

CHAPTER I

INTRODUCTION

1.1 Background of the study

Folklore is the result of imagination and the mindset of the previous person who is still strongly bound by tradition and its contents contain local wisdom values and norms where the story was born. Rusyana (1978:17) argues that folklore is oral literature that has long lived in the tradition of a society that develops and spreads verbally to several generations in a society.

Sisyono (2008) The definition of folklore is a story that belongs to a community's literary work by being transmitted orally in a certain period of time.

According to Suripan Sadi Utomo (1991) folklore are stories passed down from generation to generation orally from the old to the new generation, folklore can be interpreted as a form of expression of a culture that exists in society through speech which has a direct relationship with various aspects of culture and the compositions of the social values of the community itself.

Folklore is a story in the past that is told by word of mouth of the community and folklore is a literary work that comes and then develops in traditional society.

In Indonesia, there are many famous folklores from several regions that have lived and developed in the lives of people for generations and as a way for people to express their culture. For example, the author took a folklore originating from Java with the title *Lutung Kasarung*, *Sangkuriang* and *Telaga Warna*.

The folklore above is an example that developed in several regions of Indonesia. Of course, other regions also have folklore with typical customs and values prevailed in the area where the folklore developed and is passed on orally by the local community.

For example, the authors took other folklore originating from the area of Northern Sumatera, precisely the area of North Sumatera with the title “Lake Toba”, Batu Gantung, Lau kawar.

After the authors told the folklore that lived and developed in a community that certainly had cultural characteristics and customs values inherited from generation to generation verbally. Then through this scientific work too, the authors also told about the *Aek Sipitu Dai* originating from Northern Sumatera as the core material in order to compile the scientific work and as material for completing the final project.

Aek Sipitu Dai had become a well-known tourist location in Samosir Regency, North Sumatra. How not, seven fountains from these springs can issue water with different flavors.

The revitalization is an effort to revitalize back an area or part of town that was once vital/life, but then suffered a setback/degradation. Scale revitalization of the there are levels of macro and micro. The process of the revitalization of an area includes the refinement of aspects of the physical, economic aspects and social aspects. The approach of the revitalization should be able to recognize and harness the potential of the range of (history, the meaning, the uniqueness of the location and image of the place) (Danisworo, 2002).

The revitalization as a network the effort to reimagine a condition of area or building have the potential and the strategic value to restore the vitality of a the area

suffered a decline, so that the areas of the get value-added that is optimal against the productivity of the economy, social and cultural areas of the city (Budiono, 2006).

Iskandar wassid and dadang sunendar (2011:171) revealed that teaching materials are a set of information that students must absorb through fun learning. This shows that in the preparation of teaching materials students are expected to really feel the benefits of teaching materials or material after he learned it. Yana Wardhana (2010:29) added that teaching material is a medium to achive the desires or goals to be achived by students.

Teaching material interpreted as all forms of material arranged systematically that allows students to learn independently and are designed according to the applicable curriculum.

Teaching material is a set of teaching material / substance (teaching material) that is arranged systematically, showing a complete figure of the competencies that students will master in learning activities. Basically contains knowledge, values, attitudes, actions, and skills that contain messages, information, and illustrations in the form of facts, concepts, principles, and processes related to the subject of a particular language that is directed to achieve learning objectives.

Types of teaching material. Visual teaching materials, namely teaching materials that are used with the sense of sight. Consists of printed materials such as handouts, books, modules, student worksheets, brochures, leaflets, wallcharts, photos / drawings, and non- printed (non-printed), such as models / mockups.

Audio teaching materials, i.e. instructional materials whose use uses the sense of hearing, which is captured in the form of sound. Examples such as cassettes, radios, vinyl records, and audio compact disks.

Audio visual teaching material, which is teaching material that can be captured by the sense of hearing and the sense of sight. Examples such as compact disk video, film.

Interactive multimedia teaching material (interactive teaching material) such as CAI (ComputerAssisted Instruction), interactive learning multimedia compact disk (CD), and web-based teaching materials (web-based learning materials).

1.2 Problem of the study

Based on the background of the study,the problem of study was stated as the following :

1. What kinds of revitalization is used to develop Aek sipitu dai Batak Toba Folklore into teaching materials in English subject for Junior High School?
2. How to revitalize Aek sipitu dae Batak Toba Folklore into teaching material in English subject for Junior High School?
3. Why Aek sipitu dai Batak Toba Folklore needs to revitalize into teaching materials in English subject for Junior High School?

1.3 The Object of study

Based on the problem of the study, the researcher formulates the objectives of the study as :

1. To develop script Aek Sipitu Dai Folklore into teaching materials in English subject for Junior High School.

2. To lift and redevelop the story and make it in book form so that students can understand the story and culture about the aek sipitu dai more deeply in English subject for Junior High School.
3. To increase students knowledge of folklore Aek sipitu dai about cultural and historical customs from the storyof Aek Sipitu Dai in English subject for Junior High School.

1.4 The Scope Of Study

This research discusses about the revitalization of Aek Sipitu Dai Folkore. This research will be conducted at Aek Sipitu Dai ,kec Sianjur Mula-Mula, kab. Samosir, North Sumatera.

1.5 The Significance of the Study

Theoritically, the result of this research provides the revitalization of Aek Sipitu Dai folklore as a script to teach English lessons. The result of this research to contribute knowledge in the form of information that can be useful in further research. Practically, this research helps the public to know that there is a legend that can be used to support tourism in North Sumatera.