

**USING FOLKTALES TO TEACH WRITING SKILL AT THE EIGHTH  
GRADE STUDENTS OF SMPN 1 TANETE, WALENRANG TIMUR**



**IAIN PALOPO**

**A THESIS**

*Submitted to the English Language Study Program of SI Tarbiyah and Teachers  
Training Faculty of State Islamic Institute of Palopo in Partial Fulfillment of  
Requirement for S.Pd Degree of English Education*

**SHYNTIA ARDIANTI PUTRI**

**REG.NUM: 15.02.02.0076**

**ENGLISH STUDY PROGRAM  
TARBIYAH AND TEACHERS TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO  
2019**

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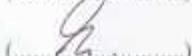
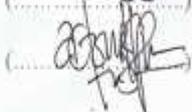
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### THESIS APPROVAL

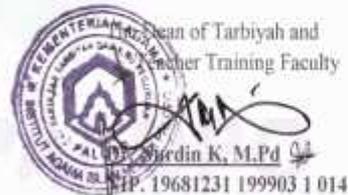
This thesis, entitled "Using Folktales to Teach Writing Skill at the Eighth Grade Students of SMPN 1 Tanete" written by Shyntia Ardianti Putri, Reg. Number 15.02.02.0076, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in MUNAQASYAH session which is carried out on Monday, September 16<sup>th</sup> 2019 M, coincided with Muharram 17<sup>th</sup> 1441 H. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

Palopo, September 16<sup>th</sup>, 2019 M  
Muharram 17<sup>th</sup> 1441 H

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*Wassalamu 'Alaikum Wr.Wb*

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Demikianlah untuk diproses selanjutnya.

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The Researcher

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## ABSTRACT

**Shyntia Ardianti Putri, 2019. *Using Folktales to Teach Writing Skill at the Eighth Grade of SMPN 1 Tanete, Walenrang Timur*. Thesis Tarbiyah Department. Consultant (1). Dr. Hilal Mahmud, M.M (2). Andi Tenrisanna Syam, S.Pd., M.Pd**

Key Words: *Improving, Writing Skill, Folktales.*

This research is focusing on using folktales to teach writing skill at the eighth grade of SMPN 1 Tanete, Walenrang Timur. The research problem of this research was: “did the students who were taught by using folktales had a better score than the students who were taught by using non-folktales at SMP Negeri 1 Tanete”. The objective of this research is to find out whether the students who are taught by using Folktales have a better score than the students who are taught by using non-folktales.

In this research, the researcher applied quasi-experimental design and conducted in four meeting. The population of this research was the eighth grade students of SMPN 1 Tanete. The researcher used total population sampling technique from class A and class B. The instrument used to collect data was written test. It was divided into pre-test and pot-test. The sample of this research was 50 students. They were divided into two classes: 25 students in experimental class and 25 students in control class. The data of this research were analyzed quantitatively by using SPSS program version 22.

The result of this research shows that the students who are taught by using folktales have a better score than the students who are taught by using non-folktales. The mean score in the pre-test of experimental class is lowest than the mean score in the post-test (59.36<78.92). The researcher find that the  $p$  Value is 0.00 and the alpha is 0.05, therefore  $p < (0.00 < 0.05)$ . Meanwhile, the mean score of the students' in pre-test of control class is lower than the mean score in post-test (55.96<67.68). The mean score of post-test in experiment class is better than the mean score of post-test in control class (78.92>67.68).

## CHAPTER I

### INTRODUCTION

#### A. Background

Writing is the mental work of investing idea, thinking about how to express them and organizing them, into statement and paragraphs that will be clear to a reader.<sup>1</sup> So, when you try to write something you must have some idea or opinion to create a paragraph. Because the purpose of writing is expressing idea and conveying a message to the reader. On the other hand, teaching writing in the classroom should be more practice to express their idea. Writing is one way to develop our opinion ideas or thoughts. According to Oxford, writing is the activity or occupation of writing for instance books, stories and articles.<sup>2</sup> Harmer (1991) revealed that organizing idea into coherence piece of discourse in learning language; we do not only have to show how to say but also how to write into written form.<sup>3</sup> So, as a teacher should be have a good technique or method in teaching learning process in the classroom, especially is teaching writing.

However in reality, teaching writing is demanded to learn more about structure and grammatical in the text or copy from the book rather than practice to write. But how we can write something if never tries to express our idea in written form. Sometimes students feel bored because they learn more about structure and

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<sup>1</sup>David Nunan, *Practical English Language Teaching*, Ed. International, p.88

<sup>2</sup>Martin Manser H, *Oxford Learners Pocket Dictionary*, (New edition; New York:Oxford University press,2005)p.480

<sup>3</sup>Jeremy Harmer, *The Practice of English Language Teaching*, Ed. 1(Cet. II; New York: Longman , 1991),p.162

grammar. Finally, they cannot express their ideas. Similarly, Nunan revealed that writing is the physical act of committing words or idea to some medium.<sup>4</sup>

But in fact, after doing an observation at the eighth grade of SMPN 1 Tanete. The researcher found that the students of eighth grade were difficult to write a good paragraph so their writing score is low. They usually used Google translator. The difficulties of the students in writing a paragraph included poor organization, grammar structure, punctuations and vocabulary. Therefore, it makes them difficult to develop their idea. In learning, the teachers always presented the lesson seriously. It made students bored and difficult to study.

Based on the research, the students of SMPN 1 Tanete did not using folktales as teaching method, so that the researcher will be used folktales to attract students' attention and like writing lessons.

Ismail (2017), folktales are popular with young children. They love talking animals story, and the humor and magical traditional stories. Therefore, folktales can be suitable material in attracting the children to the lesson.<sup>5</sup> The success of folktales as learning media can be found in the study conducted by Muslim, Nafisah and Damayanti (2009), folktales improved the students' learning motivation.

Folktales have many special characteristics that make them exceptionally good for language teaching. Their frequent repetitions make them excellent for

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<sup>4</sup>David Nunan, *Op.cit.*, p.88

<sup>5</sup>Ismail. (2017). *The Contribution of Interactive Reading Using Local Folktales Folktales Stories to Support Students' Vocabulary Achievement in Indonesian EFL Learners.* <https://www.researchgate.net/publication/315681675>

reinforcing new vocabulary and grammar. Because folktales began as oral stories, other type of literature.<sup>6</sup>

Related to the explanation above, the researcher will conduct the research about **“Using Folktales to Teach Writing Skill at the Eighth Grade Students of SMP Negeri 1 Tanete, Walenrang Timur”**.

#### **B. The Research Problem**

Based on the background above, the problem statement that:

Did the students who were taught by using folktales had a better score than the students who were taught by using non-folktales at SMP Negeri 1 Tanete?

#### **C. The Objective of the Research**

The objective of this research is to find out whether the students who were taught by using folktales had a better score than the students who were taught by using non-folktales.

#### **D. The Significance of the Research**

This research has theoretical and practical benefits:

##### 1. Theoretically

The result of this research is hoped to support theory about folktales which is said that the students who are taught by using folktales have a better score than the students who are taught by using non-folktales in writing skill.

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<sup>6</sup>*Ibid*

## 2. Practically

The English teacher can use this method to teach writing skill. All learners of English as foreign language develop their ability in writing through folktales. It can be reference in English teaching for the students who are taught by using folktales have a better score than the students who are taught by using non-folktales in writing.

### **E. The Scope of the Research**

This research is under English language teaching discipline. By activity, this research used folktales to teach writing. By content, this research focuses on five main aspects of writing assessment, namely: content, organization, vocabulary, language use, and mechanic. The students are hoped to write a good paragraph and there is students' writing achievement at the eighth grade students of SMP Negeri 1 Tanete.

### **F. Definition of Terms**

#### **1. Writing Skill**

Writing is one of language skills in English and it is one activity that students should do most in their study. Through writing assignment, the students can express their ideas, respond the other ideas tell stories and convey information and they are expected to be able to compose well organized pieces of writing. Writing is the ability to express ideas.<sup>7</sup>

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<sup>7</sup>Abdul Rafab, *Increasing Student's Writing Ability Through Free Topic Writing*. (A thesis, Universitas Muhammadiyah Makassar, 2008),p.4

## **2. Folktales**

Folktale is tale or legend originating among a people and typically becoming part of an oral tradition. Stacey (2002) Folktales are stories that grow out of the lives and imagination of the people or folk and were created at early of civilization. Folktales are fun for teaching, many types of folktale are entertaining, giving enjoyment for class assignment, and most of us have fond memories of stories and rhymes we have known since childhood.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Related Findings

In writing this thesis, the researcher found some literature that related to this research as follows:

Mantra (2019), aimed to improve the students' writing skill through the implementation of folktales based on learning activities. The subject of this study were 32 students participating in this study who had ability in writing as indicated by the result of this initial pre-test. The result of this study showed that the initial pre-test. It indicated that folktales based learning activities can be used to improve the students' writing skill.<sup>8</sup>

The difference between Mantra's research and this research is writing skill through the implementation of folktales based on learning activities. The similarity between Mantra's research and this research is teaching method.

Alimin (2017), aimed folklore was effective to improve students writing skill at the eleventh class at SMAN 1 Bua. The subject of this research was 20 students of SMAN 1 Bua. The result of the students ability in writing at SMAN 1 Bua on pre-test was (190.5) and post-test was (229.1). it means that, folklore was effective to improve students' writing skill at the eleventh class at SMAN 1 Bua.

The difference between Alimin's research and this research is in the research method. Alimin's used Experimental method and this research uses quasi

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<sup>8</sup>Ida Bagus Nyoman Mantra, *Promoting the students' Writing Skill through Folktales based on Learning Activities*. Article. Retrieved on March 13, 2019, from <https://www.researchgate.net/publication/331715507>. Denpasar: Universitas Mahasaraswati Denpasar

Experimental method. The similarity between Alimin's research and this research is teaching method. Both of the researchers use folktales as teaching method.<sup>9</sup>

Rinnawati (2011) aimed to see whether reading English Folktale is effective to improve students' vocabulary. The subjects of this study were 22 students eight years of SMP Modern Datok Sulaeman (PMDS) Palopo. The result of this study is reading English folktale effective to improve vocabulary at the eighth years students of SMP Pesantren Modern Datok Sulaeman in 2010/2012 academic years.<sup>10</sup>

The differences between Rinnawati's research and this research are in the research instrument and skill. She used two instruments, they are, matching and multiple choice. While the researcher uses vocabulary test. Rinnawati improves the vocabulary while this research improves writing skill. The similarity between Rinnawati's research and this research is the method of the research. Both of the researchers use reading folktales as teaching method.

## **B. Some Pertinent Ideas**

### **1) The Defenition of Writing**

Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.<sup>11</sup> Writing is a one way to develop our opinions, ideas or

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<sup>9</sup>Alimin, "*Improving Students Writing Skill by Using Folklore at the Eleventh Class at SMAN 1 Bua*" (The State Islamic Institute (IAIN) of Palopo: English Study Program Tarbiyah and Teacher Training Faculty, 2017)

<sup>10</sup>Rinnawati, "*Teaching Vocabulary Through Reading English Folktale to the Eighth Year Students of SMP Pesantren Modern Datok Sulaeman (PMDS) Putra Palopo*" (State Collage for Islamic Studies (STAIN) Palopo: English Education Program of Tarbiyah Department, 2011)

<sup>11</sup>David Nunan, *Op cit*, p.88

thoughts. According to Widdowson describe that writing is the act of making up correct sentence and transmitting them through visual medium to manifest the graphology and grammatical system of the language.<sup>12</sup> According to oxford, writing is the activity or occupation of writing for instance books, stones, and article.<sup>13</sup> Writing is a physical act of committing words or ideas, thinking about how to express them, and organizing them into statements and paragraphs. Writing skill is a key indicator of language ability and basic ability for studying various subject it influence to significance action nations, quality and educational performance.

## 2) The Components of writing

There are five components of writing namely: contents, organizations, vocabulary, language use, and mechanic.<sup>14</sup>

### a. Content

The content of writing should be clear to readers. So that, the reader can understand the message coveyed and gain information from it. There are at last think that can be measure in connecting with component, the composition should contain one central purpose only, should have unity, coherence, continue, and should be adequately developed.

### b. Organization

In organization of writing concerns with the way he writes arrange and organized the ideas or the messages in the writing the purpose of the organizing

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<sup>12</sup>H. G. Widdowson, *Teaching Language as Communication*, (New York: Oxford University Press, 2005), p.61

<sup>13</sup>Martin Manser H., *Oxford Learners Pocket Dictionary*, (New Edition: New York: Oxford University Press, 1995), p.480

<sup>14</sup>J. B. Heaton, *Writing English Language Test*, (New York; Longman, 1988), p.146

materials in writing involves coherence order of importance, general to specific, general, chronological order of which happened from the beginning to the end.

#### c. Vocabulary

The effective use of the words will always result in good writing both in specific and technical writing, the dictionary is very considerable. Vocabulary is one of the components of writing to express ideas, we always deal with vocabulary. The lack of vocabulary makes someone fail to compose what they are going to say, because she/he feels difficult to choose what appropriate will help the writers to compose the writing and also make readers easy to understand.

#### d. Language Use

Language use in writing description and other forms of writing involves correct language and point of grammar. An adequate grammar should be one that is capable of producing grammar. We should not be able to do anything more than utter separate items of language for separate functions. And also grammar can help students improve the use of formal language.

#### e. Mechanics

There are at least two parts of mechanics in writing namely punctuation and capitalization. Punctuation is important as they way to clarify meaning. In English writing capital letters have to do with participles, first they are used to distinguish between particular and things second, it is used as the first word in quotations, a formal statement and proper adjectives, etc. This aspect is very important since it leads

readers to understand or recognize immediately what the writer means to express definitely.

### 3) Kinds of Writing

There are kinds of writing, that is:

- a. Narrative is text that narrative an world events, which can have the character of informative or entertaining.
- b. Recount text that content sequence of activity or events in the past.
- c. Description is text that content description an object.
- d. Exposition is text that content an argument, point of views; a problem or particular thing.
- e. Procedure is text that content the way of sequence action to something.<sup>15</sup>

### 4) The Process of Writing

Writing is commonly seen as three stages process pre-writing, writing, and re-writing, they are:

- a. Pre-writing

Before actual composition begins, there is always a period of getting ready, and this period can be few moments, a few days, weeks, or even years. We can consider the problem involved in this pre-writing stage of composition, namely: finding a usable topic, discovering ideas, defining our audience, and defining limitations.

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<sup>15</sup>Pardiyono, M.Pd, *12 Writing Clues for Better Writing Competence*, Penerbit Andi,p.163

### b. Writing

One way to think the process of the writing process is to break it down into its major units, such as sentences, is together to make a coherent essay.

Therefore, we can say the major problems of the writing process are:

1. Producing effective sentences (sentence structure)
2. Constructing paragraphs (paragraph development)
3. Creating a coherent overall form for the essay (organization)

### c. Re-writing

Rewriting is the process of making deletions, rearrangements, and substitutions. When one writer makes a significant change in the paper. Rewriting should not be confused with editing. We mean cleaning up the manuscript, punctuating correctly, eliminating misspellings, making sure that verbs agree with their subjects and so on. When we write, we can delete, add, rearrange, substitute some words, phrases, sentences, and paragraph sections.

Revising and editing a paper is the next step you have to do after the writing process is completed. However, a writer should try to have a break between the two steps of the process. It is recommended to wait at least one day before coming back to the paper, especially in a large-scale writing project. For the smaller ones, even a five-minute break is productive because it helps to create a distance between you and your writing. Taking a break is necessary because it

would be easier for a writer to notice errors or inconsistencies in his paper when he is working with a fresh mind and fresh eyes.<sup>16</sup>

### 5) The Concept of Paragraph

Paragraph is a group of sentence about the same topic.<sup>17</sup>

Paragraph is a unified if it keeps to the same topic, tone, and point of view.<sup>18</sup>

Paragraph is division of a piece of writing that begins a new life.<sup>19</sup>

Paragraph is sometimes thought of as merely a visual unit, that is, a way to 'clump' information to make document more attractive.<sup>20</sup>

Paragraph is a set of related sentence that work together and textually meaningful.<sup>21</sup>

### 6) Narrative Paragraph

A narrative paragraph helps tell the story and keeps the story moving. Narrative paragraphs will include action, events and exciting descriptive words. These paragraphs help keep the reader engaged in the story. Narrative paragraphs are similar to descriptive paragraphs (and a paragraph may actually be both at once), but a narrative paragraph tends to offer the reader more background information, such as past events that lead up to or cause events in the story. These

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<sup>16</sup>Leo Sutanto, *Essay Writing English for Academic Purpose*, (Ed.1st; Yogyakarta: CV. Andi Offset, 2007),p.149

<sup>17</sup>Martin Manser, *Oxford Learner's Pocket Dictionary*, (Fifth Publishing; New York: Oxford University Press, 1991),p.298

<sup>18</sup>Karen Blanchard and Christine Root, *Get Ready to Write: A First Composition Text*, (Second Edition; New York: Longman, 1951), p.7

<sup>19</sup>Roslyin Petelin and Marsha Durham, *The Professional Writing Guide: Writing Well and Knowing Why*, Second Edition; Australia: Longman Professional, 1994),p.87

<sup>20</sup>Gate Edinburgh & Harlow Exess, *Handy Learners Dictionary*, (Second Edition; Longman: Pearson Education Limited, 2001),p.296

<sup>21</sup>Roslyin Petelin and Marsha Durham, *op.cit.*,p.85

are also very important paragraphs for fiction writers, as they help the reader to see the whole picture.<sup>22</sup>

## 7) Folktales

Folktales are a tale or a legend originating and traditional among people. Through folktales, young language learners are exposed to a wide range of authentic vocabulary. This vocabulary can be nouns of concrete objects such as *house, horse, mouse, rose, table, chair, red, dwarf*, and so, or verbs: *say, swim, jump, eat, sleep, run, shout, complain, lose, kill, like*, and adjective: *beautiful, handsome, kind, bad, humble, happy*. Young learners also have the chance to listen to meaningful input in chunks, rather than just single words. This gives them more chances to learn vocabulary incidentally. When teachers read stories aloud, children are exposed to patterns of language that are not found in everyday communication.<sup>23</sup>

## 8) Subtypes of Folktales

Norton describe subtypes of folktales into six, those are:

### a. Cumulative tale

Cumulative tales are that build upon action, characters whether animal, vegetable, human or inmate object, intelligence and ability.

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<sup>22</sup><https://www.learnesl.net>

<sup>23</sup>Ismail. *The Contribution of Interactive Reading Using Local Folktales Stories to Support Students' Vocabulary Achievement in Indonesian EFL Learners* (Enrekang, 2017). Artikel. <https://www.researchgate.net/publication/315681675>

b. Humorous tale

Folktale allows people to laugh at themselves as well at others. The results of this tale are from absurd situations or stupidity of characters.

c. Beast tale

Beast tale is folktales in which animal usually appear as character that talk and act like human.

d. Magic and wonder tale

The majority of these tales contain some elements magic and wonder. Good or bad magic can be performed, when it is good, the person who benefits from it usually has unfortunate or is considered inferior by a parent or society.

e. Pour quoi tale

The tales are told to answer question, explain the existence of something, or explain the characteristics of animals, plants, and human,

f. Realistic tale

The majority of folktales include the supernatural characters, magic, or other exaggerated incidents. They are about plots that could have happened and people who could have existed.<sup>24</sup>

## 9) Characteristics of Folktales

Because folktale is differed from other types of literature, their setting, plot development, characterization, style and them may be different from other types of children's stories. These basic elements are:

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<sup>24</sup>Norton Donna, *Through the Eyes of a Child*, (London; a bell and Hall Company, 1980).p.200.

a. Setting

Setting in literature includes both time and place. They are not carefully because there is no need for description.

b. Characterization

Folktales characters are less completely developed those other types of the stories. There are essentially symbolic and usually referred to as flat that is they do not change the course of the story.

c. Plot development

The plot is never complicated but of course may contain surprises. Supreme skill is necessary in the art foreshadowing these surprises, the conflict and action abound folktale.

d. Style

The style has few distracting details or unnecessary description. This simplicity is apparent in the through and dialogue carried on characters.

e. Theme

Folktales contain universal truth and reflect the traditional values of the people. The characters and their actions the rewards and punishment in folktales provide for considerable reflecting about human nature and society. Within the folktales are themes that reflect the highest human hopes as well as moral and material attainment.<sup>25</sup>

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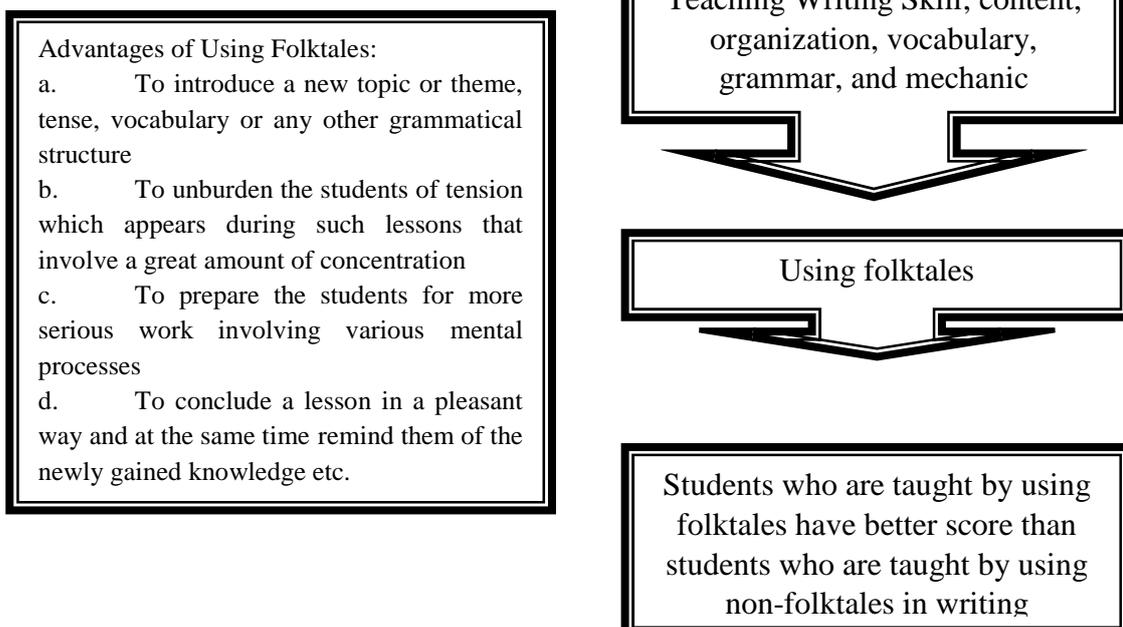
<sup>25</sup>Ibid.p.202.

## 10) Advantages of Using Folktales

(Swan, 1985: 85) As authentic materials, folktales are suitable educational devices. They can be used in various ways in ELT classes. Here are a few suggestions:

- a. To introduce a new topic or theme, tense, vocabulary or any other grammatical structure
- b. To unburden the students of tension which appears during such lessons that involve a great amount of concentration
- c. To prepare the students for more serious work involving various mental processes
- d. To concludes a lesson in a pleasant way and at the same time remind them of the newly gained knowledge etc.

### C. Conceptual Framework



In this research, the researcher taught content, organization, vocabulary, grammar, and mechanic. The researcher teaches writing skill by using folktales.

**D. Hypothesis**

a. Null hypothesis:

The students who are taught by using folktales have not a better score than the students who are taught by using non-folktales.

b. Alternative hypothesis

The students who are taught by using folktales have a better score than the students who are taught by using non folktales.

## CHAPTER III

### METHOD OF THE RESEARCH

#### A. Research Method

In this research, the researcher applied quasi experimental method. This method was used to know the students who were taught by using folktales had a better score than students who were taught by using non-folktales. According to Gay and Airasian quasi experimental research is the research has to agree to keep the students in existing classroom while doing the research.<sup>26</sup> Two classes became samples in this research. Where one was called the experimental class, while another was the control class. Both of the classes would be given a pre-test and post-test. Experimental class received the treatment by using folktales. However the materials teach to each group is similar. The design was presented as follows:

**Table 3.1. Design of the Research**

Group	Pre-test	Treatment	Post-test
Experiment	O <sub>1</sub>	X <sub>1</sub>	O <sub>3</sub>
Control	O <sub>2</sub>	X <sub>2</sub>	O <sub>4</sub>

Where:

X<sub>1</sub> = Treatment of experimental group

X<sub>2</sub> = Treatment of control group

O<sub>1</sub> = Pretest value of experimental group

O<sub>2</sub> = Pretest value of control group

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<sup>26</sup>L.R. Gay and Peter Airasina, *Educational Research Competencies for Analysis and Application Sixth Edition*, (New Jersey: Prentice Hall Inc.,2000), p.367

$O_3$  = Posttest value of experimental group

$O_4$  = Posttest value of control group<sup>27</sup>

## **B. Variable**

There were two kinds of research variable in this research namely dependent variable and independent variable. Dependent variable was the students' writing achievement and independent variable was folktale.

## **C. Population and Sample**

### **1. Population**

In this case, the population was all eighth grade students of SMPN 1 Tanete. There were 50 students in academic year 2018\2019.

### **2. Sample**

Because the size of population was petite so that the taking sample technique was total population sampling. The researcher would examine the entire population that have a partical set of characteristics ( they still had low achievement in writing). The researcher took two classes of the eighth grades students of SMPN 1 Tanete as the sample, class A as experimental class which consisted of 25 students and class B as control class which consisted of 25 students to be respondent in this research. There were 50 students, 30 boys and 20 girls. They had the same proficiency level, i.e, they still had low achievement in writing.

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<sup>27</sup>*Ibid* p.310

#### **D. Instrument of the Research**

In this research, the researcher used writing test. The tests were pretest and posttest. The purpose of writing test was to know the students' level in writing. The form of the test was completed the paragraph using the suitable words (to know the students' vocabulary mastery before writing, the students were given a test to completed the paragraph using the suitable words), rearrange the sentences, and write a paragraph. Before and after giving treatment writing assessment involves five components:

- Content is the substance of writing, the ideal expressed.
- Organization is the purpose of organization materials in writing which happened from beginning to the end.
- Vocabulary is all the word that used.
- Grammar is the correct use of syntactic pattern and structural words.
- Mechanic, it use of graphic convention of the language.

#### **E. Procedure of Collecting Data**

The data collected through the following procedures:

##### **1. Pre-test**

Before treatment took place, both classes were given a pre-test. The aimed of pre-test was to find out the students' prior knowledge in writing.

##### **2. Treatment**

After giving pre-test, the researcher treated the experimental group through folktales while the control group without folktales. In experimental group, each meeting has different material. The materials were The Golden Snail, Timun

mas, A Bear and A Lion, and A Mouse Deer and Crocodile. There were four meetings in this treatment. The steps were described as follows:

- **Experimental Group**

- a. The first meeting on July 31<sup>th</sup> 2019

- 1) The researcher explained about folktales to the students.
- 2) The researcher explained about simple past tense that used in folktales.
- 3) The researcher gave an example of folktale.
- 4) The students were divided into 5 groups.
- 5) Each group was given the folktales text, the text entitled The Golden Snail.
- 6) The students completed paragraphs by using the appropriated words.
- 7) The students corrected random sentences.
- 8) Each group discussed their respective assignments.
- 9) Each group asked to retell the folktales in front of the class, while the others were listening.
- 10) The students discussed the moral value of the folktales.

- b. The second meeting on August 5<sup>th</sup> 2019

- 1) The students were divided into 5 groups.
- 2) Each group was given the folktales text, the text entitled Timun Mas.
- 3) The students completed paragraphs by using the appropriated words.
- 4) The students corrected random sentences.
- 5) Each group discussed their respective assignment.

- 6) Each group asked to retell the folktales in front of the class, while the others were listening.
  - 7) The students discussed the moral value of the folktales.
- c. The third meeting on August 7<sup>th</sup> 2019
- 1) The students were divided into 5 groups.
  - 2) Each group was given the folktales text, the text entitled A Bear and A Lion.
  - 3) The students were asked to write a paragraph of folktales.
  - 4) Each group discussed their respective assignment.
  - 5) Each group asked to retell the folktales in front of the class, while the others were listening.
  - 6) The students discussed the moral value of the folktales.
- d. The fourth meeting on August 12<sup>th</sup> 2019
- 1) The students were divided into 5 groups.
  - 2) Each group was given the folktales text, the text entitled A Mouse Deer and Crocodile.
  - 3) The students were asked to write a paragraph of folktales.
  - 4) Each group discussed their respective assignment.
  - 5) Each group asked to retell the folktales in front of the class, while the others were listening.
  - 6) The students discussed the moral value of the folktales.

- **Control Group**

In the control group the students asked to write a narrative paragraph without folktales method. The steps of teaching a narrative paragraph without folktales were described as follows:

- a. The first meeting on July 30<sup>th</sup> 2019
  - 1) The researcher explained about simple past tense.
  - 2) The researcher gave an example of simple past tense.
  - 3) The students were asked to write a narrating past events.
  - 4) The researcher collected the students' assignment.
- b. The second meeting on August 5<sup>th</sup> 2019
  - 1) The students were asked to write a narrating past events.
  - 2) The researcher collected the students' assignment.
- c. The third meeting on August 6<sup>th</sup> 2019
  - 1) The students were asked to write a narrating past events.
  - 2) The researcher collected the students' assignment.
- d. The fourth meeting on August 12<sup>th</sup> 2019
  - 1) The students were asked to write a narrating past events.
  - 2) The researcher collected the students' assignment.

### **3. Post-test**

The post-test was given to the students after being taught and given the treatment. The purposed of post-test was to assess their achievement on writing skill.

## F. Technique of Data Analysis

The way of getting the score based on the criteria of the sentence construction in writing, which consist of content, organization, vocabulary, language use, and mechanic. This scoring used ELS composition profile of J.B Heaton<sup>28</sup> as follows:

**Table 3.2. Scoring uses ELS Composition**

Criteria	Score	Level
Content	30-27	<b>Excellent to very good</b> Knowledge, substantive, through development of the thesis, relevant to assigned topic.
	26-22	<b>Good to average</b> Some knowledge of subject and adequacy range, limited to development of the thesis mostly relevant but lack detail.
	21-17	<b>Fair to poor</b> Limited knowledge to subject little substance is adequate development of topic.
	16-13	<b>Very poor</b> Does not show the knowledge of subject on substantive and not pertinent is not enough to be evaluated.
Organization	20-18	<b>Excellent to very good</b> Fluent expression ideas clearly stated/supported sufficiency, well organized logical sequencing.
	17-14	<b>Good to average</b> Somewhat copy, closely organized but main ideas stand limited support, logical but incomplete sequencing.

<sup>28</sup> J.B. Heaton, *Writing English Test*. (New York: Longman, 1998), p. 146

	13-10	<b>Fair to poor</b> Non fluent confused or disconnected ideas, lack of logical sequencing and development.
	9-7	<b>Very poor</b> None communicated, no organization, not enough evaluating from mastery registrar.
Vocabulary	20-18	<b>Excellent to very good</b> Sophisticated arrange, effective words/idioms from and usage words.
	17-14	<b>Good to average</b> Adequate range, occasional errors of words/idioms from choice usage but meaning not obscured.
	13-10	<b>Fair to poor</b> Limited range frequent errors words/idioms from choice usage, meaning confused or excellent obscured.
	9-7	<b>Very poor</b> Essentially translation, lack knowledge English vocabulary, idioms, word from or enough evaluating.
Language Use	25-22	<b>Excellent to very good</b> Effective complex construction. Few errors of agreement, tense number, word order/function, article, pronouns, preposition.
	21-18	<b>Good to average</b> Effective but simple construction minor problem complex constructions, article, pronoun, preposition but meaning seldom obscured.
	17-11	<b>Fair to poor</b> Major problem to simple/complex construction, frequent error of negation, agreement, tenses number, word order/function, article, pronoun, preposition and

	10-5	<p>fragment, run-one, deletion meaning confused or obscured.</p> <p><b>Very poor</b></p> <p>Virtually no mastery of sentence constructions rules.</p>
Mechanics	5	<p><b>Excellent to very good</b></p> <p>Demonstrated master of convention, few errors of spelling, punctuation, capitalization, paragraph but meaning not obscured.</p>
	4	<p><b>Good to average</b></p> <p>Occasional errors of spelling, punctuation, capitalization, paragraph but meaning not obscured.</p>
	3	<p><b>Fair to poor</b></p> <p>Frequent error of spelling, punctuation, capitalization, paragraph but meaning not obscured.</p>
	2	<p><b>Very poor</b></p> <p>No mastery of convention dominated by error of spelling, punctuation, capitalization, paragraph meaning obscured.</p>

The researcher classified the students' pre-test and post-test by using classification score rubric below:

**Table 3.3. The Classification Score Rubric**

A	90-100	Excellent
B	80-89	Good
C	70-79	Adequate
D	60-69	Inadequate/unsatisfactory
E	Below 60	Failing/unacceptable

(Brown, 2004, p.287)

The data collection analyzed by using analysis quantitative by using *Statistical Produce and Service Solution (SPSS)* ver. 22 for windows evaluation version.

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

The findings of the research were showed to describe the result based on the analysis of data collected. The researcher got the data by taking students' pre-test and post-test score in both of class, experimental class and control class.

##### 1. The Students Score of Experimental Class

###### a. Students' Pre-test and Post-test Result

**Table 4.1. The Students' Pre-test Result in Experimental Class**

Classification	Score	Frequency	Percentage
Excellent	90-100	-	-
Good	80-89	-	-
Adequate	70-79	4	16%
Inadequate	60-69	6	24%
Unacceptable	Bellow 60	15	60%

Table 4.1. shows that there were 25 students observed in experimental class before giving treatment. There were four students (16%) who got adequate score, there were six students (24%) who got inadequate score, there were 15 students (60%) who got unacceptable score, there was no student who got excellent score and good score.

**Table 4.2. The students' Post-test Result in Experimental Class**

Classification	Score	Frequency	Percentage
Excellent	90-100	2	8%
Good	80-89	8	32%

Adequate	70-79	12	48%
Inadequate	60-69	3	12%
Unacceptable	Below 60	-	-

Table 4.2 shows that there were 25 students observed in experimental class after giving treatment. There were two students (8%) who got excellent score. There were eight students (32%) who got good score, there were 12 students (48%) who got adequate score, there were three students (12%) who got inadequate score, there was no student who got unacceptable score.

b. Students' Pre-test Result in Terms of Content

**Table 4.3. Students' Pre-test Result in Terms of Content in Experimental Class**

Classification	Score	Frequency	Percentage
Very Good to Excellent	27-30	-	-
Average to Good	22-26	-	-
Poor to Fair	17-21	5	20%
Very Poor	13-16	20	80%

Table 4.3. shows that experimental class students' writing skill in pre-test especially in content criteria most of students got very poor score. There were 20 students (80%) got very poor score, there were five students (20%) got poor to fair score, there was no student who got very good to excellent score and average to good score.

**Table 4.4. Students' Pre-test Result in Terms of Organization in Experimental Class**

Classification	Score	Frequency	Percentage
Very Good to Excellent	18-20	-	-
Average to Good	14-17	14	56%
Poor to Fair	10-13	11	44%

Very Poor	1-9	1	4%
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Table 4.4. shows that most of students got average to good score. There were 14 students (56%) got average to good score, there were 11 students (44%) got poor to fair score, there was one-student (4%) got very poor score, there was student who got very good to excellent score.

**Table 4.5. Students' Pre-test Result in Terms of Vocabulary in Experimental Class**

Classification	Score	Frequency	Percentage
Very Good to Excellent	18-20	-	-
Average to Good	14-17	15	60%
Poor to Fair	10-13	10	40%
Very Poor	7-9	-	-

Table 4.5. shows that in vocabulary criteria most of students got average to poor score. There were 15 students (60%) got average to poor score, there were 10 students (40%) got poor to fair score, there was no student who got very good to excellent score and very poor score.

**Table 4.6. Students' Pre-test Result in Terms of Language Use in Experimental Class**

Classification	Score	Frequency	Percentage
Very Good to Excellent	22-25	-	-
Average to Good	18-21	-	-
Poor to Fair	11-17	24	96%
Very Poor	5-10	1	4%

Table 4.6. shows that in language use criteria most of students got poor to fair score. There were 24 students (96%) got poor to fair score, there was one-student (4%) got very poor score, there was no student who got very good to excellent score and average good score.

**Table 4.7. Students' Pre-test Result in Terms of Mechanic in Experimental Class**

Classification	Score	Frequency	Percentage
Very Good to Excellent	5	-	-
Average to Good	4	2	8%
Poor to Fair	3	8	32%
Very Poor	2	15	60%

Table 4.7. shows that in mechanic criteria most of students got very poor score. There were 15 students (60%) got very poor score, there were eight students (32%) got poor to fair score, there were two students (8%) got average to good score, there was no student who got very good to excellent score.

c. Students' Post-test Result in Terms of Content

**Table 4.8. Students' Post-test Result in Terms of Content in Experimental Class**

Classification	Score	Frequency	Percentage
Very Good to Excellent	27-30	-	-
Average to Good	22-26	10	40%
Poor to Fair	17-21	15	60%
Very Poor	13-16	-	-

Table 4.8. shows that in the content criteria most of students got poor to fair score. There were 15 students (60%) got poor to fair score, there were 10 students (40%) got average to good score, there was no student who got very good to excellent score and very poor score.

**Table 4.9. Students' Post-test Result in Terms of Organization in Experimental Class**

Classification	Score	Frequency	Percentage
Very Good to Excellent	18-20	10	40%
Average to Good	14-17	15	60%

Poor to Fair	10-13	-	-
Very Poor	7-9	-	-

Table 4.9. shows that in the organization criteria most of students got average to good score. There were 15 students (60%) who got average to good score, there were 10 students (40%) who got very good to excellent score, there was no student who got poor to fair score and very poor score.

**Table 4.10. Students' Post-test Result in Terms of Vocabulary in Experimental Class**

Classification	Score	Frequency	Percentage
Very Good to Excellent	18-20	13	52%
Average to Good	14-17	12	48%
Poor to Fair	10-13	-	-
Very Poor	7-9	-	-

Table 4.10. shows that in the vocabulary criteria most of students got very good to excellent score. There were 13 students (52%) got very good to excellent score, there were 12 students (48%) got average to good score, there was no student who got poor to fair score and very poor score.

**Table 4.11. Students' Post-test Result in Terms of Language Use in Experimental Class**

Classification	Score	Frequency	Percentage
Very Good to Excellent	22-25	3	12%
Average to Good	18-21	19	76%
Poor to Fair	11-17	3	12%
Very Poor	5-10	-	-

Table 4.11. shows that in the language use criteria most of students got average to good score. There were 19 students (76%) got average to good score, there were three students (12%) got very good to excellent score. There were three

students (12%) who got poor to fair score, there was no student who got very poor score.

**Table 4.12. Students' Post-test Result in Terms of Mechanic in Experimental Class**

Classification	Score	Frequency	Percentage
Very Good to Excellent	5	-	-
Average to Good	4	10	40%
Poor to Fair	3	14	56%
Very Poor	2	1	4%

Table 4.12. shows that in the mechanic criteria most of students got poor to fair score. There were 14 students (56%) got poor to fair score, there were 10 students (40%) got average to good score, there was one-student (4%) got very poor score, there was no student who got very good to excellent score.

d. The Mean Score of Students' Pre-test and Post-test

**Table 4.13. The Mean Score of Students' Pre-test in Experimental Class**

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre-test experimental class	25	46	73	1484	59.36	7.958
Valid N (listwise)	25					

Table 4.13. shows that the highest score of experimental students in pre-test was 73 and the lowest score was 46. Besides, it also indicate that the mean score of experimental class in pre-test was 59.36 and standard deviation was 7.95.

**Table 4.14. The Mean Score of Students' Post-test in Experimental Class**

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Post-test experimental class	25	67	92	1973	78.92	7.382
Valid N (listwise)	25					

Table 4.14. shows that the highest score of experimental class students in post-test was 92 and the lowest score was 67. Besides, it also indicated that the mean score of experimental class in pre-test was 78.92 and standard deviation was 7.38. The researcher concluded that where the mean score of post-test was better than the mean score of pre-test.

## 2. Students Score of Control Class

### a. Students' Pre-test and Post-test Result

**Table 4.15. Students' Pre-test Result in Control Class**

Classification	Score	Frequency	Percentage
Excellent	90-100	-	-
Good	80-89	-	-
Adequate	70-79	2	8%
Inadequate	60-69	7	28%
Unacceptable	Below 60	16	64%

Table 4.15. shows that, there were 25 students observed in control class before teaching without using folktales. There were two students (8%) who got adequate score, seven students (28%) who got inadequate score, 16 students (64%) who got unacceptable score, there was no student who got excellent score and good score.

**Table 4.16. Students' Post-test Result in Control Class**

Classification	Score	Frequency	Percentage
Excellent	90-100	-	-
Good	80-89	4	16%
Adequate	70-79	9	36%
Inadequate	60-69	7	28%
Unacceptable	Below 60	5	20%

Table 4.16. shows that, there were 25 students observed in control class after teaching by using conventional method. There were four students (16%) who got good score, nine students (36%) who got adequate score, seven students (28%) who got inadequate score, five students (20%) who got unacceptable score, there was no student who got excellent score.

b. Students' Pre-test Result in Terms of Writing

**Table 4.17. Students' Pre-test Result in Terms of Content in Control Class**

Classification	Score	Frequency	Percentage
Very Good to Excellent	27-30	-	-
Average to Good	22-26	-	-
Poor to Fair	17-21	2	8%
Very Poor	13-16	23	92%

Table 4.17. shows that in content criteria most of students got very poor score. There were 23 students (92%) who got very poor score, there were two students (8%) who got poor to fair score, there was no student who got very good to excellent score and average to good score.

**Table 4.18. Students' Pre-test Result in Terms of Organization in Control Class**

Classification	Score	Frequency	Percentage
Very Good to Excellent	18-20	-	-
Average to Good	14-17	3	12%
Poor to Fair	10-13	22	88%
Very Poor	7-9	-	-

Table 4.18. shows that in organization criteria most of students got poor to fair score. There were 22 students (88%) who got poor to fair score, there were three students (12%) who got average to good score, there was no student who got very good to excellent score and very poor score.

**Table 4.19. Students' Pre-test Result in Terms of Vocabulary in Control Class**

Classification	Score	Frequency	Percentage
Very Good to Excellent	18-20	-	-
Average to Good	14-17	8	32%
Poor to Fair	10-13	17	68%
Very Poor	7-9	-	-

Table 4.19. shows that in vocabulary criteria most of students got poor to fair score. There were 17 students (68%) who got poor to fair score, there were eight students (32%) who got average to good score, there was no student who got very good to excellent score and very poor score

**Table 4.20. Students' Pre-test Result in Terms of Language Use in Control Class**

Classification	Score	Frequency	Percentage
Very Good to Excellent	22-25	-	-
Average to Good	18-21	-	-
Poor to Fair	11-17	25	100%
Very Poor	5-10	-	-

Table 4.20. shows that in language use criteria most of students got poor to fair score. There were 25 students (100%) who got poor to fair score.

**Table 4.21. Students' Pre-test Result in Terms of Mechanic in Control Class**

Classification	Score	Frequency	Percentage
Very Good to Excellent	5	-	-
Average to Good	4	-	-
Poor to Fair	3	9	36%
Very Poor	2	16	64%

Table 4.21. shows that in mechanic criteria most of students got very poor score. There were 16 students (64%) who got very poor score, there were nine

students (36%) who got poor to fair score, there was no student who got very good to excellent score and average to good score.

c. Students' Post-test Result in Terms of Content

**Table 4.22. Students' Post-test Result in Terms of Content in Control Class**

Classification	Score	Frequency	Percentage
Very Good to Excellent	27-30	-	-
Average to Good	22-26	2	8%
Poor to Fair	17-21	16	64%
Very Poor	13-16	7	28%

Table 4.22. shows that in content criteria most of students got poor to fair score. There were 16 students (64%) who got poor to fair score, there were seven students (28%) who got very poor score, there were two students (8%) who got average to good score, there was no student who got very good to excellent score.

**Table 4.23. Students' Post-test Result in Terms of Organization in Control Class**

Classification	Score	Frequency	Percentage
Very Good to Excellent	18-20	3	12%
Average to Good	14-17	16	64%
Poor to Fair	10-13	6	24%
Very Poor	7-9	-	-

Table 4.23. shows that in organization criteria most of students got average to good score. There were 16 students (64%) who got average to good score, there were 6 students (24%) who got poor to fair score, there were three students (12%) who got very good to excellent score, there was no student who got very poor score.

**Table 4.24. Students' Post-test Result in Terms of Vocabulary in Control Class**

Classification	Score	Frequency	Percentage
Very Good to Excellent	18-20	5	20%
Average to Good	14-17	16	64%
Poor to Fair	10-13	4	16%
Very Poor	7-9	-	-

Table 4.24. shows that in vocabulary criteria most of students got average to good score. There were 16 students (64%) who got average to good score, there were five students (20%) who got very good to excellent score, there were four students (16%) who got poor to fair score, there was no student who got very poor score.

**Table 4.25. Students' Post-test Result in Terms of Language Use in Control Class**

Classification	Score	Frequency	Percentage
Very Good to Excellent	22-25	-	-
Average to Good	18-21	6	24%
Poor to Fair	11-17	19	76%
Very Poor	5-10	-	-

Table 4.25. shows that in language use criteria most of students got poor to fair score. There were 19 students (76%) who got poor to fair score, there were six students (24%) who got average to good score, there was no student who got very good to excellent score very poor score.

**Table 4.26. Students' Post-test Result in Terms of Mechanic in Control Class**

Classification	Score	Frequency	Percentage
Very Good to Excellent	5	-	-
Average to Good	4	4	16%
Poor to Fair	3	13	52%

Very Poor	2	8	32%
-----------	---	---	-----

Table 4.26. shows that in mechanic criteria most of students got poor to fair score. There were 13 students (52%) who got poor to fair score, there were eight students (32%) who got very poor score, there were four students (16%) who got average to good score, there was no student who got very good to excellent score.

d. Students' Mean Score of Pre-test and Post-test

**Table 4.27. Mean Score of Students' Pre-test in Control Class**

**Descriptive Statistics**

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre-test control class	25	49	72	1399	55.96	6.705
Valid N (listwise)	25					

Table 4.27. shows that the highest score of students was 72 and the lowest score was 49. Besides, it also indicated that the mean score of control class students in pre-test was 55.96 and the standard deviation was 6.70.

**Table 4.28. Mean Score of Post-test in Control Class**

**Descriptive Statistics**

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Post-test control class	25	51	84	1692	67.68	9.547
Valid N (listwise)	25					

Table 4.28. shows that the highest score of students was 84 and the lowest score was 51. Besides, it also indicated that the mean score of control class students in pre-test was 67.68 and standard deviation was 9.54. The researcher concluded that where the mean score of post-test was better than the mean score of pre-test.

### 3. The Calculation of t-test Pre-test and Post-test in Experimental and Control Classes

**Table 4.29. The Paired Sample Test of Experimental Class**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre test – Post test	-19.560	2.382	.476	-20.543	-18.577	41.060	24	.000

Table 4.29. shows that the probability value is better than alpha ( ) (0.000 < 0.05). It means that It means that  $H_1$  was accepted and  $H_0$  is rejected. It is concluded that there was a significant difference in pretest and post-test of experimental class.

**Table 4.30. The Paired Sample Test of Control Class**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre test – Post test	-11.720	6.354	1.271	-14.343	-9.097	-9.222	24	.000

Table 4.30. shows that the probability value is better than alpha ( ) (0.000 < 0.05). It means that  $H_1$  was accepted and  $H_0$  is rejected. It is concluded that there was a significant difference in pretest and posttest of control class.

**Table 4.31. The Paired Sample Test of Both Classes**

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre test experiment – Pre test control	3.400	10.153	2.031	- .791	7.591	1.674	24	.107

Table 4.31. shows that the probability value is higher than alpha ( ) (0.107 > 0.05). It means that  $H_1$  was rejected and  $H_0$  was accepted. It is concluded that there was no significant difference before treatment in experimental group and control group.

**Table 4.32. The Paired Sample Test of Both Classes**

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Post-test experiment – Post-test control	11.240	12.670	2.534	6.010	16.470	4.436	24	.000

Table 4.32. shows that the probability value is lower than alpha ( ) (0.000 < 0.05). It means that  $H_1$  was accepted and  $H_0$  was rejected. It is concluded that there was a significant difference after treatment in experimental class and control class. It could be stated the students who were taught by using folktales had a better score than the students who were taught by using non-folktales.

## **B. Discussion**

In this research, writing test was given to the students that still had basic for English, they were the classes of class A and class B at SMPN 1 Tanete. In the

writing there are five components, they are content, organization, vocabulary, language use, and mechanic. The component of *content* covers the subject of writing the variety of ideas and argument, the interpretation of the topic. The content has to be relevant to the topic, and accurate details. The component of *organization* covers the fluent of expression the clear ideas stated appropriately organized evident and logically sequenced (coherent). The component of *vocabulary* covers the wide range of vocabulary, the accurate words/ idioms choice and usage, and the appropriate selection to match register. The components of *language use* cover the appropriate structures, tenses, numbers, word orders, article, pronouns, prepositions, and the meaning never obscured. And then components of *mechanics* cover, spelling, punctuation, capitalization, and layout.

In experimental class, many students still lack in language use. Based on the result of data analysis of students' grammatical error in the table 4.6, the researcher found that students commit error in grammar category consisted of *omission*. The data from *omission* was *Malin Kundang call the boy*. From the data the student make omission s that should be there because *call* one of verb form and *Malin Kundang* is subject so the correct word should add ed be *called* because this event happened in the past. It means that the students do not memorize about tenses and always make errors in writing narrative text and the words that should students use but they eliminated in writing narrative text.

In control class, many students still lack in language use. Based on the result of data analysis of students' grammatical error in the table 4.20, the researcher found that students commit error in grammar category consisted of

*substitution*. The data from *substitution* was *the man is Malin Kundang*. From the data the student make *substitution is* that the student should be using was because this event happened in the past. It means that the students mostly make errors in substitution because the student's lack of understanding to choose the correct word in their writing and some student's lack of understating about tenses therefore, they are wrong to use the auxiliary verb in writing narrative text.

In general, the ability of students of five components, namely, in content, the student is not show the knowledge of subject on substantive and not pertinent is not enough to be evaluated. In organization, the student somewhat copy, closely organized but main ideas stand limited support, logical but incomplete sequencing. In vocabulary, adequate range, occasional errors of words/idioms from choice usage but meaning not obscured. In language use, major problem to simple/complex construction, frequent error of negation, agreement, tenses number, word order/function, article, pronoun, preposition and fragment, run-one, deletion meaning confused or obscured. In mechanic, no mastery of convention dominated by error of spelling, punctuation, capitalization, paragraph meaning obscured.

Based on result of the data analysis shows that the students who are taught by using folktales have a better score than the students who are taught by using non-folktales in post-test, it can be seen on table before after giving treatments continually (by using folktales) the score of students' experimental class is 92 while the score of students' control class is 84. It means that after giving treatment using folktales is better than teaching without using folktales.

In this case, folktales could attract the students in learning writing narrative text. Based on the research that had been conducted, during this research teaching writing narrative text by using folktales could make the students motivate to learn, they enjoyed and they were enthusiastic in learning teaching process. The students felt easier write narrative text by using folktales. It is evidenced that folktales could help the students to learn writing narrative text.

It has been discussed in Chapter II that folktale is one of method that can be used in teaching writing narrative text and it can improve students writing skill. Mantra (2019) said that folktales based learning activities can be used to improve the students' writing skill.<sup>29</sup> Besides that this research also in line with Alimin (2017) said that folklore was effective to improve students' writing skill.

In fact, teaching writing narrative text by using folktales at SMPN 1 Tanete, the students got better score writing narrative text. Therefore it could be started that folktales in teaching learning of writing have solved the students' writing problem and increase the students' writing skill for the eighth grade students of SMPN 1 Tanete. So, the hypothesis proposed in this research which says "the use of folktale is better than teaching without folktales in writing" is accepted.

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<sup>29</sup>Ida Bagus Nyoman Mantra, *Op. Cit.* p. 6

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusion

The research concluded that the students who are taught by using folktales have a better score than the students who are taught by using non-folktales at the eighth grade of SMPN 1 Tanete. Based on the result of pre-test and post-test experimental class, the mean score pre-test is 59.36 and the mean score post-test is 78.92. The result of pre-test and post-test control class, the mean score pre-test is 55.96 and the mean score post-test is 67.68. It concluded that there was significant difference in teaching writing skill before and after using folktales.

#### B. Suggestions

From the conclusion above, there were some suggestions that proposed by the researcher:

1. The teachers should be more creative in teaching and learning process in order to increase students' motivation in learning English.
2. The students should be more active or have better motivation in teaching and learning process. The students have to pay attention to the teacher so that they can improve their writing skill.
3. The researcher realized that this thesis is still far from being perfect and because of that; constructive critics and advice are really expected for the perfection of this thesis. The researcher hopes that the result of this research can be useful for the readers. It is expected to the readers will have more information about interactive activities technique.

4. The researcher suggests the next researcher to choose local folktales or Islamic folktales like Rajawali conqueror from South Sulawesi, Tandampalik Princess, Aladdin, Ali Baba and so on, and add some colorful picture to make it more interesting for the students.

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**A**

**P**

**P**

**E**

**N**

**D**

**I**

**X**



- *Narrative*
  - b. Tata bahasa kalimat sederhana
    - Simple past tense
  - c. Kosakata
    - Kata terkait tema dan jenis teks
  - d. Tanda baca, *Spelling*
3. **Metode Pembelajaran:** *three-phase technique*

#### 4. Langkah-langkah Kegiatan

##### A. Pertemuan Pertama

##### a) Kegiatan Pendahuluan

###### Apersepsi

- 1) Membuka kelas dan berdoa
- 2) Memeriksa kehadiran siswa
- 3) Menanyakan kondisi siswa

##### b) Kegiatan Inti

###### Eksplorasi

- 1) Siswa dibagi kedalam 5 kelompok. Masing-masing kelompok diberikan tugas untuk membaca teks dan melengkapi paragraf dengan menggunakan kata yang sesuai dan memperbaiki kalimat yang acak dengan benar.
- 2) Setiap kelompok mendiskusikan tugas masing-masing.

###### Elaborasi

- 3) Masing-masing kelompok menceritakan kembali cerita rakyat mereka, kemudian kelompok lain mendengarkan.
- 4) Mendiskusikan nilai moral yang ada pada cerita rakyat.

###### Konfirmasi

- 5) Guru memberikan umpan balik dan penguatan berkaitan dengan hasil diskusi masing-masing kelompok.

##### c) Kegiatan Penutup

- 1) Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- 2) Memberikan umpan balik terhadap proses dan hasil pembelajaran;
- 3) Menyampaikan rencana pembelajaran pada pertemuan berikutnya;
- 4) Menutup kelas dan berdoa.

## 5. Sumber belajar

- Buku teks SMP

## 6. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
1. Melengkapi rumpang teks esai pendek berbentuk <i>narrative</i> 2. Menyusun kalimat menjadi teks yang bermakna dalam bentuk <i>descriptive dan narrative</i> . 3. Menulis teks esai dalam bentuk a. <i>descriptive dan narrative</i> .	Tes tulis	1. <i>Completion</i>  2. <i>Jumbled sentences</i>  3. <i>Essay</i>	1. <i>Complete the paragraph using the suitable words.</i>  2. <i>Rearrange the following sentences correctly.</i>  3. <i>Write an essay, tell something or a certain place.</i>

### a. Instrumen:

*Make a paragraph about folktales you know (min 100 words)*

### b. Rubrik Penilaian

Element	Score
Content	27-30
Organization	18-20
Vocabulary	18-20
Language use	22-25
Mechanics	5

### c. Standard of each element:

Excellent	90-100
Very good	80-89
Good	70-79
Average	60-69
Poor	Below 60

**Palopo, Mei 2019**

**Guru Mata Pelajaran,  
Mahasiswa,**

**Warti Nigsih, S.Pd  
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**Mengetahui,  
Kepala Sekolah SMP Negeri 1 Tanete**

**Sahrana, S.Pd  
NIP. 196512311985031132**

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**  
**(EXPERIMENTAL CLASS)**

SMP/MTS	: SMP Negeri 1 Tanete
Kelas/Semester	: VIII (Delapan) / 1
Standar Kompetensi	: 6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk <i>descriptive</i> , dan <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar	: 6.1 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>narrative</i>
Jenis teks	: Monolog
	<i>descriptive/narrative</i>
Tema	: Timun Mas
Aspek/Skill	: Menulis
Alokasi Waktu	: 6 x 40 menit ( 4x pertemuan )

### 7. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- d. Melengkapi rumpang teks esai pendek berbentuk *narrative*
- e. Menyusun kalimat menjadi teks yang bermakna dalam bentuk *descriptive* dan *narrative*
- f. Menulis esai dalam bentuk *descriptive* dan *narrative*

- ❖ **Karakter siswa yang diharapkan :**
  - Dapat dipercaya ( *Trustworthines* )
  - Rasa hormat dan perhatian ( *respect* )
  - Tekun ( *diligence* )

### 8. Materi Pembelajaran

- e. Teks berbentuk

- *Descriptive*
  - *Narrative*
- f. Tata bahasa kalimat sederhana
- Simple past tense
- g. Kosakata
- Kata terkait tema dan jenis teks
- h. Tanda baca, *Spelling*
- 9. Metode Pembelajaran:** *three-phase technique*

## 10. Langkah-langkah Kegiatan

### B. Pertemuan Kedua

#### d) Kegiatan Pendahuluan

##### Apersepsi

- 4) Membuka kelas dan berdoa
- 5) Memeriksa kehadiran siswa
- 6) Menanyakan kondisi siswa

#### e) Kegiatan Inti

##### Eksplorasi

- 6) Siswa dibagi kedalam 5 kelompok. Masing-masing kelompok diberikan tugas untuk membaca teks dan melengkapi paragraf dengan menggunakan kata yang sesuai dan memperbaiki kalimat yang acak dengan benar.
- 7) Setiap kelompok mendiskusikan tugas masing-masing.

##### Elaborasi

- 8) Masing-masing kelompok menceritakan kembali cerita rakyat mereka, kemudian kelompok lain mendengarkan.
- 9) Mendiskusikan nilai moral yang ada pada cerita rakyat.

##### Konfirmasi

- 10) Guru memberikan umpan balik dan penguatan berkaitan dengan hasil diskusi masing-masing kelompok.

#### f) Kegiatan Penutup

- 5) Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;

- 6) Memberikan umpan balik terhadap proses dan hasil pembelajaran;
- 7) Menyampaikan rencana pembelajaran pada pertemuan berikutnya;
- 8) Menutup kelas dan berdoa.

### 11. Sumber belajar

- Buku teks SMP

### 12. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
4. Melengkapi rumpang teks esai pendek berbentuk <i>narrative</i> 5. Menyusun kalimat menjadi teks yang bermakna dalam bentuk <i>descriptive dan narrative</i> . 6. Menulis teks esai dalam bentuk a. <i>descriptive dan narrative</i> .	Tes tulis	1. <i>Completion</i>  2. <i>Jumbled sentences</i>  3. <i>Essay</i>	1. <i>Complete the paragraph using the suitable words.</i>  2. <i>Rearrange the following sentences correctly.</i>  3. <i>Write an essay, tell something or a certain place.</i>

a. Instrumen:

*Make a paragraph about folktales you know (min 100 words)*

b. Rubrik Penilaian

Element	Score
Content	27-30
Organization	18-20
Vocabulary	18-20

Language use	22-25
Mechanics	5

c. Standard of each element:

Excellent	90-100
Very good	80-89
Good	70-79
Average	60-69
Poor	Below 60

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**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**  
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Standar Kompetensi	: 6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk <i>descriptive</i> , dan <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar	: 6.1 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>narrative</i>
Jenis teks	: Monolog <i>descriptive/narrative</i>
Tema	: <i>A Bear and A Lion</i>
Aspek/Skill	: Menulis
Alokasi Waktu	: 6 x 40 menit ( 4x pertemuan )

### 13. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- g. Melengkapi rumpang teks esai pendek berbentuk *narrative*
- h. Menyusun kalimat menjadi teks yang bermakna dalam bentuk *descriptive* dan *narrative*
- i. Menulis esai dalam bentuk *descriptive* dan *narrative*

- ❖ **Karakter siswa yang diharapkan :**
  - Dapat dipercaya ( *Trustworthines* )
  - Rasa hormat dan perhatian ( *respect* )
  - Tekun ( *diligence* )

### 14. Materi Pembelajaran

- i. Teks berbentuk
  - *Descriptive*

- *Narrative*
- j. Tata bahasa kalimat sederhana
  - Simple past tense
- k. Kosakata
  - Kata terkait tema dan jenis teks
- l. Tanda baca, *Spelling*

**15. Metode Pembelajaran:** *three-phase technique*

**16. Langkah-langkah Kegiatan**

**C. Pertemuan Ketiga**

**g) Kegiatan Pendahuluan**

**Apersepsi**

- 7) Membuka kelas dan berdoa
- 8) Memeriksa kehadiran siswa
- 9) Menanyakan kondisi siswa

**h) Kegiatan Inti**

**Eksplorasi**

- 11) Siswa dibagi kedalam 5 kelompok. Masing-masing kelompok diberikan tugas untuk menulis paragraf dengan menjawab pertanyaan-pertanyaan secara lengkap.
- 12) Setiap kelompok mendiskusikan tugas masing-masing.

**Elaborasi**

- 13) Masing-masing kelompok menceritakan kembali cerita rakyat mereka, kemudian kelompok lain mendengarkan.
- 14) Mendiskusikan nilai moral yang ada pada cerita rakyat.

**Konfirmasi**

- 15) Guru memberikan umpan balik dan penguatan berkaitan dengan hasil diskusi masing-masing kelompok.

**i) Kegiatan Penutup**

- 9) Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- 10) Memberikan umpan balik terhadap proses dan hasil pembelajaran;
- 11) Menyampaikan rencana pembelajaran pada pertemuan berikutnya;
- 12) Menutup kelas dan berdoa.

### 17. Sumber belajar

- Buku teks SMP

### 18. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
7. Melengkapi rumpang teks esai pendek berbentuk <i>narrative</i> 8. Menyusun kalimat menjadi teks yang bermakna dalam bentuk <i>descriptive dan narrative</i> . 9. Menulis teks esai dalam bentuk a. <i>descriptive dan narrative</i> .	Tes tulis	1. <i>Completion</i>  2. <i>Jumbled sentences</i>  3. <i>Essay</i>	1. <i>Complete the paragraph using the suitable words.</i>  2. <i>Rearrange the following sentences correctly.</i>  3. <i>Write an essay, tell something or a certain place.</i>

a. Instrumen:

*Make a paragraph about folktales you know (min 100 words)*

b. Rubrik Penilaian

Element	Score
Content	27-30
Organization	18-20
Vocabulary	18-20
Language use	22-25
Mechanics	5

c. Standard of each element:

Excellent	90-100
Very good	80-89
Good	70-79
Average	60-69
Poor	Below 60

**Palopo, Mei 2019**

**Guru Mata Pelajaran,  
Mahasiswa,**

**Warti Nigsih, S.Pd  
NIP.**

**Shyntia Ardianti Putri  
NIM. 15 0202 0076**

**Mengetahui,  
Kepala Sekolah SMP Negeri 1 Tanete**

**Sahrana, S.Pd  
NIP. 196512311985031132**

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**  
**(EXPERIMENTAL CLASS)**

SMP/MTS	: SMP Negeri 1 Tanete
Kelas/Semester	: VIII (Delapan) / 1
Standar Kompetensi	: 6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk <i>descriptive</i> , dan <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar	: 6.1 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>narrative</i>
Jenis teks	: Monolog <i>descriptive/narrative</i>
Tema	: <i>The Mouse Deer and Crocodile</i>
Aspek/Skill	: Menulis
Alokasi Waktu	: 6 x 40 menit ( 4x pertemuan )

**19. Tujuan Pembelajaran**

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- j. Melengkapi rumpang teks esai pendek berbentuk *narrative*
- k. Menyusun kalimat menjadi teks yang bermakna dalam bentuk *descriptive* dan *narrative*
- l. Menulis esai dalam bentuk *descriptive* dan *narrative*

- ❖ **Karakter siswa yang diharapkan :** Dapat dipercaya ( *Trustworthines* )  
Rasa hormat dan perhatian ( *respect* )  
Tekun ( *diligence* )

**20. Materi Pembelajaran**

- m. Teks berbentuk
  - *Descriptive*
  - *Narrative*

- n. Tata bahasa kalimat sederhana
  - Simple past tense
- o. Kosakata
  - Kata terkait tema dan jenis teks
- p. Tanda baca, *Spelling*

**21. Metode Pembelajaran:** *three-phase technique*

**22. Langkah-langkah Kegiatan**

**D. Pertemuan Keempat**

**j) Kegiatan Pendahuluan**

**Apersepsi**

- 10) Membuka kelas dan berdoa
- 11) Memeriksa kehadiran siswa
- 12) Menanyakan kondisi siswa

**k) Kegiatan Inti**

**Eksplorasi**

- 16) Siswa dibagi kedalam 5 kelompok. Masing-masing kelompok diberikan tugas untuk menulis paragraf dengan menjawab pertanyaan-pertanyaan secara lengkap.
- 17) Setiap kelompok mendiskusikan tugas masing-masing.

**Elaborasi**

- 18) Masing-masing kelompok menceritakan kembali cerita rakyat mereka, kemudian kelompok lain mendengarkan.
- 19) Mendiskusikan nilai moral yang ada pada cerita rakyat.

**Konfirmasi**

- 20) Guru memberikan umpan balik dan penguatan berkaitan dengan hasil diskusi masing-masing kelompok.

**l) Kegiatan Penutup**

- 13) Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- 14) Memberikan umpan balik terhadap proses dan hasil pembelajaran;
- 15) Menyampaikan rencana pembelajaran pada pertemuan berikutnya;
- 16) Menutup kelas dan berdoa.

**23. Sumber belajar**

- Buku teks SMP

#### 24. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
10. Melengkapi rumpang teks esai pendek berbentuk <i>narrative</i> 11. Menyusun kalimat menjadi teks yang bermakna dalam bentuk <i>descriptive dan narrative</i> . 12. Menulis teks esai dalam bentuk a. <i>descriptive dan narrative</i> .	Tes tulis	1. <i>Completion</i>  2. <i>Jumbled sentences</i>  3. <i>Essay</i>	1. <i>Complete the paragraph using the suitable words.</i>  2. <i>Rearrange the following sentences correctly.</i>  3. <i>Write an essay, tell something or a certain place.</i>

a. Instrumen:

*Make a paragraph about folktales you know (min 100 words)*

b. Rubrik Penilaian

Element	Score
Content	27-30
Organization	18-20
Vocabulary	18-20
Language use	22-25
Mechanics	5

c. Standard of each element:

Excellent	90-100
-----------	--------

Very good	80-89
Good	70-79
Average	60-69
Poor	Below 60

**Palopo, Mei 2019**

**Guru Mata Pelajaran,  
Mahasiswa,**

**Warti Nigsih, S.Pd  
NIP.**

**Shyntia Ardianti Putri  
NIM. 15 0202 0076**

**Mengetahui,  
Kepala Sekolah SMP Negeri 1 Tanete**

**Sahrana, S.Pd  
NIP. 196512311985031132**

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

### (CONTROL CLASS)

SMP/MTS	: SMP Negeri 1 Tanete
Kelas/Semester	: VIII (Delapan) / 1
Standar Kompetensi	: 6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk <i>descriptive</i> , dan <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar	: 6.1 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>narrative</i>
Jenis teks	: Monolog <i>descriptive/narrative</i>
Tema	: <i>Narrating Past Events</i>
Aspek/Skill	: Menulis
Alokasi Waktu	: 6 x 40 menit ( 4x pertemuan )

#### 25. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- Menulis kalimat dengan menggunakan bentuk *simple past tense*
- ❖ **Karakter siswa yang diharapkan :**
  - Dapat dipercaya ( *Trustworthines* )
  - Rasa hormat dan perhatian ( *respect* )
  - Tekun ( *diligence* )

#### 26. Materi Pembelajaran

- q. Teks berbentuk
  - *Descriptive*
  - *Narrative*
- r. Tata bahasa kalimat sederhana
  - Simple past tense
- s. Kosa kata
  - Kata terkait tema dan jenis teks
- t. Tanda baca, *Spelling*

#### 27. Metode Pembelajaran: *three-phase technique*

## 28. Langkah-langkah Kegiatan

### E. Pertemuan Pertama-Keempat

#### m) Kegiatan Pendahuluan

##### Apersepsi

13) Membuka kelas dan berdoa

14) Memeriksa kehadiran siswa

15) Menanyakan kondisi siswa

#### n) Kegiatan Inti

##### Eksplorasi

21) Siswa diminta untuk menulis *narrating past events*.

##### Elaborasi

22) Masing-masing siswa menceritakan hasil tulisannya, kemudian siswa lain mendengarkan.

##### Konfirmasi

23) Guru memberikan umpan balik dan penguatan berkaitan dengan hasil diskusi masing-masing siswa.

#### o) Kegiatan Penutup

17) Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;

18) Memberikan umpan balik terhadap proses dan hasil pembelajaran;

19) Menyampaikan rencana pembelajaran pada pertemuan berikutnya;

20) Menutup kelas dan berdoa.

## 29. Sumber belajar

- Buku teks SMP

## 30. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
Menulis teks dalam bentuk <i>descriptive dan narrative</i> .	Tes tulis	<i>Write</i>	<i>Write a paragraph</i>

a. Instrumen:

*Make a paragraph about narrating past events (min 100 words)*

## b. Rubrik Penilaian

Element	Score
Content	27-30
Organization	18-20
Vocabulary	18-20
Language use	22-25
Mechanics	5

## c. Standard of each element:

Excellent	90-100
Very good	80-89
Good	70-79
Average	60-69
Poor	Below 60

**Palopo, Mei 2019**

**Guru Mata Pelajaran,  
Mahasiswa,**

**Warti Nigsih, S.Pd  
NIP.**

**Shyntia Ardianti Putri  
NIM. 15 0202 0076**

**Mengetahui,  
Kepala Sekolah SMP Negeri 1 Tanete**

**Sahrana, S.Pd  
NIP. 196512311985031132**



— Nama: M. M. Pasija  
Kelas: B

### Pre-Test

A. Read the following text to complete the paragraph by using the suitable words (a, b, c, d)

#### The Legend of Malin Kundang

Once upon a time, on the north coast of Sumatra lived a 1) Lazy woman and her son. The boy called Malin Kundang. They didn't earn much as fishing was their only source of income. Malin Kundang 2) Grew up as a skillful young boy. He always 3) Helped his mother to earn some money. However, as they were only fisherman's helper, they still lived in poverty. "Mother, what if I will overseas?" asked Malin Kundang one day to his mother. His mother didn't agree but Malin Kundang had made up his mind. "Mother, if I stay here, I'll always be a poor man. I want to be a successful person," urged Malin Kundang. His mother wiped her tears, "if you really want to go, I can't stop you. I could only pray to God for you to gain success in 4) Jail," said his mother wisely. "But, promise me, you'll come home."

In the next morning, Malin Kundang was ready to go. Three days ago, he 5) Meets one of the successful ship's crew. Malin was offered to join him. "Take a good care of yourself, son," said Malin Kundang's mother as she gave him some food supplies. "Yes, mother," Malin Kundang said. "You too have to take a good care of yourself. I'll keep in touch with you," he continued before kissing his mother's hand. Before Malin stepped onto the ship, Malin's mother hugged him tight as if she didn't want to let him go.

.....

- |               |             |
|---------------|-------------|
| 1. a. Naughty | d. Helping  |
| b. Scared     | 4. a. Death |
| c. Lazy       | b. Work     |
| d. Poor       | c. Life     |
| 2. a. Grew    | d. Jail     |
| b. Grow       | 5. a. Meets |
| c. Grown      | b. Meeting  |
| d. Growing    | c. Met      |
| 3. a. Help    | d. Felt     |
| b. Helps      |             |
| c. Helped     |             |

20

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73

**B. Rearrange the following sentences correctly.**

1. The pier - on - stood - she

Answer: She stood on the pier ✓

2. Saw - Malin Kundang's mother - a man

Answer: Malin Kundang's mother saw a man ✓

3. Man - the - Malin Kundang - saw

Answer: The was Malin Kundang Man ✗

4. To see - she - the ship - wished

Answer: The ship to see she wished ✗

5. Called - Malin Kundang - boy - the

Answer: Malin Kundang called the boy ✓

**C. Write a paragraph based on the following question.**

Number 1 is an example for you.

1. Where did the poor woman and her son live?

Answer: The poor woman and her son lived on the North coast of Sumatra

2. Who called the boy?

3. Who grew up as a skillful young boy?

4. When did Malin Kundang meet one of the successful ship's crew?

5. What did the Malin Kundang's mother give for him?

Start your paragraph as follows:

1. Malin Kundang

2. Malin Kundang

3.

4. Malin's mother hugged him tight as if she didn't want to let him go.

Nama : Elia Fehi Pampa  
 kelas : A

### Pre-Test

A. Read the following text to complete the paragraph by using the suitable words (a,b , c ,d)

#### The Legend of Malin Kundang

Once upon a time, on the north coast of Sumatra lived a 1) scared woman and her son. The boy called Malin Kundang. They didn't earn much as fishing was their only source of income. Malin Kundang 2) grew up as a skillful young boy. He always 3) helped his mother to earn some money. However, as they were only fisherman's helper, they still lived in poverty. "Mother, what if I will overseas?" asked Malin Kundang one day to his mother. His mother didn't agree but Malin Kundang had made up his mind. "Mother, if I stay here, I'll always be a poor man. I want to be a successful person," urged Malin Kundang. His mother wiped her tears, "If you really want to go, I can't stop you. I could only pray to God for you to gain success in 4) life," said his mother wisely. "But, promise me, you'll come home."

In the next morning, Malin Kundang was ready to go. Three days ago, he 5) felt one of the successful ship's crew. Malin was offered to join him. "Take a good care of yourself, son," said Malin Kundang's mother as she gave him some food supplies. "Yes, mother," Malin Kundang said. "You too have to take a good care of yourself. I'll keep in touch with you," he continued before kissing his mother's hand. Before Malin stepped onto the ship, Malin's mother hugged him tight as if she didn't want to let him go.

.....

- |               |             |
|---------------|-------------|
| 1. a. Naughty | d. Helping  |
| b. Scared     | 4. a. Death |
| c. Lazy       | b. Work     |
| d. Poor       | c. Life     |
| 2. a. Grew    | d. Jail     |
| b. Grow       | 5. a. Meets |
| c. Grown      | b. Meeting  |
| d. Growing    | c. Met      |
| 3. a. Help    | d. Felt     |
| b. Helps      |             |
| c. Helped     |             |

19

16

17

17

3

72

**B. Rearrange the following sentences correctly.**

1. The pier – on – stood – she  
Answer: She stood on the pier ✓
2. Saw – Malin Kundang's mother – a man  
Answer: a man saw mother ✗
3. Man – the – Malin Kundang – was saw  
Answer: Malin kundang was man ✗
4. To see – she – the ship – wished  
Answer: she wished to see the ship ✗
5. Called – Malin Kundang – boy – the  
Answer: Malin kundang called the boy ✓

**C. Write a paragraph based on the following question.**

Number 1 is an example for you.

1. Where did the poor woman and her son live?  
Answer: The poor woman and her son lived on the North coast of Sumatra
2. Who called the boy?
3. Who grew up as a skillful young boy?
4. When did Malin Kundang meet one of the successful ship's crew?
5. What did the Malin Kundang's mother give for him?

Start your paragraph as follows:

2. Malin kundang

3. Take a good care of yourself, am

4. Malin's kundang, give him fight

5. in the next morning

Nalva : Juniper

Kelas : B

POST-TEST

- A. Read the following text to complete the paragraph by using the suitable words (a, b, c, d)

Pinocchio

He great Italian pine forest, was lonely. He always dreamed about having a son.

Each day, he went cutting woods for the town's people. One day, an idea illuminated his mind, the idea of crafting a puppet, which he will call it Pinocchio. He crafted that puppet and during the night, the puppet becomes 1) Asleep X

One year of happiness and thriller passed, on a Sunday morning, Gepetto <sup>Told</sup> Pinocchio: "it's my birthday soon. my little son! I hope you didn't forget it!"

"euh, sure, I didn't"

Pinocchio felt 3) Awkward ✓ He didn't thought about that. Gepetto's birthday was coming in only three days, and he hadn't even a present.

After a long night of reflecting, Pinocchio finally 4) Decided ✓ to offer a homemade chocolate cake to him as a present.

When the sun rose, Pinocchio was already ready to go outside to find the ingredients. The main problem was he didn't even known the ingredients and the recipe.

So after school, he decided to go ask someone for the ingredients to bake a cake. During walking, Pinocchio, the 5) Wooden puppet, met the town's sorcerer.

.....

- |  |   |    |
|--|---|----|
| 1. <input checked="" type="checkbox"/> Asleep  | c. Hungry                                     | 26 |
| b. Alone                                       | d. Glad                                       | 19 |
| c. Alive                                       | 4. a. Decide                                  | 20 |
| d. Cruel                                       | b. Decides                                    | 23 |
| 2. a. Tell                                     | <input checked="" type="checkbox"/> Decided   | 9  |
| b. Tells                                       | d. Deciding                                   | 92 |
| c. Telling                                     | 5. <input checked="" type="checkbox"/> Lovely |    |
| <input checked="" type="checkbox"/> Told       | <input checked="" type="checkbox"/> Wooden    |    |
| 3. <input checked="" type="checkbox"/> Awkward | c. Dirty                                      |    |
| b. Excited                                     | d. Excellent                                  |    |

**B. Rearrange the following sentences correctly.**

1. Big - saw - candy house - Pinocchio - a

Answer: Pinocchio saw a big candy house. ✓

2. Finally - you - caught - I

Answer: I finally caught you. ✓

3. Home - he - back - came

Answer: He came back home. ✓

4. Good fairy - find - they - went to - the

Answer: They went to the find good fairy. ✓

5. Got - magical potion - the - they

Answer: They got the magical potion. ✓

nama : Juniza  
 kelas : B

### Snow White

Once upon a time there lived a little girl, named Snow White. She lived with her aunt and uncle because her parents were died.

One day she heard her aunt and uncle talking about leaving Snow White in the castle because they wanted to go to America and they didn't have enough money to take Snow White with them.

Snow White didn't want her uncle and aunt to do this. So she decided to run away. The next morning she run away from home when her aunt and uncle were having breakfast, she ran away into the wood.

In the wood she felt very tired and hungry. Then she saw this dwarf's cottage. She knocked but no one answered so she went inside and felt asleep.

Meanwhile seven dwarfs were coming home from work. They went inside. There, they found Snow White woke up. She saw the dwarfs. The dwarfs said "what is your name?", Snow White said "my name is Snow White". One of the dwarfs said "if you wish you may live here with us". Snow White told the whole story about her. Then Snow White and the seven dwarfs lived happily ever after.

#### C. Write a paragraph based on the following questions.

Number 1 is an example for you.

1. With whom did Snow White live?

Answer: She lived with her aunt and uncle because her parents were died.

2. Why did her uncle and aunt want to leave Snow White in the castle?
3. With whom did Snow White live when she arrived in the woods?
4. When did Snow White run away to the woods?
5. How did Snow White feel when she arrived in the woods?

Start your paragraph as follows:

2. Because they wanted to go to America and they didn't have enough money to take Snow White with them.

3. She saw this dwarf's cottage.

4. ~~She felt very tired and hungry.~~

5. The next morning she ran away from home when her aunt and uncle were having breakfast, she ran away into the wood.

5. In the wood she felt very tired and hungry.

**B. Rearrange the following sentences correctly.**

1. Big - saw - candy house - Pinocchio - a  
Answer: Pinocchio saw a candy house big
2. Finally - you - caught - I  
Answer: I finally caught you
3. Home - he - back - came  
Answer: he came back home
4. Good fairy - find - they - went to - the  
Answer: they went to find the good fairy
5. Got - magical potion - the - they  
Answer: they got the magical potion

### Snow White

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One day she heard her aunt and uncle talking about leaving Snow White in the castle because they wanted to go to America and they didn't have enough money to take Snow White with them.

Snow White didn't want her uncle and aunt to do this. So she decided to run away. The next morning she run away from home when her aunt and uncle were having breakfast, she ran away into the wood.

In the wood she felt very tired and hungry. Then she saw this dwarf's cottage. She knocked but no one answered so she went inside and felt asleep.

Meanwhile seven dwarfs were coming home from work. They went inside. There, they found Snow White woke up. She saw the dwarfs. The dwarfs said "what is your name?", Snow White said "my name is Snow White". One of the dwarfs said "if you wish you may live here with us". Snow White told the whole story about her. Then Snow White and the seven dwarfs lived happily ever after.

#### A. Write a paragraph based on the following questions.

Number 1 is an example for you.

1. With whom did Snow White live?

Answer: She lived with her aunt and uncle because her parents were died.

2. Why did her uncle and aunt want to leave Snow White in the castle?
3. With whom did Snow White live when she arrived in the woods?
4. When did Snow White run away to the woods?
5. How did Snow White feel when she arrived in the woods?

Start your paragraph as follows:

because they wanted to go to America and they didn't have enough money to take Snow White with them.

she is in this dwarf's cottage.

the next morning she run away from home when aunt and uncle were having breakfast. She ran away into the wood.

then Snow White and the seven dwarfs lived happily ever after.



**FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

Jl. Agatis Telp. 0471-22076 Fax. 0471- 325195 Kota Palopo

Nomor : 299/ In.19/PBI/PP.00.9/07/2019  
Lampiran : 1 (satu) Lembar  
Perihal : Permohonan Pengesahan Draft Proposal

Kepada Yth  
Bapak Dehan Fakultas Tarbiyah dan Ilmu Keguruan  
Di –  
Palopo

**Assalamu' Alaikum Wr. Wb**

Dengan hormat, yang bertanda tangan di bawah ini:

Nama : Shyntia Ardianti Putri  
NIM : 15 0202 0076  
Jurusan : Ilmu Keguruan  
Prodi : Pendidikan Bahasa Inggris  
Judul : **Using Folktales to Teach Writing Skill at the Eighth Grade  
Students of SMPN 1 Tanete**

Mengajukan permohonan kepada Bapak, kiranya berkenan mengesahkan Draft Proposal yang dimaksud di atas.

Dentikian permohonan kami, atas perkenan Bapak diucapkan terima kasih.

Wassalamu' Alaikum Wr. Wb.

Pemohon

Shyntia Ardianti Putri  
NIM 15 0202 0076

Menyetujui

Pembimbing I

Dr. Hilal Mahmud, M.M  
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Pembimbing II

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Mengetahui

Kapas Prodi  
Pendidikan Bahasa Inggris

Ardhia Cahya, S.E., M.Hum  
NIP. 19771013 200501 2 006

**PENGESAHAN DRAFT SKRIPSI**

Setelah memperhatikan persetujuan para pembimbing atas Permohonan saudara (i) yang diketahui oleh Ketua Jurusan Ilmu Keguruan Fakultas Tarbiyah dan Ilmu Keguruan, maka draft Proposal yang berjudul : **Using Folktales to Teach Writing Skill at the Eighth Grade Students of SMPN 1 Tanete** , dan yang ditulis oleh: Shyntia Ardianti Putri NIM 15 0202 0076 dinyatakan sah dan dapat diproses lebih lanjut

Palopo, 02 Juli 2019  
a.n. Dekan  
Wakil Dekan I Akademik  
Dan Kelembagaan



Munir Yusuf, S.Ag., M.Pd  
NIP. 19740602 199903 1 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) PALOPO**  
**FAKULTAS TARBİYAH & ILMU KEGURUAN**

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*Email: fik@iainpalopo.ac.id / Web: www.fik-iainpalopo.ac.id*

Nomor : 0955 /In.19/FTIK/HM. 01/07/2019

08 Juli 2019

Lampiran : -

Perihal : **Permohonan Surat Izin Penelitian**

Yth. Bupati Luwu Utara

Kepala Badan Kesbangpol dan Linmas

di -

Masamba

*Assalamu Alaikum Wr. Wb.*

Dengan hormat, kami sampaikan bahwa mahasiswa (i) kami, yaitu :

Nama	: Shyntia Ardianti Putri
NIM	: 15 0202 0076
Program Studi	: Pendidikan Bahasa Inggris
Semester	: VIII (delapan)
Tahun Akademik	: 2018/2019
Alamat	: -

akan melaksanakan penelitian dalam rangka penulisan skripsi pada lokasi SMPN 1 Tanete dengan judul: **"Using Folktales to Teach Writing Skill at the Eight Grade Students Of SMPN 1 Tanete"**. Untuk itu kami mohon kiranya Bapak/Ibu berkenan menerbitkan Surat Izin Penelitian.

Demikian surat permohonan ini kami ajukan atas perhatian dan kerjasamanya kami ucapkan banyak terima kasih.

*Wassalamu Alaikum Wr. Wb.*

Dekan,



Dr. Nurdin K. M.Pd  
 NIP.19681231 199903 1 014



**PEMERINTAH KABUPATEN LUWU  
DINAS PENANAMAN MODAL DAN PTSP**

Alamat : Jln. Opu Daeng Risaju No. 1, Belopa Telpon : (0471) 3314115

Nomor : 216/PENELITIAN/DPMPPTSP/VI/2019  
Lamp : -  
Sifat : Biasa  
Perihal : Izin Penelitian

Kepada  
Yth. Kepala Sekolah SMPN 1 Tanete  
di -  
Tempat

Berdasarkan Surat Dekan Institut Agama Islam (IAIN) Palopo : 0955/tn.19/FTIK/HM.01/VI/2019 tanggal 08 Juli 2019 tentang permohonan Izin Penelitian.  
Dengan ini disampaikan kepada saudara (i) bahwa yang tersebut di bawah ini :

Nama	: Shyntia Ardianti Putri
Tempat/Tgl Lahir	: Rantai Damai / 16 Maret 1999
Nim	: 15 0202 0076
Jurusan	: Pendidikan Bahasa Inggris
Alamat	: BPP.RSS Blok C2 No. 09 Kelurahan Balandai Kecamatan Bara

Bermaksud akan mengadakan penelitian di daerah/instansi Saudara (i) dalam rangka penyusunan "Skripsi" dengan judul :

**USING FOLKTALES TO TEACH WRITING SKILL AT THE EIGHTH GRADE STUDENTS OF  
SMPN 1 TANETE**

Yang akan dilaksanakan di **SMPN 1 TANETE**, pada tanggal **09 Juli 2019 s/d 09 Agustus 2019**

Sehubungan hal tersebut di atas pada prinsipnya kami dapat menyetujui kegiatan dimaksud dengan ketentuan sbb :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan harus melaporkan kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
2. Penelitian tidak menyimpang dari izin yang diberikan.
3. Mentaati semua peraturan perundang-undangan yang berlaku.
4. Menyerahkan 1 (satu) exemplar copy hasil penelitian kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
5. Surat izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Diterbitkan di Kabupaten Luwu

Pada tanggal : 09 Juli 2019

a.n-Kepala Dinas  
Kepala Bidang Perizinan dan Non Perizinan,

**Drs. Amaruddin**  
Pangkat : Pembina

NIP : 19650818199203 1 020

Tembusan :



PEMERINTAH KABUPATEN LUWU  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMP NEGERI 1 TANETE

Alamat : Desa Tanete Kec. Walerang Timur, Kab. Luwu

**SURAT KETERANGAN**  
No.191 /DIKBUD/SMPN.1 TN/KP/08/2019

**Yang bertanda tangan dibawah ini :**

Nama : SAHRUNA, S.Pd  
NIP : 19651231 198903 1 132  
Pangkat / Gol : Pembina Tingkat I/IV b  
Jabatan : Kepala Sekolah

**Menerangkan dengan sesungguhnya bahwa :**

Nama : SHYNTIA ARDIANTI PUTRI  
NIM : 15 0202 0076  
Tempat Tanggal Lahir : Rantai Damai, 16 Maret 1999  
Jenis Kelamin : Perempuan  
Jurusan : Pendidikan Bahasa Inggris

Adalah benar telah melakukan penelitian di SMPN 1 Tanete terkait dengan penyusunan karya ilmiah (Skripsi) yang berjudul "Using Folktales To Teach Writing Skill At The Eighth Grade Students Of SMPN 1 Tanete".

Demikian surat ini dibuat untuk digunakan sebagaimana mestinya

Luwu, 14 Agustus 2019  
Kepala Sekolah,  
SMP Negeri 1 Tanete  
  
SAHRUNA, S.Pd  
NIP. 19651231 198903 1 132

## CATATAN HASIL KOREKSI SEMINAR HASIL

Nama : Shyntia Ardianti Putri  
 NIM : 15 0202 0076  
 Jurusan/Program Studi : Ilmu Keguru/ Pendidikan Bahasa Inggris  
 Hari/Tanggal : Kamis / 05 September 2019  
 Judul Skripsi : Using Folktales to Teach Writing Skill at the Eight Grade Student SMPN 1 Tanete

## Notes.

1. The benefit of using folktales should be put in your records log. in chapter 2
2. Try to remember your way is teaching about in your lesson plans
3. You have to include the student worksheet in your thesis
4. The problem faced by the student in writing related to content, organization, vocabulary, grammar, mechanics
5. You have to suggest the next research to use local folktales and add some colour full picture to make it more interesting

Pembimbing/Penguji.

Hilda H. H. H.  
 NIP.

## CATATAN HASIL KOREKSI SEMINAR HASIL

Nama : Shyntia Ardianti Putri  
NIM : 15 0202 0076  
Jurusan/Program Studi : Ilmu Keguru / Pendidikan Bahasa Inggris  
Hari/Tanggal : Kamis / 05 September 2019  
Judul Skripsi : Using Folktales to Teach Writing Skill at the Eight Grade Student SMPN 1 Tanete

- Abstract: paragraf 1 ditambah prob. statement
- Discussion: Analisis 5 komponen Kriteria writing
- Sarankan V/ memilih local folktale

Pembimbing/Penguji,



wahibah

NIP.

## CATATAN HASIL KOREKSI UJIAN SKRIPSI

Nama : Shyntia Arrianti Putri  
 NIM : 15 0202 0076  
 Jurusan/Program Studi : Tarbiyah / Pendidikan Islam Anak Usia Dini  
 Hari/Tanggal Ujian : Senin / 16 Septemberr 2019  
 Judul Skripsi : Using Folktales to Teach Writing Skill at the Eight Grade Students of SMPN 1 Tanete

Notes:

IN DISCUSSION you have to describe  
 the problem faced by the student  
 related to competence of writing  
 namely content, organization, style,  
 language use and mechanics

Pembimbing/Penguji,



Dr. Hilal Huda, M.P.  
 NIP.

### CATATAN HASIL KOREKSI UJIAN SKRIPSI

Nama : Shyntia Ardianti Putri  
 NIM : 15 0202 0076  
 Jurusan/Program Studi : Tarbiyah / Pendidikan Islam Anak Usia Dini  
 Hari / tanggal ujian : Senin / 16 September 2019  
 Judul Skripsi : Using Folktales to Teach Writing Skill at the Eight Grade Students of SMPN 1 Tanete

- Abstract : paragraf 1 problem statement, p. 3.
- Discussion : in content organization, vocab lang use, mechanic you need explain the students' mistakes as samples.  
 ex vocab : house big → big house.  
 See indicators on Writing Assessment p. 24.  
 P. 24 = 27 → to give elaboration.  
 RPP
- Your documentation should be write the students' activity.

Pembimbing/Penguji, 16/9/19.



wulihah  
 NIP.

**DOCUMENTATION**

