

## **Improving the Study of Educational Subject Through Folklore in Primary Education**

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**Abstract:** Folklore is the oral history of a culture's customs, including music, storytelling, history, folklore, and myths, passed down through generations. Recognizing the familiarity of folklore in everyday life. This research starts with creating Folklore-based teaching materials using the 4D research design (Define, Design, Develop, and Disseminate). Data is gathered through many methods, including literature review, classroom observations, interviews, and questionnaire distribution. This study collected data in the field using observation sheets, interviews, field notes, and questionnaires to get user responses.

**Key words:** folktale, subject, teaching, research, education.

### **INTRODUCTION**

Folklore is a tradition passed down through generations in Uzbekistan. Folklore preserves cultures, subcultures, and oral traditions, including fairy tales, proverbs, admonitions, and jokes. Folklore is often written and passed down through generations.

Students in elementary school have not received adequate exposure to folklore as a science treasure. Teachers face challenges while imparting folklore due to limited understanding, media, and materials, particularly when it is related to their area of domicile. Folklore can be used as a learning tool for Bahasa Indonesia, Thematic, and Habituation subjects in the school literacy program. Folklore can be introduced in many different ways.

Alwasilah proposes using ethno-pedagogy to create a local wisdom-based education that incorporates regional languages for each ethnic group. Folklore, as a source of local wisdom, plays a crucial role in character development. Folklore evolves from early observations and often includes local wisdom. Elementary school pupils and teachers have studied about the archipelago's folklore, which is based on the anthology of Indonesian folklore. Most children and teachers only understand familiar stories, such as Lutung Kasarung, Danau Toba's Legend, Malin Kundang, and Sangkuriang. The archipelago's folklore is extensive. According to Majid's opinion, stories with ideas, objectives, imaginations, languages, and language styles have a significant impact on children's personal development. Children's reading habits have a strong correlation with their character development.

### **METHODS**

This study collected data using many methods, including reference sources, observation classes, interviews, and questionnaires. The method of data collecting greatly impacts research results. This study collected data in the field using observation sheets, interviews, field notes, and questionnaires to get user responses. This study included grade III children from two elementary schools and two teachers in Uzbekistan.

Observation refers to carefully monitoring something or someone to obtain knowledge while teaching and learning in the classroom. Furthermore, observing is an activity that occurs when the researcher implements an action plan. This section combines observation and action in a single step. Acting requires simultaneous observation. Researchers and teachers collaborate to undertake this type of research (teamwork). The researcher observed the learning process using the observation form, which included student and teacher work sheets.

## RESULTS AND DISCUSSION

Many teachers employ folktales in their classrooms, however some are hesitant due to concerns about student reactions or a perceived waste of time. According to Harmer, folktales can be used in a balanced and activity-based approach. Students find it intriguing and hard to learn language through folktales. This approach is highly uplifting and motivating for kids, creating a pleasant classroom environment. Using folktales in language classrooms can effectively teach language skills and cultural values. As a result, it is strongly recommended that language teachers use folktales as a useful source of authentic material to teach both language and culture. Folktale-based language learning challenges and fascinates pupils by raising awareness of their own talents and limitations, while also providing a global perspective.

According to Finisca Roya there are 12 procedures to teaching folktales, the following are some procedures of teaching folktale story;

1. Teacher divides the students into small groups.
2. Teacher asks some warming up question related to the topic.
3. Teacher tells the objective of teaching and learning activities.
4. Teacher distribute the passage.
5. Teacher reads the story and ask the students to follow reads the story.
6. Teacher discuss together with the students about the material.
7. Students find english vocabulary suchh as nouns, verbs, and adjectives.
8. Teacher ask the student to find the meaning of the words by giving clues.
9. Teacher guide the students in concluding the material.
10. The last step is evaluation, the teacher give some items for evaluating the students''

achievement

Folktales are stories that originate from people's imaginations and experiences. According to this assertion, it is a folktale derived from traditional literature. The researcher used folktales as a reading material to motivate students, which is crucial for effective teaching and learning.

Regardless of the teaching technique or reason for language learning, both teachers and students must consider certain factors.

Another way to look about vocabulary learning is as a series of connected subtasks. When learners first meet a new term, they may assume its meaning and usage based on available cues. Some students may proceed to look it up in the dictionary. Others will go beyond rote repetition to memorize the term. Some individuals would aggressively utilize the word. Each of these task levels necessitates metacognitive judgment, decision, and the application of cognitive methods for language acquisition. And each approach a learner uses will greatly influence how and how well a new word is learned.

## CONCLUSION

This study concludes that: Folklore-based teaching materials are crucial for improving students' reading skills and adding to the wealth of science related to folklore; Legends and myths are suitable for elementary school students; and According to source interviews, there are 13 legends and 6 myths that can be taught. Folktales are highly useful for teaching and enhancing vocabulary acquisition. Students not only enhance their vocabulary, but also gain an understanding of the culture depicted in the story. Students are familiar with the meanings of words as well as their antonyms and

synonyms. Students understand numerous meanings and how to use words based on context in phrases. This approach is suitable for learners of all ages, provided the story is acceptable. It is recommended to use as a reference for teacher training due to its effectiveness and ease of implementation.

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