low aptitude, a poor opportunity, an favorable environment, s/he would most probably fail. If s/he has a good opportunity, but a low aptitude, a low motivation and unfacilitative environment, s/he would fail. If s/he has a high aptitude, but no opportunity, an unfavorable environment, and a low motivation, s/he would also fail.

By considering what has been explained by Sadtono above, creating a favorable environment by arranging the closest experience of the students into the materials of learning becomes important. Therefore, there is a chance for teacher to create and propose a conducive environment by using local culture content short story.

## **F. Developing Student's English Proficiency by Using Local Culture Content Short Story**

Based on what we understand about English proficiency and the cultural content material we have. The assumption of integrating activities focused on the four language skills in the process of short story reading as used by Collie and Slater is employed. Therefore, the development of student's English Proficiency will be arranged in the lesson plan, as follows.

### **Lesson Plan**

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<b>Material</b>	: First part of short story entitled Cek Ipah "the songket weaver"
<b>Level</b>	: Pre-intermediate
<b>Time allocation</b>	: 2X 45 minutes

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#### **1. Skill focused: Listening**

The technique used in this pre-activities is whispering sentence technique. It is focused on listening skill. It is done in order to focus the students' attention on the chronological order of happening in the beginning short story.

#### **Procedures**

- Teacher divides the class into groups. All the students stand up and lines based on their own group. If they are already in row column sit, just make use the row column sit to determine the group member.
- Distribute a piece of paper consists of a sentence from the list of "Daily morning of songket weaver to the first person in line of each group. Make sure that the sentences given are in order. For example group 1, sentence number 1 and soon.
- Tell the rest of first person to keep the paper from the rest of the member group.
- "Daily morning of songket weaver"
  - o Cek Ipah heard the sound of Adzan
  - o She rush to the back of the back part of the dorm where she and weavers friend stayed.

- She took water for ablution and performed morning prayers.
- she rushed to the kitchen to prepare breakfast for her friends.
- Cek Mar was so curious to find out the meal cek Ipah cooked.
- Cek Ipah explained what she cook to cek Mar while keeping stirring the stirring stick in order not to make the pempek goda over fried.
- Cek Ipah handed the fried pempek goda to Cek Pipah who loaded it to the dish
- Cek Ipah took bath and put on her clothes.

## 2. Whilst-activities

**Skill focused** : Reading, and speaking

**Language element** : Vocabulary

**Activity 1** : Compliting outline

- Let the students read the short story until the part when Cek Ipah sit on her mat.
- Show them the uncomplete outline of Cek Ipah morning activities using prepared inspiration software web file of Cek Ipah morning activities.
- Ask them to fill in the uncomplete parts
- Ask them to move on reading till the end of part 1 Cek Ipah Short Story

**Activity 2: Draw a picture and speaking integrated activity**

- Distribute 'Draw a picture form' to the students ask them to draw the 'weaving workshop where Cek Ipah works.
- Display the most like weaving workshop picture on the black board
- Ask their comment about the picture

**Activity 3: Video discussion activity**

- Play video about *peragasan* process to the student
- Ask the to predict the probably part of the process that Cek Ipah will do same mistake after watching the video.

### 3. Post-activity

**Skill focused** : Speaking

**Activity** : Sealing Time Capsul Activity

- Ask the students to write an argumentation paragraph of what will happen when Cek Ipah hand in songket Lepus Berekam she has woven to Cek Beda.

### G. Conclusion and Suggestion

South Sumatera is very rich for its cultural heritage. Among the many cultural heritage, Songket Palembang can be good source of creating material in ELT. Since in this paper just two aspects exploited, it is very good if the future project exploits the historical aspects of songket Palembang.

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