IMPROVING STUDENTS WRITING SKILL BY USING FOLKLORE AT THE ELEVENTH CLASS AT SMAN 1 BUA

IAIN PALOPO

A THESIS

Submitted to the English Study Program of Tarbiyah and Teacher Training Faculty
of the State Islamic Institute of Palopo
For S.Pd. Degree in English Education
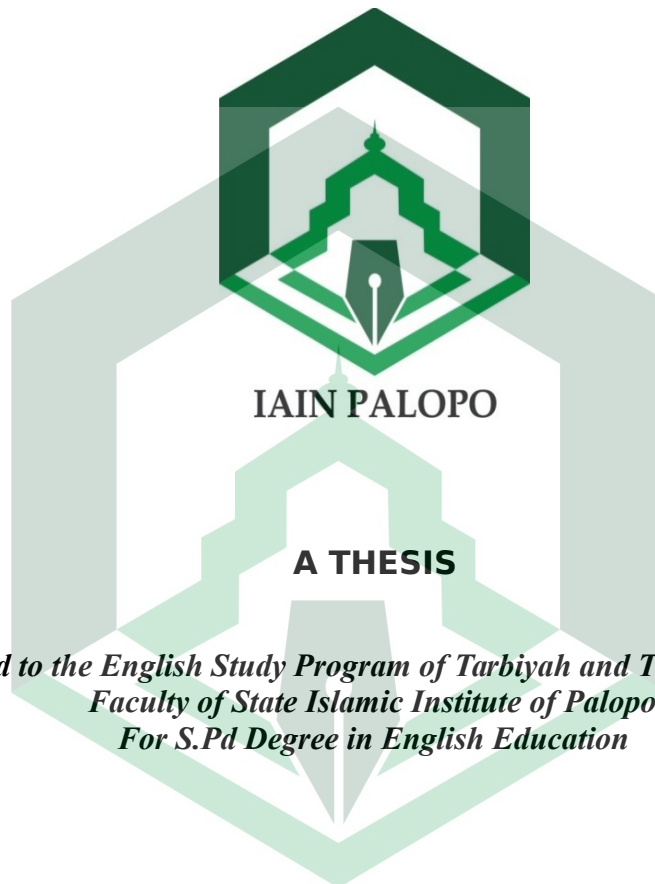
Composed By,

ALIMIN

REG.NUM. 13.16.3.0084

Supervised By:

Dr. Rustan S., M.Hum

Madehang, S.Ag., M.Pd

ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE ISLAMIC INSTITUTE (IAIN) OF PALOPO
2017

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PRONOUNCEMENT

I have been at signature below:

Name   :   Alimin
Reg. Number   :   13.16.3.0084
Faculty   :   Tarbiyah and Teacher Training
Study Program   :   English Department

With all awareness and consciousness, the researcher who sign below, pronounces that this thesis is originally written by her except the listed sources. If somebody proves that this thesis is duplicated. Copied or made by other people as whole or partially, so this thesis will be the responsibility of the writer for low.

Palopo, 27th November 2017
Researcher

Alimin
13.16.3.0084

ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

الحمد لله رب العالمين والصلاة والسلام على أشرف الانبياء

والمرسلين وعلى

اله و صحبه أجمعين أما بعد

Alhamdulillahi Rabbil Alamin, praise and thanks to the Almighty God, Allah swt. Without His blessing and mercy, the researcher would have never been able to start and finish this thesis as the requirement for degree of Sarjana Pendidikan (S.Pd) at the Institute State for Islamic Studies (IAIN) Palopo on the title "*Improving Students Writing Skill by Using Folklore at the Eleventh Class at SMAN 1 Bua*". To our beloved prophet, the chosen one Muhammad saw. Safety and peace be upon him.

The researcher realizes that the existence of this thesis was by receiving much advice, guidance, encouragements and comments from many people. Therefore, the writer would like to express thankful to:

1. Dr. Abdul Pirol, M.Ag. as chief of IAIN Palopo.
2. Dr. Rustan, M.Hum. as the first deputy head of IAIN Palopo.

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7. All of my friends of English Study Program especially BIG-C has given the researcher support and spirit.
8. Thanks a million to all of the students XI IPA I at SMAN 1 Bua that had been participate and join to this research as the respondent so that the research can be run well.

The researcher also thanks the other who can not be mentioned one by one, who have helped and supported the writer to finish this thesis. The researcher realized that this thesis would not be created without their participation.

The researcher hopes this thesis can give some values to the students of English department and English teacher. The researcher admits that this thesis is not perfect, so that the researcher will accept suggestion from the readers in order to make better. The researcher hopes that this thesis would be beneficial to everyone.

.   Finally, the researcher dedicates this thesis May ALLAH SWT, bless us.

Amiin.

Palopo, 27th November 2017

The researcher
Alimin

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بسم الله الرحمن الرحيم

الحمد لله رب العالمين والصلاة والسلام على أشرف الانبياء

والمرسلين وعلى

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Amiin.

Palopo, 27th November 2017

The researcher
Alimin

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ABSTRACT

Alimin. 2017. "Improving students writing skill by using folklore at the eleventh class at SMAN 1 Bua". A thesis of English Department of Tarbiyah and Teacher Training Faculty for State College of Islamic Institute (IAIN) Palopo. Supervised by: **(1) Dr. Rustan S, M.Hum. and (2) Madehang, S.Ag., M.Pd.**

Key words: *Folklore, Writing skill, Narrative text.*

This thesis focuses on the Improving students writing skill by using folklore at eleventh class at SMAN 1 Bua. The problem statement of this research is: Is folklore effective to improve students writing skill of the eleventh class at SMAN 1 Bua?, The objective of the research is: to find out whether the folklore can improve students writing skill at the eleventh class at SMAN 1 Bua.

The researcher applied Experimental Method. The number of population in this research was 363, and sample was 20 students of SMAN 1 Bua. The researcher used formula and scoring writing test consist of content, organization, vocabulary, grammar and mechanic on Technique of Data Analysis. The researcher collected data through giving pre-test, treatment and post-test.

The result of the students ability in writing at SMAN 1 Bua on pre-test was (190.15) 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.

CHAPTER I

INTRODUCTION

A. Background

English has main function as an international Language. It is very important to every person because of that English is used in big country in the world, for example in America and England. Besides, it also it world language and person need to study hardly to be master English. If they have understood about English they will not face difficulty to speak with foreigner. However learn about English, there are four integrated skills in English that should be mastered such as productive skills for example speaking and writing and receptive skills for example listening and reading and every skill has its own function.

Writing is one of four skills in English. Writing in English mainly connected with idea, because student can not write a good composotion without idea. Before writing, important to compose idea and think about theme to write. Besides, it also is needed to form good composition. Sometimes ideas can arise spontaneously find out them.

Writing skill is consider as the most difficult language skill involves the ability or master for grammar, vocabulary, and spelling. In addition, necessary skill or logical way of thinking skill mix words into meaning full sentences. Other then

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coherent sentence structure, clear content and punctuations also important in the English language as with other language skill (Listening, Speaking, and Reading).[1]

The one simplest way of making writing more meaningful to student is to have the students write something to elaborate the experiences they have or write something about their activities or another story.

Folklore can be described as traditional art, literature, knowledge, and practices that are passed on in large part through oral communication and behavioral example. Every group with a sense of its own identity shares, as a central part of that identity, folk traditions the things that people traditionally *believe* (planting practices, family traditions, and other elements of worldview), *do* (dance, make music, sew clothing), *know* (how to build an irrigation dam, how to nurse an ailment, how to prepare barbecue), *make* (architecture, art, craft), and *say* (personal experience stories, riddles, song lyrics). As these examples indicate, in most instances there is no hard and fast separation of these categories, whether in everyday life or in folklorists work. British antiquarian William Thoms is generally credited with coining the term "folklore" in 1846.[2]

Based on pra survey at SMAN 1 Bua 5 october 2016. The writer found the students' problems. They do not know using the correct words, the use of

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[1] Kasihani K.E., Suyanto, *English for Young Learner* (Jakarta: Bumi Aksara), p. 68-69.

[2] http://www.afsnet.org/?WhatIsFolklore

punctuation, and the less of vocabulary and the method was used by teacher in teaching writing is asking students to write their daily activities.

The above explanations attract the writer to conduct a research the title:

"Improving students writing skill by using Folklore at The Eleventh Class at SMAN 1 Bua".

B. Problem Statement

Referring to the background above, the problem statement can be formulated into a question as follows " Is Folklore effective to improve students writing skill of the eleventh class at SMAN 1 Bua? "

C. Objective of the Research

Based on the question above, the objective of this research is to find out whether the folklore can improve students writing skill of the eleventh class at SMAN 1 Bua.

D. Significance of the Research

In this case writer expects the result of this research will solve difficulty in writing skill by eleventh class students of SMAN 1 Bua. In addition the writer also expects that this experimental research can help other English teachers particularly teachers of SMAN 1 Bua whose students have such difficulty to solve the problem.

E. Scope of the Research

The scope of the research is concentrated on the use of the folklore in improving the writing skill at the eleventh class students at SMAN 1 Bua. It is focused on writing narrative text.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Related Research Findings

In writing this thesis, the researcher found one research related with this research as follows:

1. Arkham Fanani AT in his thesis which written under the title "Improving the eight grade students reading comprehention by using Folklore at SMPN 1 Tegalsari Banyuwangi in the 2012/2013 Year" Based on the result, the research concludes that through Folklore can Improving the eight grade students reading comprehention by using Folklore at SMPN 1 Tegalsari Banyuwangi in the 2012/2013 Year.[1]

   Based on these researcher above, many methods can be used to assist the teacher in improving students writing skill. It makes the researcher is serious to apply the same method to improve the students writing skill. And this research, the researcher use folklore to improve students writing skill at the eleventh class at SMAN 1 Bua.

B. The Concept of Writing
1. Definition of Writing

Writing is the one of skill in language which needs special attention. It means that try to put ideas on the paper. If someone tries to express his idea on the paper or write something, he much have skill about it.

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[1]http://digilib.unmuhjember.ac.id/files/disk1/51/umj-1x-arkhamfana-2531-1-improvin-n.pdf. Accessed on August, 7th 2017.

Writing is one of the four basic language skills that has increasing significance for English 'license' degree students as it represents the main medium the use to do assignments in the different subject areas and answer examination questions.

Steven Roger Fischer State that "writing is the method of representing language in visual form." Writing systems use sets of symbols to represent the sounds of speech and may also have symbols for such things as punctuation and numerals.[2] There is another statement according Oxford learner's pocket dictionary third edition page 502 state that writing is activity of writing.[3] It is some opinion about writing.

Writing is the representation language in a textual medium through the use of a set of signs or symbols (known as a writing system). It is distinguished from illustration, such as cave drawing and painting, and non-symbolic preservation of language via non-textual media, such as magnetic tape audio.[4]

According on the explanation some expert above, it can be seen that writing is activity state mind, opinion, and idea on the writing form. So writer can write whatever in his brain to the paper. Then can produce a good composition.

2. Components of Writing

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[2] *Http:// Www.Omniglot.Com/ Writing /Definition.Htm,* Accessed On October 23rd 2014 at 09.36 a. m.

[3] Oxford Learner's *Pocket Dictionary Third Edition*, University Press, p. 502.

[4] *Http: //Www.Answers.Com/Topic/Witing*, Accessed on December 17th 2012.

There are five components of writing namely: content, organization, vocabulary, language use (grammar), and mechanic.

a. Content

The content of writing should be clear to a reader. So that the reader can understand message conveyed and gain information from it. There are at last think that can be measured in connecting with component, the composition should contain central purpose only, should be develop.

b. Organization

In organization of writing concert with the way he writes arrange and organization the ideas or the message in the writing the purpose of organizing materials. In writing involves coherence order of importance, general of which happened from the beginning to the end.

c. Vocabulary

The effective use the words will always results good writing both specific and technical writing, the dictionary is very considerable. Vocabulary is one of component in writing. We can express ideas deal with vocabulary. Vocabulary is all the words that a person knows or uses, all the words in a language, list of their meaning especially in book for learning a foreign language.[5] Vocabulary is one of the component of writing to express ideas, we always deal with to compose what they are

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[5] Oxford University press. *Oxford learner's Pocket Dictionary*, (New York; 2003), p. 482.

going to say, because he/she feels difficult to choose what appropriate will help the writers to compose the writing and also make readers easy to understand.

d. Language use (Grammar)

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

e. Mechanics

There are two part of mechanic in writing, namely function a capitalization. Function important as the way to clarify meaning. In English writing capital letter have to participation first they used to distinguish between particular and thing second, it used adjective, act. This aspect very important since it leads readers to understanding or recognize immediately what the writer means to express definitely.[6]

3. The Important of Writing

The research has found some references of the importance of the writing activities states, there are lots of the reason why the writing very important, as follows:

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[6]Hexton, *Writing English Language Test*, (New York language: 1998), p. 148.

1) Writing help us to organize our ideas, we can arrange them into the coherent

    form.
2) Writing down ideas allows us to distance ourselves when we write the topic.
3) Writing is a tool of discovery, we stimulate our though process by act of writing

    into information and image who have our unconscious mind.
4) Writing can generate new ideas by helping us to make connecting and

    relationship.[7]
4. Process of Writing

According on the Methodology in Language Teaching an Anthology of current practice, state that process writing are planning (Pre-writing), such as drafting, responding, revising, editing, evaluating. After pre-writing there is (Post-writing), such as implementing process writing. Here some pointers which teachers may like to take note of when implementing process writing, for example teacher modeling, relating process to product, working with in institutional constraints, catering to diverse student needs, exploiting the use of computers in process writing.[8] Gardner and Johnson describe the stages of the writing process, the stage are prewriting, rough draft, reread, share with peer revision, revise, editing, final draft, and publishing.[9]

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[7]SurianiBanna, *Teaching simple Past TenseAt the Tenth Year Students of PMDS Putri Through Writing Personal Experience*, (Unpublished Thesis S1, STAIN Palopo, 2011), p. 26-27.

[8]*Ibid.*, p. 315.

[9]Http: *//www.ncrel.org/sdrs/areas/issues/methods/instrctn/in5lk11-1.htm*, Accessed on October 20th 2016.

C. Narrative Paragraph
a. Definition of Narrative Paragraph

Narrative paragraph is a type of essay that express a story, event, or personal experience based on sequences of events. Usually in the events, the character experienced an important event. Something that a character or conflict between the combatants will become an interesting part in a narrative paragraph.

In the narrative paragraph, one sentence and the other sentence have successive relationships. In the narrative paragraph, each event poured in sentence is chronological. To connect the sentences in the paragraph, a connector is used.

b. Types of Narrative Paragraph
   1. Fables (The story of animals described as behaving like humans)
   2. Fairy stories (The story is fantastic, full of wonders)
   3. Mysteries
   4. Science fiction
   5. Romances
   6. Horror stories
   7. Legends
   8. Historical narratives
   9. Personal experience (personal experience written)
   10. Ballads (ballads, stories that can touch the reader, usually a love story that is not up).
c. Generic Structure Narrative Text
   1. Orientation
      That is the introduction in the form of: stories about what (what is the story about), who the perpetrator in the story (who is the participant), where the story happened (where is the place setting) and when the story happened (when is the time setting).
   2. Complication or Problem

That is in this paragraph which is the core of the narrative text. Without any problems, this text is just one event exposure followed by another event. Problems that arise can be differentiated into:

- Natural Conflict

That is the problem that arises because the perpetrator of the story dealing with the forces of nature.

- Social Conflict

That is the problem that arises because the perpetrators are facing each other. They meet at the same time with different interests.

- Psychological Conflict

That is the problem that arises when the perpetrator of the story was confronted with himself. The opposition between good and bad values, between greed and tolerance.

3. Resolution

That problem can be solved. In the Narrative text, any problems that arise must be solved, can be closed with a happy ending (ending end) or not ending tragically, sad (sad ending).

d. Narrative Text Literature Character

A. Using the Simple Past Tense sentence pattern.

B. It usually starts with Adverbs of Time. Like: long time ago, once upon a time, last year.

D. The Concept of Media

a. Definition of Folklore

Folklore can be described as traditional art, literature, knowledge, and practices that are passed on in large part through oral communication and behavioral example. Every group with a sense of its own identity shares, as a central part of that identity, folk traditions the things that people traditionally *believe* (planting practices, family traditions, and other elements of worldview), *do* (dance, make music, sew clothing), *know* (how to build an irrigation dam, how to nurse an ailment, how to prepare barbecue), *make* (architecture, art, craft), and *say* (personal experience stories, riddles, song lyrics). As these examples indicate, in most instances there is no hard and fast separation of these categories, whether in everyday life or in folklorists work. British antiquarian William Thoms is generally credited with coining the term "folklore" in 1846.[10]

William Thoms in 1846 he described it as a "good Saxon compound" to delineate that which was then widely known as "popular antiquities, or popular literature". Ever since then, there have been debates as to the meaning of the term among folklorists, with no widespread agreement. For instance, introducing their edited volume on the subject, the folklorists Regina F. Bendix and Galit Hasan-

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10 http://www.afsnet.org/?WhatIsFolklore

Rokem stated that "there is not one unambiguous way of defining what folklore is and what its study comprises.[11]

b. Charactheristic

Folklore is integral to everyday life. It can be observed wherever humans interact face-to-face, however some forms of folklore are only performed at specific times, events, or places. Obvious examples of folklore include holidays and festivals, as well as key events in the human life-cycle. Folklore often occurs in multiple different versions or variants. Specific elements can recur in various different forms of folklore, for example the terms "once upon a time" and "they lived happily ever after" can be found in a wide range of folk tales.

Folklore has been incorporated into both literature and mass media, thus furthering its pervasiveness. An example of folklore being incorporated into literature can be seen in Guy Owen's 1965 novel *The Ballad of Flim Flam Man*, into which he added aspects of dialect, folk sayings, and folklore that he encountered while growing up in the Southern United States. Folklore also appears in television and film.

For instance, the 1937 *Disney* film *Snow White and the Seven Dwarfs* was based on an older fairy tale, while the 1980 American film *Alligator* was based on the legend of sewer alligators. Proverbs from folklore are often incorporated into adverts, printed cartoons, and comic strips.

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11 http://digitalcommons.usu.edu/cgi/viewcontent.cgi?
article=1013&context=usupress_pubsaccess on June 9, 2016

In oral tradition, information is passed on verbally from one generation to another. This may be transmitted in speech or song and may take the form of folktales, songs, or chants. Because it is conveyed orally, it may change in the retelling and appear in a variety of versions. This is particularly noted in folktales and folksongs. Some American folksongs can be traced back to England or Ireland, brought by immigrants who adapted the lyrics in light of their new surroundings and experiences.

Carl Wilhelm von Sydow noted that folklore varies from region to region and suggested that this indicates the communities adaptation to their own cultural environment.

The Scottish ballad "Marie Hamilton" is found in over fifty versions, recorded at different times and places from different sources. While the different versions have a great deal in common, there is considerable variation. All folklore participates in a distinctive, dynamic process.

Constant change, variation within a tradition, whether intentional or inadvertent, is viewed here simply as a central fact of existence for folklore, and a defining feature that grows out of context, performance, attitude, cultural tastes, and the like. Traditions which survive are those which have proved useful and suitable, even in a new environment.

E. Teaching Writing by using Folklore

The researcher gave some paper about folklore and the students identify vocabulary of verb-II, structure word and mechanic. The researcher will control and guide them to find out the vocabulary and structure word. After that the researcher ask to the students to make another story using vocabulary of folklore, and the researcher check the story.

F. Hypothesis

Based on problems above, the researcher formulated the hypothesis as follows:

1. H_0 = There is no significant improvement on students' writing ability at the eleventh year students of SMAN 1 Bua in 2017/2018 academic class after conducting the treatments.
2. H_a = There is significant improvement on students' writing ability at the eleventh year students of SMAN 1 Bua in 2017/2018 academic class after conducting the treatments.

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CHAPTER III

METHOD OF THE RESEARCH

A. Method and Design of the Research

1. The Method of the Research

In this research, the researcher used quasi experimental method. Quasi experimental is the research to find out the related of cause effect of the reality, where the difficult change control or not, the grouping randomly will make difficult and etc.[1] It will be a non-equivalent control group design. It aims for giving description about the improving students writing skill by using folklore at the eleventh class at SMAN 1 Bua.

2. Design of the Research
   The design of the research could be described as follows:

$$O_1 X \quad O_2$$
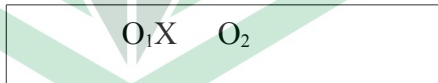
Where:
O_1 = Pre-test
O_2 = Post-test
X = Treatment[2]

B. Population and Sample

a. Population
   The population of this research is 363 of the eleventh class at SMAN 1 Bua.
b. Sample

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[1]Masyuhuri, Zainuddin, *MetodologiPenelitianPendidikanPendekatanPraktisdanAplikatif,* (Cet, III; Malang : PT RefikaAdiatma, 2011), p. 43.

[2]Prof. Dr. Sugiyono, *MetodePenelitianPendidikan,* (*PendekatanKuantitatif, Kualitatifdan R&D*), p. 111.

In this research, the researcher using 20 students of XI IPA 1 as sample.

C. **Variables**

The variables of the research include dependent and independent variables.

Dependent variable is writing skill.

Independent variables by using folklore.

D. **Instrument of the Research**

The data collected by use writing test. The researcher used writing test to measure the students' ability to writing in English before and after giving treatment, the researcher gave some instruments:

1. Guide them to find out the students ability in writing skill. Where the researcher will ask the students to write narrative paragraph by using folklore.

2. Test.

The researcher used writing test. The objective score is modified into five scales. The components that involved: content, organization, word choice (vocabulary), language use (grammar), convention (mechanic).

E. **Procedure of Collecting Data**

The procedure of collecting data in this research was described as follows:

a. Giving Pre-test

The researcher gave the pre-test to the students to find out their competency in writing narrative text (Unforgettable experience).

b. Giving Treatment

This step according to Kennedy Center Arts edge:[3]

1. Firstly, the researcher gave some paper about folklore to the students, after that the students identify the vocabulary of verb-II, the structure grammar and mechanic of folklore.

2. Secondly, the researcher controlled and guide the students to find out the vocabulary of verb-II, the structure grammar and mechanic of folklore.

3. At the third, the researcher ask to the students to make another story from vocabulary that has found.

4. The fourth, the researcher check the story that make of students. After that the researcher gave correction based on the students result.

c. Giving Post-test

The post-test given to the students after doing treatment. The researcher gave another folklore to the students and asked them to write narrative paragraph based on the folklore. This test to find out whether the students have difficult result after giving treatment or not.

F. Technique of Data Analysis

To analyze the data, the writer used the following steps:

a. Formula

1. Looking for gain (d) between score variable (X) and (Y)

2. Looking for mean of difference by using the following formula

$$d = Y - X$$

$$Md = \frac{\sum d}{N}$$

3. Looking for deviation standard (Xd) = (d-Md) and squared deviation (Xd^2).

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[3] http://www.readwritethink.org/classroom-resources/lesson-plans/american-folklore-jigsaw-character-30 accessed on 18 December 2017.

4. The result of the test significance of the students writing skill by using 't' test as follows:

$$t = \frac{Md}{\sqrt{\dfrac{\sum Xd^2}{N(N-1)}}}$$

Md = Mean of Difference
Xd = deviation standard
Xd^2 = squared deviation.[4]

b. Scoring Writing–Test

In this test, the researcher used 1-6 scale to measure students answer based on the writing skill.[5]

The following marking scheme (using 6-points scale) as follows:

1. Content

Rating	Scale	Ideas/Content
6	86-100	The writing is exceptionally clear, focused, and interesting. It holds the reader's attention through of main ideas attend out and are developed by strong support and rich details suitable to audience and purpose.
5	71-85	The writing is clear, focused, and interesting. It holds the reader's attention main ideas attend out and are developed by supporting details suitable to audience and purpose.

4 AnasSudijono, *PengantarStatistikPendidikan*, (Jakarta: PT.GrafindoPersada), p. 289-291.

5 J.B. Heaton, *Writng English Text*, (New York : Longman. 1998), p.146.

4	56-70	The writing is clear and focused and reader can easily understand the main ideas. Support is present, although it may be limited or rather general.
3	41-55	The reader can understand the main idea, although they may overly broad or simplistic, and the results may not effective. Supporting detail is often limited, insubstantial. Over general or occasionally slightly off-topic.
2	26-40	Main ideas and purpose are somewhat unclear or development is attempted but minimal.
1	0-25	The writing lacks a central idea purpose.

2. Organization

Rating	Scale	Organization
6	86-100	The organization enhances the central idea (s) and its developing. The order and structure are compelling and move the reader through the text easily.
5	71-85	The organization enhances the central idea (s) and its development the order and structure are strong and move the reader through the text.
4	56-70	Organization is clear and coherent. Order and structure are present, but may formula.
3	41-55	An attempt has been made to organize the writing, however the overall structure is in consistent or skeletal.
2	26-40	The writing lacks clear organizational structure and occasional organization device is discernible. But, the

		writing is either difficult to follow and the reader has to reread portions or the piece is too short to demonstrate organizational skills.
1	0-25	The writing lacks coherent, organization seems harp and hazard and disjointed, ever after rereading, the reader remains confused.

3. Word choice (vocabulary)

Rating	Scale	Word choice (vocabulary)
6	86-100	A rich, broad range of words which have been carefully chosen and through fully placed for impact.
5	71-85	Word convey the intended message in an exceptionally interesting, pieces and natural way appropriate to audience and purpose. The writer employs a broad range of words which have been carefully chosen and through fully placed for impact.
4	56-70	Words effectively convey the intend message. The writer employs a variety of words that are functional and appropriate to audience and purpose.
3	41-55	Language is quite ordinary, lacking interest and variety, or may be in appropriate to audience and purpose. The writer doesn't employ a variety of words, producing a short of "generic" paper filled with familiar words and phrases.

2	26-40	Language is monotonous and misused. Detracting for meaning and impact.
1	0-25	The writing shows an extremely limited vocabulary or is so filled with misuse of words that the meaning is obscured. Only the most general kind of message is communicated because of vague or imprecise language.

4. Language use

Rating	Scale	Language use
6	86-100	The writing has an effective flow and rhythm. Sentence show a high degree of craftsmanship, with consistently strong and varied structure that makes expensive oral reading easy and enjoyable.
5	71-85	The writing has easy flow and rhythm. Sentence are carefully crafted with strong and varied structure that makes expensive oral reading easy and enjoyable.
4	56-70	The writing flows: however connection between phrases and sentence may be less than fluid. Sentence pattern are somewhat varied, contributing to easy in oral reading.
3	41-55	The writing tends to be mechanical rather than fluid occasional awkward constructions may force the reader to slow down or reread.
2	26-40	The writing tends to be either or awkward construction often force the reader to slow down or reread.
1	0-25	The writer is difficult to follow or to read aloud. Sentence

		tend to be incomplete very awkward.

5. Convention (Mechanics)

Rating	Scale	Convention
6	86-100	The writing demonstrates exceptionally strong control of standard writing conventions and uses them effectively to enhance communications errors are few and so minor that the reader can easily ski light over them unless they are searching.
5	71-85	The writing demonstrates strong control of standard writing conventions and uses them effectively to enhance communications errors are so few and so minor that they do not impede readability.
4	56-70	The writing demonstrates limited control of standard writing conventions error begin to impede readability.
3	41-55	The writing demonstrates limited control of standard writing conventions errors begin to impede readability.
2	26-40	The writing demonstrates limited control of standard writing conventions, frequency, significant errors impede readability.
1	0-25	Many error in usage, spelling, capitalization, and punctuation repeatedly distract the reader and make text hard to read. The severity and frequency of error are so overwhelming that the reader finds it hard to focus on the

		message and must reread.

Beside the technical of scoring through six scales above, the researcher also made rating classification to measure the students' writing ability. The following is rating scale classification:

Classification	Scale	Rating
Excellent	86-100	6
Very good	71-85	5
Good	56-70	4
Fairly	41-55	3
Poor	26-40	2
Very poor	0-25	1
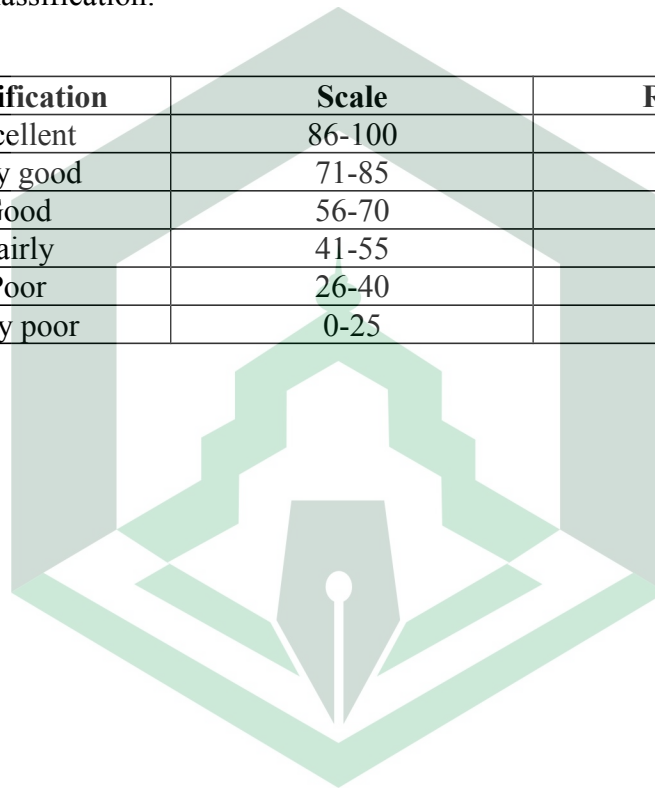
FINDINGS AND DISCUSSIONS

A. Findings

This chapter deals with findings and discussions about the result of research that obtained and explained based on the question that have been formulated this research namely pre-experimental research that is analyzed statically the method that used to describe the result of analysis was quantitative method the result of the research was obtained by using 't' test, the researcher used table distribution frequency of the method fair or gain classification and percentage of the students score, method score of content, organization, vocabulary, grammar, and mechanic in pre-test and post-test of significance between pre-test and post-test.

1. The rate scores and percentage of students scores in content, organization, vocabulary, grammar, and mechanic assessment in pre-test and post-test.

   a. Pre-test

   Students' scores in content, organization, vocabulary, grammar, and mechanic assessment in pre-test.

Students	Content	Organization	Vocabulary	Grammar	Mechanics	Total(X_1)
S1	44	10	72	44	46	216
S2	28	18	49	14	20	129
S3	40	14	56	17	30	157

S4	42	42	60	31	43	218
S5	39	16	30	15	21	121
S6	35	20	53	13	20	141
S7	46	23	79	58	59	265
S8	28	20	53	28	34	163
S9	49	17	65	35	44	210
S10	44	14	60	50	57	225
S11	39	23	54	32	35	183
S12	42	29	59	15	23	168
S13	42	25	61	60	62	250
S14	47	38	56	29	41	211
S15	44	12	51	20	29	156
S16	38	33	57	33	45	206
S17	45	37	71	28	35	216
S18	44	44	35	16	27	166
S19	36	39	42	47	49	213
S20	42	24	47	30	46	189
Total	**814**	**498**	**1110**	**615**	**766**	$X_1=$ **3803**

The table above showed the students scores of pre-test which consisted of five

main aspects of writing assessment namely, content, organization, vocabulary,

grammar, and mechanic. It could be seen from the number of samples were 20 students and the total score of the students writing skill in pre-test were 3803 points.

1. Content

The rate percentage of students scores in content assessment in pre-test.

Classification	Scale	Frequency	Percentages
Excellent	86-100	-	0%
Very good	71-85	-	0%
Good	56-70	-	0%
Fairly	41-55	12	60%
Poor	26-40	8	40%
Very poor	0-25	-	0%
	Total	20	100%

The table above showed the students' scores in the content assessment of pre-test were vary: in which there was none of the student got excellent (0%), none of the student got very good (0%), and none of the student got good (0%), there were 12 students got fairly (60%), and there were 8 students got poor (40%), none of the student very poor (0%).

2. Organization

The rate percentage of students scores in organization assessment in pre-test.

Classification	Scale	Frequency	Percentages
Excellent	86-100	-	0%
Very good	71-85	-	0%
Good	56-70	-	0%
Fairly	41-55	2	10%

Poor	26-40	5	25%
Very poor	0-25	13	65%
	Total	**20**	**100%**

The table above showed the students' scores in the organization assessment of pre-test were vary: in which there was none of the student got excellent (0%), none of the student got very good (0%), and none of the student got good (0%), there were 2 students got fairly (10%), there were 5 students got poor (25%), and there were 13 students got very poor (65%).

3. Vocabulary

The rate percentage of students scores in vocabulary assessment in pre-test.

Classification	Scale	Frequency	Percentages
Excellent	86-100	-	0%
Very good	71-85	3	15%
Good	56-70	8	40%
Fairly	41-55	7	35%
Poor	26-40	2	10%
Very poor	0-25	-	0%
	Total	**20**	**100%**

The table above showed the students' scores in the vocabulary assessment of pre-test were vary: in which there was none of the student got excellent (0%), there were 3 students got very good (15%), there were 8 students got good (40%), and there were 7 students got fairly (35%), there were 2 students got poor (10%), none of the student got very poor (0%).

4. Grammar

The rate percentage of students scores in grammar assessment in pre-test.

Classification	Scale	Frequency	Percentages
Excellent	86-100	-	0%
Very good	71-85	-	0%
Good	56-70	2	10%
Fairly	41-55	3	15%
Poor	26-40	8	40%
Very poor	0-25	7	35%
	Total	20	100%

The table above showed the students' scores in the grammar assessment of pre-test were vary: in which there was none of the student got excellent (0%), none of the student got very good (0%), there were 2 students got good (10%), there were 3 students got fairly (15%), there were 8 students got poor (40%), and there were 7 students got very poor (35%).

5. Mechanic

The rate percentage of students scores in mechanic assessment in pre-test.

Classification	Scale	Frequency	Percentages
Excellent	86-100	-	0%
Very good	71-85	-	0%
Good	56-70	3	15%
Fairly	41-55	7	35%
Poor	26-40	6	30%
Very poor	0-25	4	20%
	Total	20	100%

The table above showed the students' scores in the mechanic assessment of pre-test were vary: in which there was none of the student got excellent (0%), none of the student got very good (0%), there were 3 students got good (15%), there were 7 students got fairly (35%), there were 6 students got poor (30%), and there were 4 students got very poor (20%).

b. Post-test

Students' scores in content, organization, vocabulary, grammar, and mechanic assessment in post-test.

Students	Content	Organization	Vocabulary	Grammar	Mechanics	Total(X_2)
S1	64	25	75	46	48	258
S2	44	30	55	16	22	167
S3	57	25	60	19	33	184
S4	60	60	65	33	43	261
S5	50	29	41	17	23	160
S6	46	34	59	15	20	174
S7	75	35	80	60	62	312
S8	44	32	55	30	33	194
S9	77	29	70	37	43	256
S10	60	24	65	52	58	259
S11	57	36	58	34	44	229
S12	59	44	64	17	24	208

S13	61	37	66	62	64	290
S14	64	48	60	31	36	239
S15	62	28	55	22	32	199
S16	50	45	63	35	42	235
S17	75	47	74	30	35	261
S18	66	60	42	18	28	214
S19	58	50	50	49	53	260
S20	62	34	53	32	41	222
Total	**1191**	**747**	**1210**	**655**	**784**	$X_2 =$ **4582**

The table above showed the students scores of post-test which consisted of five main aspects of writing assessment namely, content, organization, vocabulary, grammar, and mechanic. It could be seen from the number of samples were 20 students and the total score of the students writing skill in post-test were 4582 points.

1. Content

The rate percentage of students scores in content assessment in post-test.

Classification	Scale	Frequency	Percentages
Excellent	86-100	-	0%
Very good	71-85	3	15%
Good	56-70	12	60%
Fairly	41-55	5	25%
Poor	26-40	-	0%
Very poor	0-25	-	0%

	Total	20	100%

The table above showed the students' scores in the content assessment of post-test were vary: in which there was none of the student got excellent (0%), there were 3 students got very good (15%), and there were 12 students got good (60%), and there were 5 students got fairly (25%), none of the student students got poor (0%), none of the student very poor (0%).

2. Organization

The rate percentage of students scores in organization assessment in post-test.

Classification	Scale	Frequency	Percentages
Excellent	86-100	-	0%
Very good	71-85	-	0%
Good	56-70	2	10%
Fairly	41-55	5	25%
Poor	26-40	10	50%
Very poor	0-25	3	15%
	Total	20	100%

The table above showed the students' scores in the organization assessment of post-test were vary: in which there was none of the student got excellent (0%), none of the student got very good (0%), there were 2 students got good (10%), there were 5 students got fairly (25%), there were 10 students got poor (50%), and there were 3 students got very poor (15%).

3. Vocabulary

The rate percentage of students scores in vocabulary assessment in post-test.

Classification	Scale	Frequency	Percentages
Excellent	86-100	-	0%
Very good	71-85	3	15%
Good	56-70	10	50%
Fairly	41-55	7	35%
Poor	26-40	-	0%
Very poor	0-25	-	0%
	Total	20	100%

The table above showed the students' scores in the vocabulary assessment of post-test were vary: in which there was none of the student got excellent (0%), there were 3 students got very good (15%), there were 10 students got good (50%), and there were 7 students got fairly (35%), none of the student got poor (0%), none of the student got very poor (0%).

4. Grammar

The rate percentage of students scores in grammar assessment in post-test.

Classification	Scale	Frequency	Percentages
Excellent	86-100	-	0%
Very good	71-85	-	0%
Good	56-70	2	10%
Fairly	41-55	3	15%
Poor	26-40	8	40%
Very poor	0-25	7	35%
	Total	20	100%

The table above showed the students' scores in the grammar assessment of post-test were vary: in which there was none of the student got excellent (0%), none of the student got very good (0%), there were 2 students got good (10%), there were 3 students got fairly (15%), there were 8 students got poor (40%), and there were 7 students got very poor (35%).

5. Mechanic

The rate percentage of students scores in mechanic assessment in post-test.

Classification	Scale	Frequency	Percentages
Excellent	86-100	-	0%
Very good	71-85	-	0%
Good	56-70	3	15%
Fairly	41-55	7	35%
Poor	26-40	6	30%
Very poor	0-25	4	20%
	Total	20	100%

The table above showed the students' scores in the mechanic assessment of post-test were vary: in which there was none of the student got excellent (0%), none of the student got very good (0%), there were 3 students got good (15%), there were 7 students got fairly (35%), there were 6 students got poor (30%), and there were 4 students got very poor (20%).

2. Looking for gain (d) between pre-test and post-test.

Respondents	Pre-test (X_1)	Post-test (X_2)	Gain (d)
S1	216	258	42

S2	129	167	38
S3	157	184	27
S4	218	261	43
S5	121	160	39
S6	141	174	33
S7	265	312	47
S8	163	194	31
S9	210	256	46
S10	225	259	34
S11	183	229	46
S12	168	208	40
S13	250	290	40
S14	211	239	28
S15	156	199	43
S16	206	235	29
S17	216	261	45
S18	166	214	48
S19	213	260	47
S20	189	222	33
Total	$\sum X1 = 3803$	$\sum X2 = 4582$	$\sum d = 779$
	$(\overline{X_1}) = 190.15$	$(\overline{X_2}) = 229.1$	

The table above showed that total number of sample (N) is sum of score in pre-test (X_1) is 3803, the mean score ($\overline{X_1}$) is 190.15, the sum of score in post-test (X_2) is 4582, the mean score ($\overline{X_2}$) is 229.1, and the sum gain score between pre-test and post-test ($\sum_{i}^{d} i = 779$.

To know whether there is significance development students writing skill in grammar assessment or not the researcher calculated the mean score in the pre-test and post-test, they are presented as follows:

The mean score of pre-test (X_1) and post-test (X_2):

a. $(\overline{X}_1) = \dfrac{\sum X1}{N} = \dfrac{3803}{20} = 190.15$

$(\overline{X}_1) = 190.15$

b. $(\overline{X}_2) = \dfrac{\sum X2}{N} = \dfrac{4582}{20} = 229.1$

$(\overline{X}_2) = 229.1$

From the data analysis above we can see that the mean score of the students writing skill in post-test ($\overline{X}_2 = 229.1$), is greater than the mean score of the students writing skill in pre-test ($\overline{X}_1 = 190.15$). It means that most of the students underwent significant development on their writing skill after the treatments.

The difference between mean between pre-test and post-test.

$Md = \dfrac{\sum d}{N} = \dfrac{779}{20} = 38.95$

$Md = 38.95$

3. Looking for deviation standard for each subject (Xd) and squared deviation (Xd^2) as follows:

Respondents	Gain (d)	Xd (d-Md)	Xd^2
S1	42	3.05	9.3025

S2	38	-0.95	0.9025
S3	27	-11.95	142.8025
S4	43	4.05	16.4025
S5	39	0.05	0.0025
S6	33	-5.95	35.4025
S7	47	8.05	64.8025
S8	31	-7.95	63.2025
S9	46	7.05	49.7025
S10	34	-4.95	24.5025
S11	46	7.05	49.7025
S12	40	1.05	1.1025
S13	40	1.05	1.1025
S14	28	-10.95	119.9025
S15	43	4.05	16.4025
S16	29	-9.95	99.0025
S17	45	6.05	36.6025
S18	48	9.05	81.9025
S19	47	8.05	64.8025
S20	33	-5.95	35.4025
N = 20	$\sum d = 779$		$Xd2 = ¿$ $\sum ¿$ **912.95**

4. The result of the test significance of the students writing skill by using 't' test as follows:

$$t = \frac{Md}{\sqrt{\dfrac{\sum Xd^2}{N(N-1)}}}$$

Mean of difference (Md) = 38.95

Squared deviation (Xd^2) = 912.95

Total respondents (N) = 20

$$t = \frac{38.95}{\sqrt{\frac{912.95}{20(20-1)}}}$$

$$t = \frac{38.95}{\sqrt{\frac{912.95}{20 \times 19}}}$$

$$t = \frac{38.95}{\sqrt{\frac{912.95}{380}}}$$

$$t = \frac{38.95}{\sqrt{2.4025}}$$

$$t = \frac{38.95}{1.55}$$

$$= 25.129032$$

$$T_{test} = 25.129032$$

In determining the t_{table}, the researcher used the level of significance or standard signification (α) = 0.05 and the degree of freedom (df) = N-1. The result of t_{test} = 25.129032 were analyzed by testing criteria of t_{table} as follows:

Testing the t_{table}

Standard signification (α) = 0.05

Degree of freedom (df) = N-1 = 20-1 = 19

t_{test} = 25.129032

$$t_{table} = t \left(1 - \frac{1}{2} \alpha \right) (df)$$

$$= t \left(1 - \frac{1}{2} 0.05 \right) (19)$$

$$= t (1 - 0.025) (19)$$

$$= t (0.975) (19)$$

$$t_{table} = 2.09$$

The result of t_{table} was found in the tabulation of the test of signification namely (2.09). It mean that the result of t_{test} (25.12902) was bigger than t_{table} (2.09). Because of $t_{test} > t_{table}$, it means that there was significant development on students writing skill after treatments.

B. Discussions

Students' writing narrative paragraph:

1. Content

Student 3 on pre-test (Unforgettable experience).

Chase the Duck

I have experience is very funy. Because the day Monday, I the command same grandmother for looking for several duck. At the time, I'm with together my friend such as Marwah. We are ran in the wet rice field. Until, we are fell to wet rice field. We only laugh and try to stand. After some the minutes, the duck meddle in the table.

This story get Rating 2 (poor)because main ideas and purpose are somewhat unclear or development is attempted but minimal.

Student 9on post-test (make another story from folklore).

The old man and the little girl

A long time ago, lived a lonely old man in little village. His wife and child are passed away, so he lived alone. He had a garden on the back of his house. His always spend time with gardening.

One day, came a little girl, who was dirty and smelly. She knocked the door and asked for some food. The old man opened the door and the old man think how poor she is. So he gave a shelter and some food. In the guest room the old man asked the little girl.

"What is your name little girl?"

"My name is Karin, sir." Reply the little girl

"Where your parents? Why you walk alone?"

"My parents are passed away, and I don't know where to go."

The old man was speechless and stop asking.

A few days, the old man and little girl lived together and the little girl always helped the old man. At the last they lived together, and the old man not lonely again.

Student 9 in the post-test get Rating 5 (very good), because the writing is clear, focused and reader can easily understand the main ideas. Support is present although it may be limited or rather general.

2. Organization

Student 12 on pre-test (unforgettable experience).

Two years ago, I'm go to the Toraja with my family. There is I'm visit a tour place and circumference in city Toraja used in my cousin car. I see many matter as tradition house, human skeleton and activity people in the Toraja. Weather in Toraja is very hot in afternoon day. So I'm go back after to trip.

In the trip I'm many so beautiful view and many big tree. Is experience interesting and make me happy.

This story get Rating 2 (poor) because the writing lacks clear organizational structure and occasional organization device is discernible, and he had poor organization, less of vocabulary and also some error grammars and then it makes his writing was not communicative, I'm go to the Toraja (I went to Toraja).

Student 4on post-test (make another story from folklore).

Gold fish

Once upon a time, there was a little girl. She was very kind. One day, she came into a river and she got a beautiful gold fish. The fish could talk and the little girl was shocked to saw the fish could speak. The fish could accepted request the little girl.

One day the little girl very needed money to buy medicine for her mother which sick. At that time the little girl to leave met with the gold fish. The little girl told to the gold fish everything, the gold fish immediately accepted request of the little girl. The gold fish gave some gold coins to the little girl to buy medicine for her mother.

Student 4 get Rating 4 (good), the organization is clear and coherent. Order and structure are present.

3. Vocabulary

Student 18 on pre-test (Unforgettable experience).

Trip to waterfall

A fiew month ago, I with my friend went to waterfoll, the way to went there is so very difficult because in the forest. After arrived a saw a beautiful view. Very much a tree in then. Althought the way to went difficult but we very happy because a view very beautiful, because the place not many people know that. I can saw hiding paradise.

This story get Rating 2 (poor) because language is monotonous and misused. Example, fiew (view), waterfoll (waterfall) and althought (although).

Student 7 on post-test (make another story from folklore).

Doni and Grandfather

Once upon a time, there was a boy named Doni. He lived alone in his house, because his parents died from a deadly accident, while in his family he is an only child.

One day he came to his grandfather's house, because he wanted to ask for some food. By the time he had arrived of his grandfather's house, it turns out his grandfather was not at home. He was trying to find his grandfather, finally he found his grandfather on the edge of the lake in his unconscious home page. He tried to help his grandfather, after that he brought his grandfather into the room.

When grandfather realized he asked Doni, "what are you doing here?" grandpa said. "I want to ask for some food from my grandfather" he replied. He also told her

to go to the kitchen to get some food. A few minutes later "thank you grandpa" and his grandfather replied with a smile.

Student 7 get Rating 5 (very good). Word convey the intended message in an exceptionally interesting, pieces and natural way appropriate to audience and purpose. The writer employs a broad range of word which have been carefully chosen and through fully placed for impact.

4. Grammar

Student 11 on pre-test (Unforgettable experience).

Recreation with family

Once upon a time. I'm with my family recreation in swimmingpoollatuppa, because my uncle wish in latuppa. This experience is unforgettable experience, because this experience very special for my family. Not only to usual recreation, but this is recreation too give howmuch happiness to my family.

Students 11. The writing tends to be either or awkward construction often force the reader or to slow down or reread, and lacks of vocabulary such as swimmingpoollatuppa (Latuppaswimmingpool), howmuch (how much). This story get Rating 2 (poor).

Student 13on post-test (make another story from folklore).

Big snake and woodcutter

Once upon a time, lived a very big snake but he is kind. He lived in the forest with other animals such as rabbits, tigers, birds and other animals, but the animals

didn't dare to approach a big snake, because they are afraid of being eaten by a big snake. That matter make a big snake very sad and lonely.

In the morning, when the big snake woke up and out of the nest. He looked around the many big trees that had fallen and make all the animals in the forest to be scared. He also saw a woodcutter cutting down the trees. As a result of the many fallen trees. Many animals have lost their houses. Seeing that the big snake was concerned and intend to chase woodcutter. When the big snake approaches the woodcutter, the woodcutter is shocked and scared, then run out of the forest and never again came back to forest.

Since then the animals are not afraid anymore with the big snake. The animals said "thanks" to big snake because his help, they also became good friends and lived peace in the forest.

Student 13 get Rating 4 (good) because the writing flows, however connection between phrases and sentence may be less than fluid. Sentence pattern are somewhat varied, contributing to easy in oral reading.

5. Mechanic

Student 15 on pre-test (Unforgettable experience).

Last month. I went to pakkalolo with together my friends for holiday there we assemble and we told we palyet water after that we eat together. I felt situation is very up to date. Smile always present in that situation. I am very very glad. I personally feel that my unforgettable experience.

This story is made of student 15 get Rating 2 (poor), the writing demonstrates limited control of standard writing conventions, frequency, significant errors impede readability. And less of vocabulary for example, very very (very), playet (playing). Student 10on post-test (make another story from folklore).

Late

In the middle of forest, lived a pretty young girl, but she live alone. The pretty young girl didn't have a family. She was gardening and hunting for procure some food.

One day, when she was gardening, she heard a voice. The young girl is so wondered so she stepped to the sound source. She is speechless when she found a young man lying with blood on his body. She ran for looking some leaf herbs, after got some leaf herbs she go back to the young man. The young girl treat the young man so well, then she carried that man to her house.

A few days later, the young man opened his eyes, she get up and saw a young girl was sleeping on the floor, the young man don't know what to, so he just waiting the young girl to opened her eyes. Suddenly, the young girl woke up, she saw the young man look at her but no one of them speak, then.

"Thank you, for give me a shelter and saved me" said the young man.

"You're welcome" replied the girl.

"I have to go" said the young man, and the young girl just quite.

"One day I'll came again, wait me" said the young man, and then go to the kingdom. The young girl didn't know if the young man is a prince.

Some month later, the young girl was sick. No one care of her, the she was died but the young man didn't know about the fact, with confidence the young man came and wanted to propose the young girl. He knocked the door but no one opened. So, he tried to open the door and it was not locked he walk and saw the young girl lying on her bed. He thought she was just sleeping and walking closer, but he smelled a very bad smell. Finally, he realized that the young girl was passed away.

Student 10 get Rating 4 (good). The writing demonstrates limited control of standard writing convention error begin to impede readability.

It can be seen on the table where the mean score of pre-test before giving treatment different score of post-test after giving treatment. Mean score students of pre-test was 190.15, mean score students of post-test was 229.1, post-test > pre-test = 229.1 > 190.15. It means that in the post-test occurred increasing in the mean score of students.

Having presented the data findings and analyzed the data, it was found that the result of t_{test} (25.12902) was bigger than t_{table} (2.09). It means that there was significant development on students writing skill after treatments.
The result $t_{test} > t_{table}$, it indicated that H0 was reject and Ha was accepted. It means that folklore effective to improve students writing skill at the eleventh class at SMAN 1 BUA by using Folklore.

CHAPTER V

CONCLUSION AND SUGGESTIONS

Based on the findings, data analysis and the discussions in the previous chapter, the researcher came to the research conclusion and suggestions as follows:

A. Conclusion

Having analyzed the data findings, analysis and the discussion in the previous chapter, the researcher had come to the following conclusion:

Having conducted the treatments by using folklore, it was found that this technique could give significant development toward the students writing ability in English. It meants that folklore effective to improve students in writing skill at the eleventh class at SMAN 1 Bua.

B. Suggestions

Having concluded the result of this research, the researcher further suggests some points as follows:

1. The students have to read more books to find topic and ideas to write.
2. The students should be more active in writing.
3. The teacher should choose folklore about love to make students interested in learning English.
4. The teacher should provide fun situation in order students are not bored through folklore as a media.

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IAIN PALOPO

CURRICULUM VITAE

Alimin was born on November, 14 th 1995 in Bua, South Sulawesi. He is the third child of five from the couple Amiruddinn and Juhati. He started his study when he was six years old in 605 Padang Kalua Elementary School (SDN 605 Padang Kalua) in his village and graduated in 2007. Then he continued his study in Bua Islamic Junior High School (MTS Bua) and graduated in 2010.

Then he continued his study in 1st Bua Senior High School (SMAN 1 Bua) and graduated in 2013.

He continued again for his first degree (S1) in the State Institute for Islamic Studies (IAIN) of Palopo. He took English Education Study Program on Tarbiyah Department. He has been writing his thesis with the title **"Improving Students Writing Skill by Using Folklore at the Eleventh Class at SMAN 1 Bua".**