

**DEVELOPING FOLKTALE BOOKS FOR YOUNG BEGINNER  
ENGLISH LEARNERS**

*A Thesis*

*Submitted to the English Language of SI Tarbiyah and Teacher Training Faculty of  
State Islamic Institute of Palopo Fulfilment of Requirement for S.Pd Degree of  
English Education*



**IAIN PALOPO**

**Submitted By:**

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO  
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TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO  
2021**

## THESIS APPROVAL

This thesis entitled “**Developing Folktale Books For Young Beginner English Learners**” which is written by **Nur Wahyuni Safitri Syam, Reg. Number. 16.0202.0166**, S1 English Language Study Program of Tarbiyah and Teacher Training Faculty of Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in Munaqasyah session which is carried out on **Friday, 9<sup>th</sup> of April 2021 M**, coincided with **29<sup>th</sup> Syakban 1442 H**, it is authorized and acceptable as partial fulfillment for **S.Pd.** degree in English language teaching.

**Friday, 9<sup>th</sup> of April 2021**  
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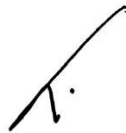
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NurWahyuniSafitriSyam

## LIST OF CONTENTS

|  |             |
|--|-------------|
| <b>TITLE PAGE</b> .....                              | <b>i</b>    |
| <b>THESIS APPROVAL</b> .....                         | <b>ii</b>   |
| <b>CONSULTANT APPROVAL</b> .....                     | <b>iii</b>  |
| <b>NOTA DINAS PEMBIMBING</b> .....                   | <b>iv</b>   |
| <b>EXAMINER APPROVAL</b> .....                       | <b>v</b>    |
| <b>PRONOUNCEMENT</b> .....                           | <b>vi</b>   |
| <b>ACKNOWLEDGMENT</b> .....                          | <b>x</b>    |
| <b>LIST OF CONTENT</b> .....                         | <b>xii</b>  |
| <b>LIST OF TABLE</b> .....                           | <b>xii</b>  |
| <b>ABSTRACT</b> .....                                | <b>xiii</b> |
| <b>CHAPTER I INTRODUCTION</b> .....                  | <b>1</b>    |
| A. Background .....                                  | 1           |
| B. Identification of Problem .....                   | 4           |
| C. Delimitation of the Problem.....                  | 4           |
| D. Formulation of the Problem .....                  | 5           |
| E. The Objective of the Research .....               | 5           |
| F. The Specification of the Research.....            | 5           |
| G. The Significance of the Research.....             | 5           |
| H. The Assumption and Delimitation of Research ..... | 6           |
| I. Scope of the Research .....                       | 6           |
| <b>CHAPTER II LITERATURE REVIEW</b> .....            | <b>6</b>    |
| A. Research Relevant .....                           | 7           |
| B. Theoretical Review .....                          | 10          |
| 1. Concept of Reading.....                           | 10          |
| 2. Folktale.....                                     | 18          |
| 3. Second Language Acquisition.....                  | 19          |
| C. Developing and Designing Models .....             | 21          |
| D. Conceptual Framework .....                        | 31          |

|   |           |
|---|-----------|
| <b>CHAPTER III RESEARCH METHOD .....</b>                | <b>32</b> |
| A. Development Model.....                               | 32        |
| B. The procedure of Development.....                    | 32        |
| 1. Analysis of .....                                    | 32        |
| 2. Design .....   | 32        |
| 3. Development .....                                    | 33        |
| 4. Implementation .....                                 | 33        |
| 5. Evaluation of.....                                   | 33        |
| C. Research Subject .....                               | 33        |
| D. Try- Out Design Product.....                         | 33        |
| E. Data Analysis Technique .....                        | 35        |
| <b>CHAPTER IV RESEARCH FINDINGS AND DISCUSSION.....</b> | <b>39</b> |
| A. Findings.....  | 39        |
| B. Discussion .....                                     | 53        |
| <b>CHAPTER V CONCLUSIONS AND SUGGESTION.....</b>        | <b>57</b> |
| A. Conclusions.....                                     | 57        |
| B. Suggestion.....                                      | 59        |
| <b>BIBLIOGRAPHY .....</b>                               | <b>60</b> |
| <b>APPENDICES</b>                                       |           |

## LIST OF TABLE

|  |    |
|--|----|
| Table 3.1. Result of the questionnaire .....   | 37 |
| Table 3.2. The classification score of questionnaire .....                               | 38 |
| 4.1. The Percentage of the students in Reading skill .....                               | 41 |
| Table 4.2. The Percentage of the students in kinds of Reading .....                      | 41 |
| Table 4.3. The Percentage of the students in Reading text. ....                          | 41 |
| Table 4.4. The Percentage of the students in folktale .....                              | 42 |
| Table 4.5. The Rate Percentage of students in advantage of folktale .....                | 43 |
| Table 4.6. The Percentage of the students in kinds of Reading learning .....             | 43 |
| Table 4.7. The percentage of the students in Reading method .....                        | 43 |
| Table 4.8. The Percentage of the students want in folktale legends of Toraja .....       | 45 |
| Table 4.9. The Percentage of the students in folktale fairy tale of Toraja. ....         | 46 |
| Table 4.10. The Percentage of the students in folktale myth of Toraja. ....              | 46 |
| Table 4.11. The Percentage of the students in kinds of Reading Text .....                | 47 |
| Table 4.12. The Percentage of the students in function of illustration in folktale ..... | 48 |

## ABSTRACT

**NurWahyuniSafitriSyam, 2021.** *"Developing Folktale Books for Young Beginner English Learners."* The thesis of the English Departement Study Program Faculty of Tarbiyah and Teacher Training. State Islamic Institute of Palopo. Supervised by: Sahraini and Muhammad Iksan.

This research is about Folktale Books for the fifth grade SDIT InsanMadaniPalopo. The research question is How to develop the appropriate folktale books for young beginner English learners in SDIT InsanMadaniPalopo. This research aimed to create excellent folktale books and determine the students' perception in using folktale books to improve reading for the fifth grade SDIT InsanMadaniPalopo students. The method used in this research is the R&D method. The subject in this research was 90 was students of SDIT InsanMadaniPalopo. The researcher gave a questionnaire to 15 respondents from class fifth grade students of SDIT InsanMadaniPalopo. The researcher develops products using the Addie Model. The Addie model consists of 5 steps in development, namely (1) need analysis, (2) design, (3) development, (4) implementation, and (5) evaluation. The product in this research is folktale books. The contents of the folktale books consist of a folktale from Toraja. The folktale books' structure consists of a cover, foreword, Reading text, exercises, English vocabulary, and moral value. This product is considered helpful for SDIT InsanMadani students. This can be seen from the assessment given by the expert judgment with a value of 4.3. In the interval, this category gets "Very Good." The result of students' perception also earned a score of 4.25. In the interval, this category gets "Very Good."

**Keywords:** Folktale Books, Reading Skill, R, and D Method

# CHAPTER I

## INTRODUCTION

### *A. Background*

English is a foreign language that is now a necessary subject in all Indonesian schools, from primary to secondary school. English is one of the local content subjects in elementary school curricula from grades four to six, according to Department of Education and Culture number 060/U/1993. Suyanto (2008:15) is another example. According to the article, English is now taught in preschools, where students are divided into very young learners.<sup>1</sup>

Since they are still learning their linguistic capacity, teaching a foreign language to young learners with other students is very different. Also, One of the factors to remember when teaching English to young learners is the quality of the students. Choosing suitable materials for teaching English to young learners, on the other hand, is not an easy task.

In Teaching English, Listening, Listening, Reading, and Writing are some of the skills in English. Aside from these talents, reading becomes an essential skill that students should master since they are still young. The task is a crucial factor that influences one's activity in communication. People consider reading an essential activity, so that people usually say that reading is one of the most

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<sup>1</sup>F Suyanto, S., & Novidha, "*Strategi Pendidikan Anak: Pengenalan Dengan Matematika, Sains, Seni, Bahasa, Dan Pengetahuan Sosial*", (Yogyakarta: Hikayat, 2008), 15.

powerful ways to expand one's horizons. The job is exciting because it helps people to access a wide variety of knowledge without having to fly.

According to leu and Kinzer (1987), reading is a development, interactive, and global process involving learned skills. The method incorporates explicit and external variables or factors.<sup>2</sup> Furthermore, according to Tarigan (2008), reading is a process that a reader engages in in order to acquire information a writer's message through words that could be scan and known by the reader. From those, it can be concluded that reading can be derived as an active process of getting meaning from the writer through words.<sup>3</sup>

Based on the pre-survey research on Friday, May 3, 2019, the researcher found many problems namely; 1) lack of students interested in learning reading. According to them, learning lesson is complicated. 2) The reading text is difficult for students to comprehend. When a teacher instructs students on how to read, the teacher relies much on the pure reading text, which cannot attract students interested and challenging for students to understand the text.

To overcome the problem above, the writer is interested in developing folktale books. According to researcher takes this to be very effective for use learning reading, significantly to improve their reading skill .folktale books are the right choice because folktale books will more able to attract students' interest in reading than reading textbooks or reference books that only have

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<sup>2</sup>Charles K Leu, Donald J and Kinzer, "*Effective Reading Instructional in the Elementary Grades*" (Merril Publishing Company, 1987), 9.

<sup>3</sup>H. G Tarigan, "*Reading as a Language Skill*", (Bandung: AngkasaPubliser, 2008), 7.



learning material. Children in elementary school like one thing or reading that feels good to read are folktales or imaginative tasks. Dina (2015) Through folktale the problems faced by society can be interpreted. From the life problems faced by the community, then it is manifested in various values which become local wisdom. In Indonesia there are many diverse folktales, one of which is from the Tana Toraja. Tana Toraja folktale is full of life values that have begun to be neglected. It is necessary to make efforts to preserve these values through the study of Toraja folktale. One of the Torajan folktales which is full of life values is Tulangdidi'.<sup>4</sup>

Related to previous research conducted by Azizah (2013). The writer makes reading book products containing folktale in Brebesakup District, JakaPoleng, DewiRantangsari, DukunBayaKaro Babies, the Origin of Paguyupan Village, the Origin of the Pesantunan Village and The origin of Tanggungsari Village. The story produced uses the Javanese Brebes dialect is arranged with attractive images and colors. Other than that, it is also a moral message or message that is told.

Maharyani is a form of Indian cuisine (2015). The aim of this study is to establish picture books as teaching materials. This study's findings are used to design picture book items with assessments that match the theme of daily life, using the Research and Development ( R&D) approach.

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<sup>4</sup>Dina Gasong, "Kearifan Lokal Dalam Cerita Rakyat Toraja Tulangdidi", *Jurnal Keguruan Dan Ilmu Pendidikan*, Vol. 4, No. 3 (2015), 941-945.

Annisa (2016) The results of this study produced a mythical WaliGendon folklore book as teaching material for the Javanese language in junior high schools in Pekalongan Regency. The book contains WaliGendon's journey from childhood to death, supplemented by illustrative images supporting the story.

Agustina, Harahap and Syahrial (2007). This study indicates that students in the folktales that are in the textbook but sometimes have difficulty understanding them. This research also identified 3 (three) RejangLebong folk tales that fit into the student books: The Legend of the Crying Stone, LalanBelek, and Mining Rail. The material that has been developed can be used as additional reading learning material.

The researcher would like to use Research and Development Methods (RnD). The name of the book is "*Developing Folktale Books for Young Beginner English Learners.*"

### ***B. Identification of the Problem***

On the basis of the preceding background, several problems can be addressed, namely:

1. Lack of interest students in learning reading.
2. Students are difficult to understand the reading text.

### ***C. Delimitation of the Problem***

Based on the identification of the above problems, the researcher solved the problem and focused on developing folktale books for young beginner English learners in SDIT InsanMadani.

#### ***D. Formulation of the Problem***

Based on the background, the researcher formulates the problem statement as follow:

"How to develop the appropriate folktale books for young beginner English learners in SDIT InsanMadani?"

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

Objective analysis is conducted based on the formulation of the problem develop folktale books for young beginner English learners in SD IT InsanMadani.

#### ***F. The Specification of the Research***

Folktale books is a book that contains elements of the folktales from Toraja. Like the folktale of the Landorundun, Tulangdidi and Magic Rooster, and BaineBallo. And this book will be created with images drawn digitally.

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

There are two significances of this research, namely :

##### 1. Theoretically

This study is expected to make a positive contribution to English language teaching theory, especially in the area of teaching reading skills.

2. Practically

a. For school, in addition to teaching materials and reading material for students at school.

b. Teachers can use these folktale books for students in the school.

c. For Students, they will increase their reading skills.

d. The research will become a resource for potential researchers in the development of the following product

***H. The Assumption and limitation of the Research***

1. Assumption

with these English Folktale Books, students can improve their reading.

2. Limitation

The researcher believes that this product can not only be used in schools but can also be used in all courses. The researcher will be applied to ADDIE models of development.

***I. Scope of the research***

The scope of the research was restricted in developing folktale book to improve reading skill in SDIT Insan Madani Palopo. Researcher used stories from Toraja according to the need analysis of students. The researcher develop the book based on the information gained from some of experts from Toraja. These experts are people who have Toraja tribe and live in the Toraja. Some other experts are guides from Toraja who often bring tourists to visit historic sites in Toraja. the experts

provide information about the folk tales that the researchers took that have historical relics being told.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Research Relevant

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

Azizah (2013). The purpose of this study was to develop contextual textbooks based on Javanese folktales. This research uses a research and development approach (Research and Development). This research produced a folktale reading book that suited the needs of students and teachers. The text reads folklorecreated that is, contains a reading of folktale Brebes Regency. her readings include JakaPoleng, DewiRantangsari, KaroBaya Baby Shaman, Origins of Paguyangan Village, Origins of Pesantunan Village and Origins of Tanggungsari Village. Readings are accompanied by illustrations that are given an attractive color.<sup>5</sup>

The similarity of Azizah's research with the research that the researchers did was the same as the development of reading books. The difference is in the language and the number of stories raised if Azizah's research uses Javanese with the Brebes dialect and contains some folktaleoriginating from

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<sup>5</sup>Nur Azizah, "*Developing of Contextual Based Javanese Folk Story Books in Brebes Regency*",(Semarang State University, 2013), 29.

Brebes Regency. In contrast, this research uses English and takes folktales from Toraja South Sulawesi.

Maharyani (2015). This research is to develop teaching materials in the form of picture books. This research uses the Research and Development (R&D) method. This study's results are the design of picture book products equipped with evaluations that fit the theme of everyday life.<sup>6</sup>

The Maharyani research similarity and the research that the researchers are doing are developing the reading books together and using the R&D method. The difference is in the language, and the story raised if Maharyani's research makes storybooks about daily life while researchers make folktale books. Maya Maharyani makes storybooks using French, and researchers make storybooks in English.

Annisa Falasifah (2016). The objectives of this study are: 1) describing the needs of students and teachers for the Wali Gendon myth folktale book as teaching material for Javanese Junior High School in Pekalongan Regency, and 2) developing the Wali Gendon mythical folktale book as teaching material for the Javanese Junior High School in Pekalongan Regency. The approach used in this research is the research and development approach (Research and Development). This study produced a mythical Wali Gendon folktale book as teaching material for the Javanese language in junior high schools in

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<sup>6</sup>M. M. Mugiharto, *"Developing of a Picture Story Book about Everyday Life for Class XI Student Reading Learning"*, (UNIVERSITAS NEGERI SEMARANG, 2015), 41.

Pekalongan Regency. The book contains WaliGendon's journey from childhood to death, supplemented by illustrative images supporting the story.<sup>7</sup>

Annisa's research similarity with research conducted by researchers is the same as the reading book's development. The difference is that in languages, Annisa uses the Javanese language, which is inserted in the Pekalongan dialect and researchers use English. And the difference is that Annisa also develops folktale books as teaching materials in the Javanese language in Pekalongan Regency, while researchers develop folktale books in English.

Agustina, Harahap, and Syahrial (2007). This study aims to determine the extent to which the folktale that exists in student books identify and add local stories to students' books and to include local folktales in the ninth grade junior high school students' books in RejangLebong district as additional teaching materials. This study used the research and development model of Borg and Gall (1983) with several modifications. This study indicates that students in the folk tales that are in the textbook but sometimes have difficulty understanding them. This research also identified 3 (three) RejangLebong folk tales that fit into the student books: The Legend of the Crying Stone,

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<sup>7</sup>A. Falasifah, "*Developing Folklore WaliGendon Myth Book as Teaching of Javanese in Junior High School in PekalonganRegency*", (pekalongan: Semarang State University, 2016), 33.



LalanBelek, and Mining Rail. The material that has been developed can be used as additional reading learning material.<sup>8</sup>

Agustina, Harahap, and Syahrialresearch similarities with researchers to do are jointly developing a folktale.The difference is that Agustina, Harahap, and Syahrial makes folktale books from RejangLebong and researcher creating folktale from Toraja.

Based on the literature review that has been done, it can be concluded that research directly related to folktales has been done, but which develops explicitly a reading of folktales in Toraja has not yet been found. Therefore, to complement existing ones, this study intends to establish folktales reading in Torajaas students reading material at the curriculum place.

## **B. Theoretical Review**

### **1. The Concept of Reading**

#### **a. Definition of Reading**

Reading is the act of looking at a collection of written symbols and deciphering their meaning. When we read, our eyes detect written characters (letters, punctuation marks, and spaces) and our brain converts them into phrases, sentences, and paragraphs that convey information to us. It is possible to read silently (in our heads) or aloudly(so that other people can hear). Reading is an ability that allows you to receive information. We collect information

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<sup>8</sup>Syahrial, Harahap And Agustina, "Developing Reading Material Based-On Local Culture For Junior High Scvhool In Kabupaten Rejang Lebong", *Journal of Food System Research*, 2007 <[https://doi.org/10.5874/jfsr.14.2\\_70](https://doi.org/10.5874/jfsr.14.2_70)>.

from it. However, reading is a dynamic process that allows us to speak in order to pronounce the words we read. Reading is a productive ability in this sense since we are both receiving and transmitting information as we learn (even if only to ourselves).

Jennifer (2010) defines reading as "thinking, learning, and deciphering the meaning behind a text." It is a mechanism by which a reader receives a message from a post. Readers are asked to think about reading as the process starts, to consider the significance of the symbols that exist as a message to be conveyed by the author, and comprehend the message's contents so that the author can communicate a set of new ideas to the reader, and the reader can make sense of the text.<sup>9</sup> According to Karen (2003), that reading is the process of deciphering print Reading is described as the act of causing a reader to comprehend the meaning of a work that has been read. It means that the reading will reveal the author's expression in order for the reader to fully comprehend the reading content. The reader's actions of read arrest and interpretation of ideas followed the soul's outpouring in living up to the plot.<sup>10</sup>

Reading, according to Harris and Graham (2015), is a purposeful practice. Reading, according to Scanlon et al. (2010), is a dynamic process that necessitates the study, coordination, and interpretation of a variety of sources of knowledge. It means that reading is a method of gaining a better understanding

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<sup>9</sup>Serravallo Jennifer, *Teaching Reading In Small Group*, (New York: Heinemann, 2010), 68.

<sup>10</sup>Tankersley Karen, *The Threads of Reading* (Association for Supervision and Curriculum Development", 2003), 107.

of a text. By reading source information from a text, the reader can comprehend information. Reading will then help you understand the text, and it's also a good way to learn about the plot.<sup>11</sup>

The reader must be able to do the following in order to comprehend the text:

- 1) Read the words out loud.
- 2) Get the "meanings" of the words.
- 3) Combine the terms to form concrete concepts.
- 4) Create a broader model of the text's content.

Reading identifies and recognizes printed or written symbols that serve as a stimulus to remember meaning built up through experience, according to Thinker in Abbot (1988). Reading, according to Nurhadi in Hidayatullah (2007), is a complex and difficult operation. Since it includes the readers' internal and external influences. The term "internal influences" refers to anything that has a connection with the reading materials and the reading environment.<sup>12</sup> According to David Nunan (1989), "Reading is not an invariant skill, that there are different types of reading skills that correspond to the many different purposes we have for reading." The writer is confident that in the classroom, during students' reading activities, they have several goals: to

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<sup>11</sup>Scanlon Donna M., Kimberly L. Anderson and Joan M., "Early Intervention for Reading Difficultie", (Landon: The Guilford Press, 2010), 87.

<sup>12</sup>Hidayatullah, "The Effectiveness of Using Spalding Method in Increasing Students' Reading Comprehension of the Second Year Students of SMA DDI SibatuaPangkep" (UIN Alauddin Makassar, 2007), 29.

graduate from high school and equip themselves with the skills to pursue their studies, whatever their goals might be. Reading comprehension is needed to achieve the objective.<sup>13</sup>

Based on some definitions presented, reading could be defined as a complex process whereby looks at and understands what has been written, the combination of some components that result from one active attempt the part of the reader to understand the writer's message.

#### **b. Types of Reading**

One of the four language skills is reading, which can be divided into two types: initial reading and reading comprehension. 1. Initial reading is an attempt for those who have never read before to learn to read (e.g., reading the alphabets and combination of letters or simple words). 2. Fluency in reading It's a task that entails deciphering the messages contained in a letter. Cahyono is a kind of cahyono (, 2011).<sup>14</sup>The styles of reading that have a benefit are initial reading and reading comprehension. It is helpful to use initial reading for children who are learning to read English. It is, for instance, how to read the alphabet. While reading comprehension requires completely comprehending the text's message.

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<sup>13</sup>David Nunan, *"Designing Tasks for the Communicative Classroom"*, (Cambridge University Press, 1989), 33.

<sup>14</sup>W Cahyono, B.Y. &Utami, *"The Teaching of English as A Foreign Language in Indonesia"*, (State University of Malang Press, 2011), 49.

Based on some explanations above, the researcher concludes there are two types of reading initial reading and reading comprehension .initial reading very useful to use for the children who are learning to read English, and reading comprehension is understanding the message of the text.

### **c. Teaching Reading**

For years, many researchers have based their research on reading skills. The results of these studies have informed how reading skills are taught to some degree. Bottom-up and top-down processing, as well as immersive reading, are some of the main findings. Those processing models are taken into account by the instructor when determining how to teach reading in the classroom in the language classroom. Brown (2001) Bottom-up processing is a reading method in which readers must identify linguistic signals such as letters, morphemes, syllables, sentences, phrases, grammatical cues, discourse markers, and so on, and construct them in some order to deduce the text's meaning. The readers begin deriving value from the lowest level of the hierarchy in this model linguistics signals(a symbol) to the higher ones (strings of characters), which are then known as words, and so on, until the largest cluster of characters is recognized (a sentence).<sup>15</sup>

### **d. Kinds of Reading text**

There are several kinds of reading text, as follows:

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<sup>15</sup>H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New York: Pearson Education, 2001), 299.

### 1) *Explanation Text*

The definition as well as the explanation's goals. An explanation is a text that describes how natural, social, technological, and cultural phenomena are created. The object of the explanation text is to clarify the "why" and "how" of the phenomenon's creation. It is commonly used in textbooks on science, geography, and history. (1.) Explanation structure in general a broad statement; a summary of the phenomena at hand to be explained. Sequenced explanation; displaying a series of steps which explain the phenomena.;(2). **Language Feature** Featuring generic participant; sun, rain, etc. Using chronological connection; to begin with next, etc. It is using a passive voice pattern and using the simple present tense.

### 2) *Report Text*

A report is a piece of writing that provides details about something in its current state. It is the product of careful study and analysis. ;(1) Report text structure. General classification: this is where the general component is classified first of thing; animal, public place, plant, etc., which will be discussed in general. Description: describing the item discussed in detail: part customs or deeds for living creatures, as well as material use (2). Report's Language Feature: Introducing a group or a broad concept: Using conditional logical connections, such as when, so, and so forth: Using the present basic tense.

### 3) *Narrative Text*

A narrative may be categorized as non-fiction (e.g., New Journalism, creative non-fiction, biographies, and historiography) or fiction (e.g., New Journalism, creative non-fiction, biographies, and historiography) (i.e., literature in prose, such as short stories and novels, and sometimes in poetry and drama, although in theatre the events are primarily being shown instead of told).

According to Pardiyo (2007), narrative text is a form of text used to recount past events with a focus on problematic experience and resolution in order to entertain and teach moral lessons to the reader. A narrative, according to Anderson and Anderson (2003), is a piece of text that tells a story and entertains or teaches the reader.<sup>16</sup>

As a result, the researcher has come to the conclusion that a narrative text is a natural or imaginary tale text that uses past events to entertain the reader.

(1) Generic structure of the narrative. A narrative text consists of the

(a) Orientation: Introducing the participants and reminding them of the time and location

(b) Difficulty: explaining the escalating situations that the participants must deal with.

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<sup>16</sup>M. , K., & Anderson, "*Text Types in English 2*", (Malaysia: The modern art production group, 2015), 8.

(c) Resolution: demonstrating the participant's preferred method of resolving issues, for better or worse (2) Narrative language characteristics. Using verbs that describe procedures. Making use of a temporal conjunction. Making use of the easy past. The story is well-structured, with a strong focus on character development. It's written in a conversational, descriptive format. There are a few literary styles that fall into the narrative text category. Listed below are a few examples:

(a) Fables, legends, myths, and realistic stories are all examples of folktales.

(b) (b) Mysteries, science fiction, fantasy, or realistic fiction.



## 2. Folktales

### a. Definition of Folktale

Eric K. Taylor (2000) The word "folktale" refers to a variety of stories. A folktale is a traditional story that has been passed down through the generations by word of mouth, either from parent to child or by countless storytellers gathered around numerous evening fires. Nobody knows who wrote the first version of the story, and there are typically multiple versions of the same story..<sup>17</sup>

Retold by Kathy Burke (2003), A folktale is a traditional story that has been passed down from generation to generation. Every culture has its own collection of folktales, and many of them have never been written down. As a result, the story we read or hear today can vary significantly from the original. We frequently don't know who the original author was..<sup>18</sup>

The researcher came to the conclusion that based on the above explanations folktales are stories or legend told from persons to others by using oral communication and its unknown who is the original author of the story.

### b. Advantages of Folktale

Anne Michelle Myrick (2012) There are many advantages of using folktale for language learning, they are :

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<sup>17</sup>Eric K Taylor, "*Using Folktales*", (Cambridge University, 2000), 56.

<sup>18</sup>Retold by Kathy Burke, "*World Folktales*", ed. by Edinburgh Gate", (Penguin Books, 2003), 108.

- 1) Folktale contains a predictable framework that helps students understand the story's specifics.
- 2) Folktale contains numerous cultural connections that enable students to easily compare and contrast the story's elements with those of their own culture, especially when it comes to issues of morals, moral ethics, practices, and traditions.
- 3) Folktale contains common themes concerning society and how we communicate with one another.
- 4) Folktales are also great for assisting students in the development of academic skills since the text takes less time to decipher.<sup>19</sup>

As a result, students will focus on honing their skills in comparing and contrasting, analyzing concepts, arranging them, recognizing how they relate to one another, gathering facts and writing summaries, and inferring or drawing conclusions from what they've read.

### **3. Second Language Acquisition**

#### **a. Theory of Second Language Acquisition.**

Many scholars suggested the definition of second Language Acquisition, including :

According to Rod Ellis (1997), Second language acquisition can be defined as how people learn a language other than their mother, inside or outside the classroom. Second language acquisition can be seen in any

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<sup>19</sup>Anne Myrick Michelle, "*Folktales and Philanthropy*", (Brattleboro, 2012), 72.

language, which is checked after the mother tongue. In other words, the acquisition of a second language can also be referred to as a third, fourth language, etc.<sup>20</sup>

Furthermore, according to Stephen Krashen (1982), learning a language does not require the use of grammatical rules. The most significant aspect is the substantive interactions within the language, which usually focuses on the message communicated by grammar rules and speech rules. Language knowledge or skill is learned through a wide range of input rather than through formal instruction or training in grammar or reading the language. Learning a second language can occur in adults as well as children, according to Krashen.<sup>21</sup>

Besides that, Chaer A. and Agustina, 2004, argue that the acquisition of a second language or bilingualism is a gradual range starting from mastering the first language (B1) plus knowing a little about the second language (B2), then mastery of B2 increases gradually, until finally getting B2 as well as B1.<sup>22</sup>

From the text above, the writer concludes that acquiring a second language is obtaining a language that comes from the first language (B1). In other words, the first language is the mother tongue. Then the second language is a language other than the mother tongue. Acquiring a second language can occur inside or outside the classroom. When learning a second language, there

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<sup>20</sup>Rod Ellis - Second Language Acquisition (Oxford Introduction to Language Study) (1997, Oxford University Press, USA).Pdf.

<sup>21</sup>Stephen D Krashen, "Second Language Acquisition", 1982, 44.

<sup>22</sup>L Chaer, A., & Agustina, *Sosiolinguistik: Perkenalan Awa* (PT Rineka Cipta, 2004), 87.

are a few things to bear in mind. One does not need to use grammatical rules to learn a language and, more importantly, to have substantive experiences in the language itself, which are typically more focused on the message conveyed from the grammar rules and rules of speaking.

## C. Developing and Designing Models

### 1. ADDIE



This development model (ADDIE: 1990 by Raiser & Mollenda) stands for five words. They are: review (needs, criteria, roles, and current capabilities of participants) growth, design (learning goals, delivery format, activities, and exercises) (create a prototype, develop course materials, review, pilot session), Evaluation and execution (training implementation, tools in place, and observation) (awareness, knowledge, behavior, and result).

#### a. Analysis

During the review process, specific tasks must be completed. First, the instructional issue must be identified. The instructional goals and objectives are defined in the second phase. Finally, the learner's current knowledge and skills and the learning environment are established.

**b. Design**

The learning goals, evaluation instruments, tests, material, subject matter analysis, lesson planning, and media selection are all part of the design process. This process should be systematic and specific to provide a quick overview of the objective.

**c. Development**

During the design process, the content assets were blueprinted are created and assembled in the production phase by instructional designers and developers

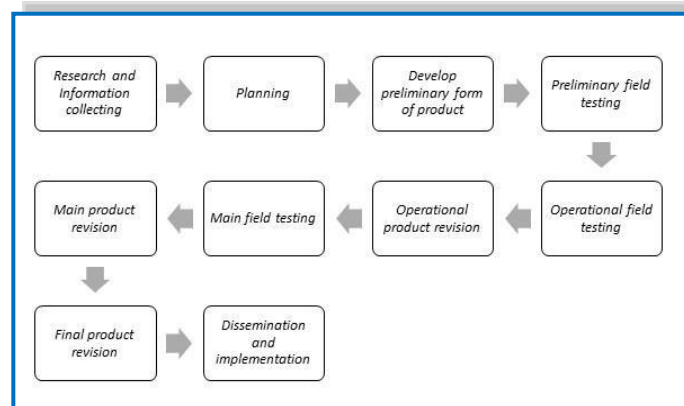
**d. Implementation**

A protocol for training the facilitators and learners is established during the implementation process. The training should cover various topics, including the course curriculum, learning objectives, implementation process, and testing procedures.

**e. Evaluation**

There are two sections to the assessment phase: formative and summative. Each stage of the ADDIE process includes formative evaluation. On the other hand, the summative assessment consists of tests created for criterion-related domain-specific referenced artifacts It accepts feedback from the users who have been added to the list.

## 2. Borg and Gall

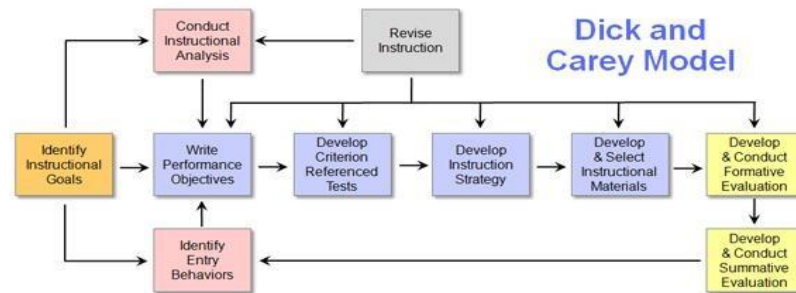


Gall and Borg (1983) The process for producing a worksheet consists of ten steps: 1) Information gathering and research (review of literature, classroom observation, and preparation of the report of the state the art) 2) Preparation (definition of ability, declaration of goals, course sequence determination, and feasibility checking on a small scale) 3) Create a working prototype of the product (instructions) 4) Preliminary Field Testing (conducted in from 1 to 3 schools, using 6 to 12 subjects, interview, observational and questionnaire data collected and analyzed), 5) Main Product Revision (product revision based on preliminary field test findings, 6) Main Field Testing)

## 3. The Dick and Carey Design Model

Many of the previous measures in the ADDIE model are followed included in the Dick and Carey model, which identifies instructional objectives and concludes with summative evaluation. This model can be used in some environments, including primary and secondary schools, corporations, and

government uses. Figure 2 below illustrates the Dick and Carey instructional design model:

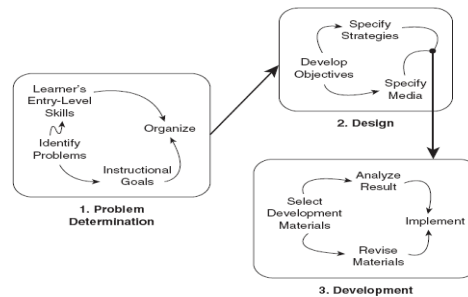


The Dick and Carey model has nine stages. They are: (1) determining the instructional goal; (2) performing an instructional analysis; (3) determining entry patterns and learner characteristics; (4) writing success objectives; (5) developing criterion-referenced test items; and (6) developing an instructional plan.; (7) creating and choosing instructional materials; (8) creating and performing formative evaluations; and (9) creating and implementing summative assessments.

#### 4. The Kirk and Gustafson Design Model

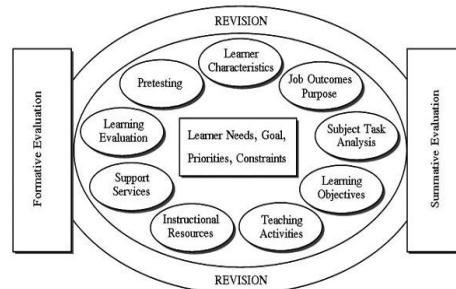
The Kirk and Gustafson model varies from the Hannifin and Peck model's three stages. Individual processes or measures are involved in each stage in this model. In reality, this model has three phases, similar to Hannifin and Peck's model. They entail determining the problem, designing a solution, and implementing it. The recognition of a problem and the setting of targets are also part of problem determination. The design stage also involves the

development of goals and plan requirements. The products are formed as a result of the outcome. The Kirk and Gustafson instructional concept model is depicted in Figure 4:



## 5. The Jerold Kemp Design Model

Kemp takes into account all aspects of the learning environment, including content analysis, learner characteristics, instructional practices, available resources, support services, and assessment. This model allows for continuous revision. The Jerold Kemp instructional concept model is depicted in Figure 5:



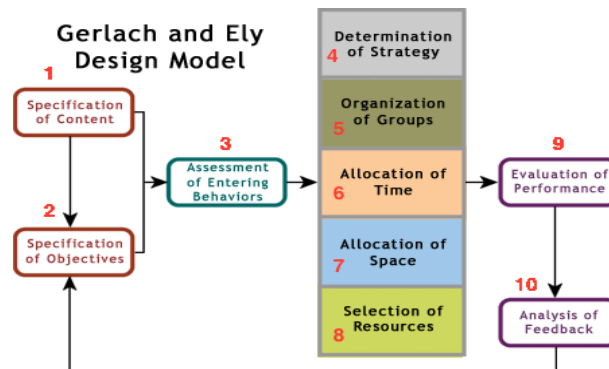
This model has nine components, according to Kemp. They are: (1) defining instructional challenges and priorities for developing an instructional program; (2) evaluating learners' "Characteristics to consider during the planning process."; (3) deciding the subject matter and assessing the task



components in light of the stated objectives and goals; (4) communicating the learner's instructional purposes; (5) sequencing the content of each instructional unit for reasonable learning; (6) developing instructional strategies to ensure that each learner masters the material(7) designing the assessment instruments to determine the objectives; (8) choosing the services to support the teaching and learning activities; (8) preparing the instructional message and delivery

## 6. The Gerlach and Ely Design Model

The Gerlach and Ely model is a prescriptive model that works well in the primary, secondary, and postsecondary education. This model provides methods for choosing and integrating multimedia into the classroom. It's a model that's appropriate for new instructional designers whose subject matter and experience are limited to a particular context. The Gerlach and Ely instructional concept model is depicted in Figure 6:



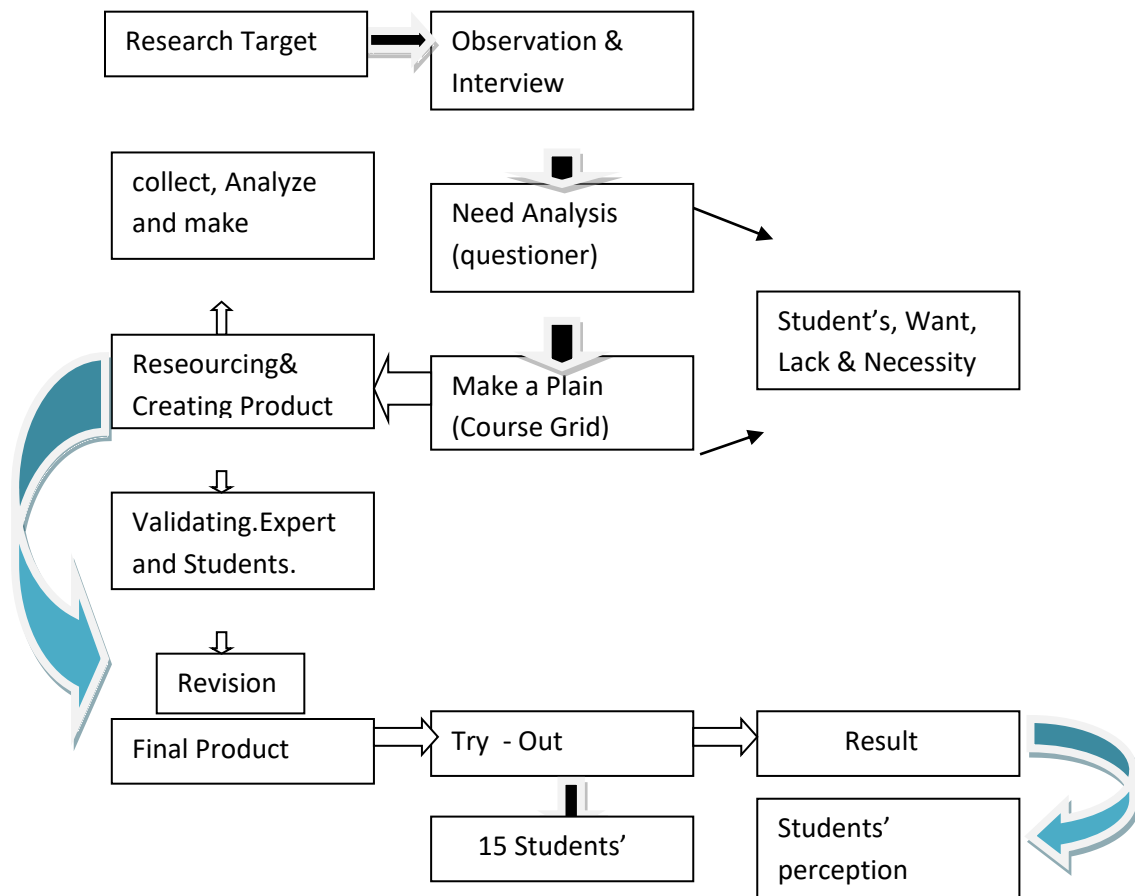
## D. Conceptual Framework

Learning activities are an interaction between teacher and student in conveying goals in learning. In achieving a predetermined educational purpose,

a teacher must teach as optimally as possible. One effort that can be made is to use learning media that are interesting for students.

The use of instructional media in folktale books will be good if it can help students learn reading and help students achieve learning goals. Folktales learning media are arranged and developed in such away.

theframe can be seen in Figure 1



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

Researchers developed folktale books for young beginner English learners in school using the Research and Development (R & D) approach in this report. The ADDIE model was used by the researcher in this analysis.

#### **A. Development Model**

In this research, there are five steps in developing a reading book adopted from the ADDIE model, and ADDIE stands for Analyze, Design, Develop, Implement and Evaluate.

#### **B. Procedure of Development**

The development model used to develop folktale books for the fifth grade of students in SD IT InsanMadani is the ADDIE design model.

##### **1. *Analysis***

In this analysis phase, the researcher should know the student's wants, lacks, and necessities by using a questionnaire. Also, the questionnaire aimed to see the student's capability of reading skills.

##### **2. *Design***

In the design phase, As part of the learning study preparation, the researcher will build a course grid. The learners' needs and goals were outlined in the course grid.

### 3. *Development*

This move focuses on material growth. In the development phase, the researcher will make the learning materials based on the design's data.

### 4. *Implementation*

In this step, the student's books which experts had validated, will be implemented to students .this way aimed to know the appropriate learning reading material for the students in SDIT InsanMadani.

### 5. *Evaluation*

In this step, the researcher will do the evaluation, such as validated the questionnaire and the reading material by expert judgment. The researcher will also evaluate reading materials by giving out to the students in SD IT InsanMadani to know their perception of folktale books.

## **C. Research Subject**

The students are the focus of this study at SDIT InsanMadaniPalopo.

## **D. Try-out Design Product**

### **1. Try-out Design**

Before making a book for use in teaching reading in SDIT InsanMadani,the investigator Students chosen as a sample will be interviewed and given a questionnaire. As a result, the researcher would be able to assess their reading requirements. Following the discovery of the student's needs, the researcher will create a suitable book for use in their reading instruction. The

book, which the researcher has already begun, will then be given to the teacher to use in class to teach the study's subject. This is done to collect knowledge (feedback) about the book from the teacher and students. Following the lesson's conclusion, the researcher would distribute a second questionnaire to the students and a teacher to qualify the books that they used and enact the books that are acceptable or not.

#### **E. The instrument of the research**

This study used both qualitative and quantitative data. Quantitative and qualitative reports are mixed to meet the needs of development research. Assessments, reviews, responses, critiques, and recommendations are all examples of qualitative data, Quantitative data is obtained through questionnaires that ask for multiple choice responses about product evaluation and evaluations based on field results. The following is a list of the research instruments that were used to collect data for this study:

##### **1. Questionnaire**

The survey will be split into two sections. The questionnaire was first used to gather knowledge about the students' needs, desires, and deficits. A second questionnaire has been created for evaluation and answers in the areas of reading quality, book design, and media attractiveness. The questionnaire is intended for 1) expert of content, 2) reading expert, and 3) student's attractiveness test.

## 2. Expert judgment

The researcher will perform an expert review after the product is finished. This phase is important. By filling out a questionnaire, some experts will make decisions about early growth. Expert data is often provided in the form of recommendations, in addition to the questionnaire. Experts ensure that the product is ready for use.

## 3. Interview

The researcher interview 15 students and an English teacher. This researcher aims to determine the perceptions of students about product quality.

### **F. Technique Data Analysis**

Patton said that data analysis is the process of arranging data sequences, organizing them into patterns, categories, and fundamental units of description. In contrast, Suprayogo defines data analysis as the activities of analyzing, grouping systematization, interpretation, and verification of data so that a phenomenon has a social value, academic and scientific.

Researchers' data analysis technique in this research and development is collecting data through subsequent instruments carried out the following research and development procedures. In the data analysis technique, researchers use two kinds of data techniques as follows:

Qualitative data was obtained from criticism and suggestions raised by experts to improve folktale books' development. Also, comments were received

on the questionnaire distributed. The comments were obtained from experts comments who will provide input on the feasibility of folktale books that researchers have compiled. The number of items on the questionnaire is 12 items. Data were analyzed as a basis for knowing the feasibility of the products produced. At the same time, quantitative data analysis techniques data in the form of scores from assessments by experts and teachers of primary fifth-grade students and students of fifth-grade data analyzed as the basis of the results of the questionnaire assessment are converted into interval data. The scale of the evaluation of the folktale books that was developed is magnificent (5), good (4), quite good (3), not good (2), and very poor (1).

### 1. Analyze the result of the questionnaire

Analyze the questionnaire's findings. The questionnaire data analysis used in this study is descriptive of the students' responses from each class that can be formulated:

$$X = \frac{\sum X}{N} \times 100\%$$

X= Value

$\sum X$ = Total answer

N= Total students

The student's preferred choice is the one with the highest percentage. The evaluated outcome is shown in the table below:

**Table: 3.1**

| No | Question | Respond | Frequency<br>(N) | Percentage<br>(%) |
|----|----------|---------|------------------|-------------------|
|    |          |         |                  |                   |

## 2. Data Analysis of Expert Judgment and Students Perception.

The calculation used in this study was the Likert-scale. The outcomes of the questionnaires are going to use a pattern proposed by Suharto (2006:52-53)

$$R = \frac{X_h - X_l}{5}$$

R = Range

X<sub>h</sub>= The highest  
score X<sub>l</sub> = The lowest  
Score

5 = The Range of Likert-scale

Following that, the data will be transformed into a descriptive analysis. The Mean is the metric used to assess the job (X). Using conversion pattern data, the Mean will be used:



$$M = \frac{\sum x}{N}$$

Data Conversion Table ( Suharto, 2006: 52-53)

**Table 3.2**

| Scales | Interval           | Descriptive Categories |
|--------|--------------------|------------------------|
| 1.     | $1.0 < X \leq 1.7$ | Very Poor              |
| 2.     | $1.8 < X \leq 2.5$ | Poor                   |
| 3.     | $2.6 < X \leq 3.3$ | Fair                   |
| 4.     | $3.4 < X \leq 4.1$ | Good                   |
| 5.     | $4.2 < X \leq 5.0$ | Very Good              |

## CHAPTER IV

### FINDINGS AND DISCUSSION

The research findings and discussion are presented in this chapter. The findings of the analysis were presented by the researcher. A needs analysis questionnaire, a coarse grid, first draft content, expert judgment effects, final material, and a questionnaire students' impressions of the final draft comprise the product.

#### A. FINDINGS

##### 1. Result of Questionnaire Need Analysis

In this needs analysis, the population consisted of 90 students (grades 5a, 5b, and 5c). The sample consisted of 15 grade 5 students and focused on grade 5a.

| Question | A  | B  | C | D | Statement |
|----------|----|----|---|---|-----------|
| 1        | 6  | 5  | 4 | - | Lack      |
| 2        | 3  | 5  | 4 | 3 | Lack      |
| 3        | 4  | 6  | 5 | - | Want      |
| 4        | 8  | 5  | 2 | - | Want      |
| 5        | 5  | 2  | 8 | - | Necessity |
| 6        | 13 | 2  | - | - | Lack      |
| 7        | 2  | 5  | 8 | - | Lack      |
| 8        | 1  | 13 | 1 | - | Lack      |

|    |    |   |   |    |           |
|----|----|---|---|----|-----------|
| 9  | 11 | 4 | - | -  | Want      |
| 10 | 7  | 8 | - | -  | Want      |
| 11 | -  | - | - | 15 | Want      |
| 12 | 15 | - | - | -  | Necessity |

### The kinds of question

#### a. lacks

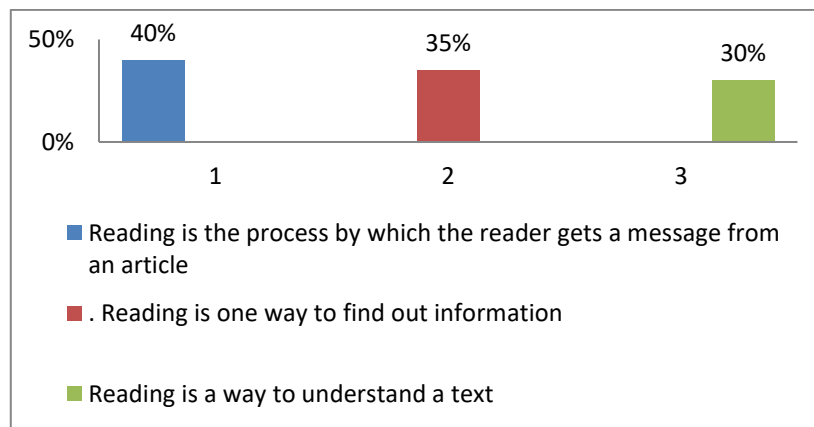


Figure 4.1: The percentage of the students in Reading skill

Bar graphs illustrated students' knowledge of the meaning of reading. There are three options written in graphs: reading is the method by which a reader receives a message from a text, reading is one way to find information, and reading is a way to understand writing. Text is the last choice. And of all the options that flow on the chart, express reading is how readers get a message from an article that is the most abundant in the student population with a proportion (40%).

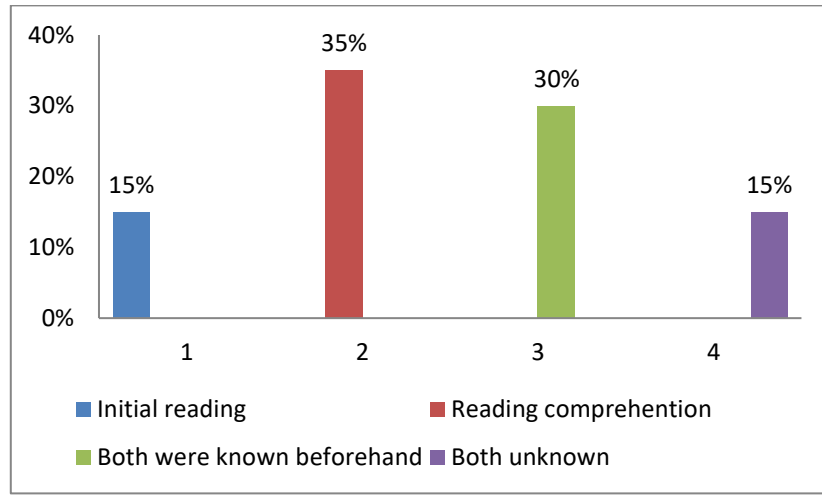


Figure 4.2: The percentage of the students in kinds of reading

The bar chart depicts the rate of student deficiency in reading learning based on the needs analysis questionnaire. A high speed was obtained from the three options, namely that most students chose option B (35%), and finally, the researchers focused more on the high quality than the lower portion.

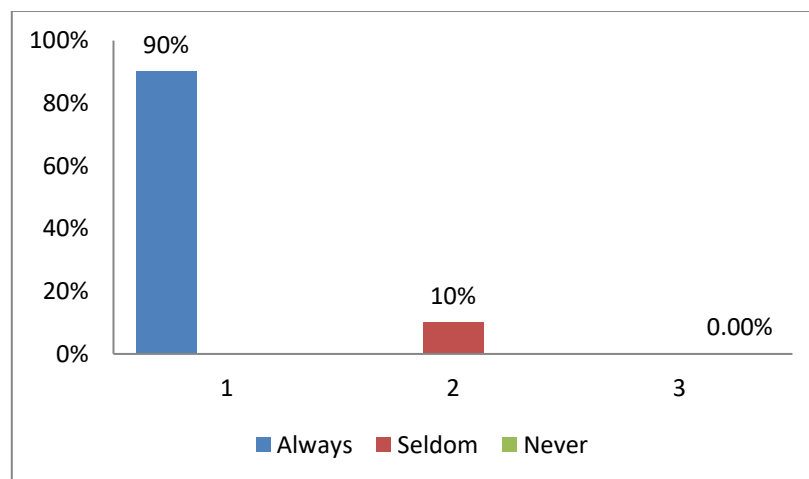


Figure 4.3: The percentage of the students in Reading text

The bar chart indicates the portion of the students reading folktales or listening to folktales. There are three means of presented in the graph which always, seldom, and never. eventually, respondents prefer always as found in the diagram above, and the top option is A (90%).

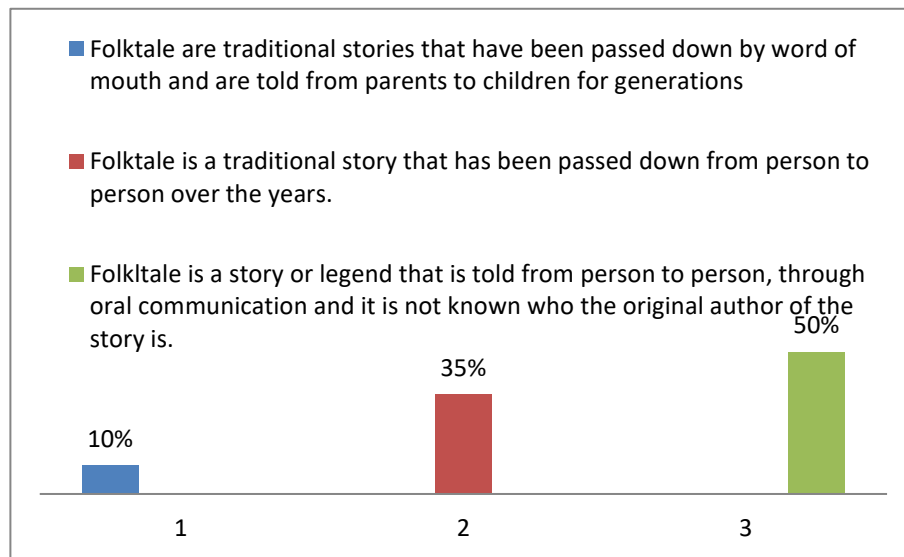


Figure 4.4: The percentage of the students in folktale

The bar graph shows the percentage of students choosing the meaning of the folktale; there are three options in the sense of the folktale presented in the chart. Finally, respondents prefer option C, as shown in the diagram above (50%).

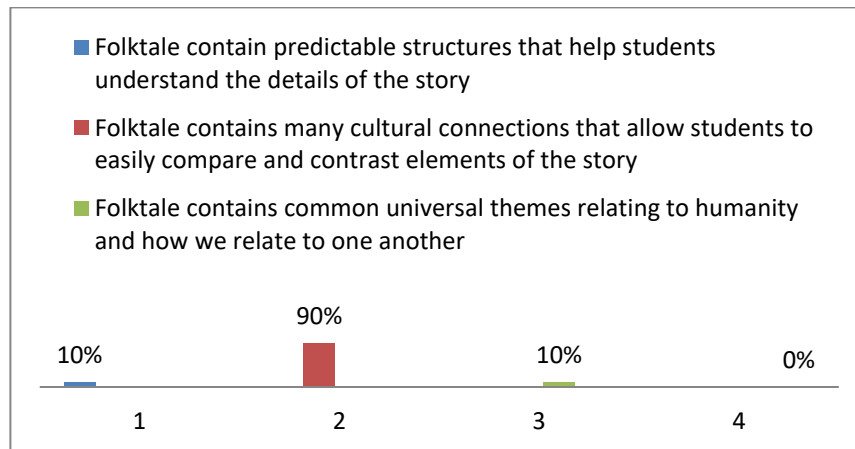


Figure 4.5: The percentage of students in the advantage of folktale

A bar graph shows the percentage of students choosing folktale gifts for students; there are three means in the benefits of mythology for students presented in the chart. Finally, respondents prefer option B, as shown in the diagram above (90%).

2.wants

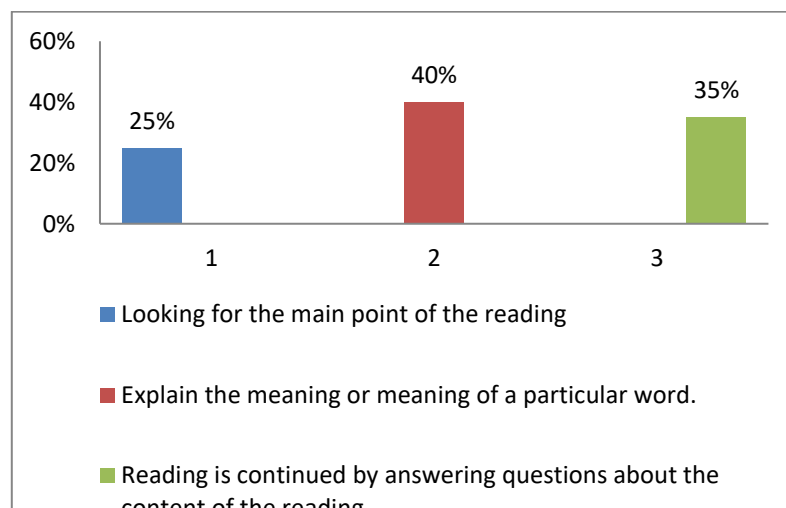


Figure 4.6: The percentage of students in kinds of Reading learning

The bar chart explains the rate of students' desire in reading education based on the needs analysis questionnaire. A high percentage was obtained from the three options, namely that most students chose option B (40%), and finally, the researchers focused more on the high rate than the lower rate.

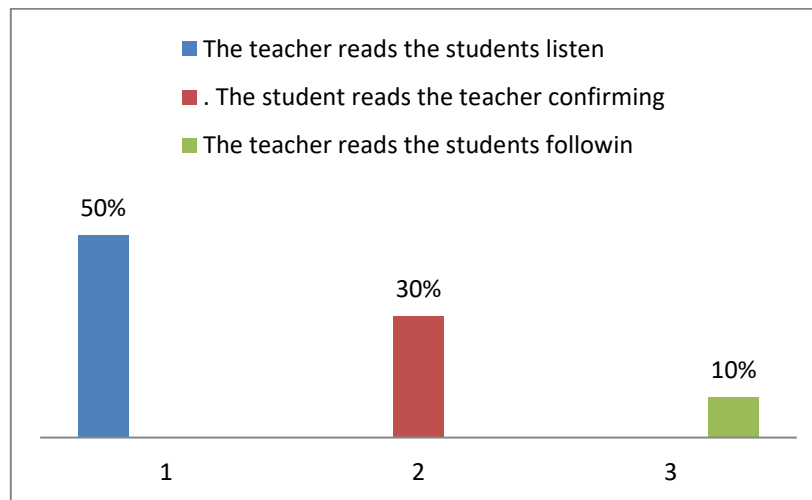


Figure 4.7: The percentage of the students in Reading Method

The bar chart explained the rate of students' desire in the reading method. Based on the needs analysis questionnaire, from the three options, high quality was obtained. Namely, most students chose option A (50%),

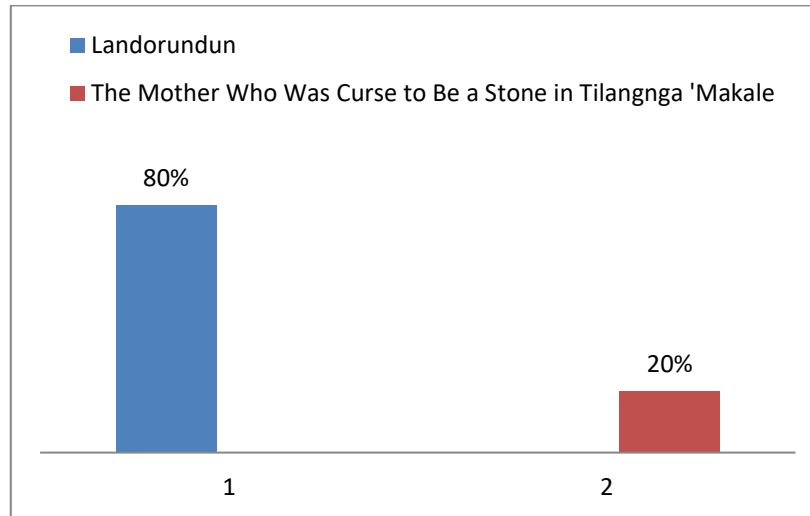


Figure 4.8: The percentage of the students want in folktale legends of Toraja

The bar chart indicates the portion of the students' in the folktale legends of Toraja. There are two means of the folktale legends of Toraja presented in the graph, which Landorundun and the mother who was a curse to be a stone in tilangnga'Makale.eventually, respondents prefer Landorundun as found in the diagram above the top option is A (80%)



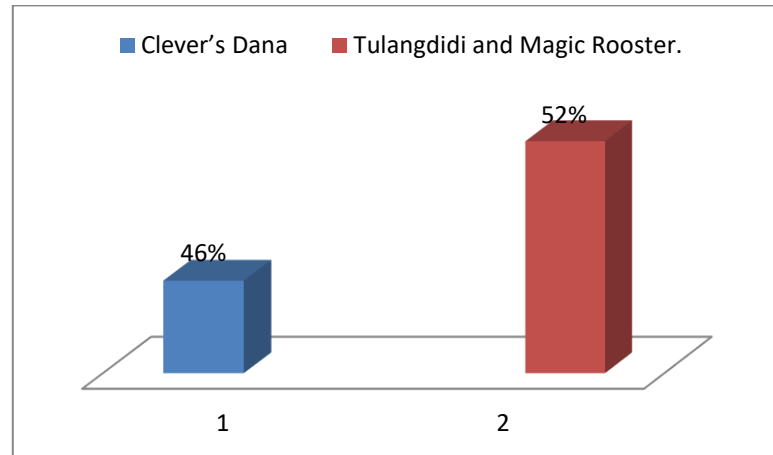


Figure 4.9: The percentage of the students want in the folktale fairy tale of Toraja

The bar chart indicates the percentage of the students' in a folktale fairy tale of Toraja. There are two means of the folktale myth of Toraja presented in the graph, which dana's clever and Tulangdidi and magic rooster. Eventually, respondents prefer Tulangdidi and magical rooster as found in the diagram above the top option is B (52%)

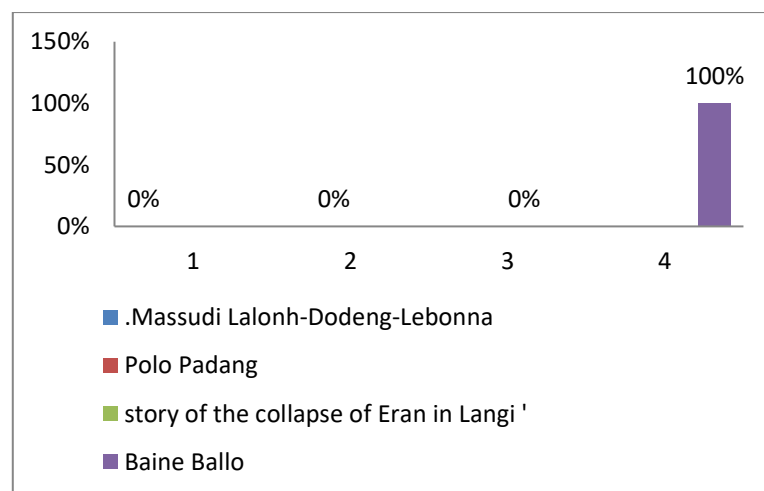


Figure 4.10: The percentage of the students want in folktale myth of Toraja

The bar chart indicates the percentage of the students' in the folktale myth of Toraja. There are four means of the folktale myth of Toraja presented in the graph: massudilaloh-dodeng-lebonna, Polo Padang, Eran in langi' and BaineBallo. Eventually, respondents prefer BaineBallo as found in the diagram above the top option is D (100%)

c. Necessity

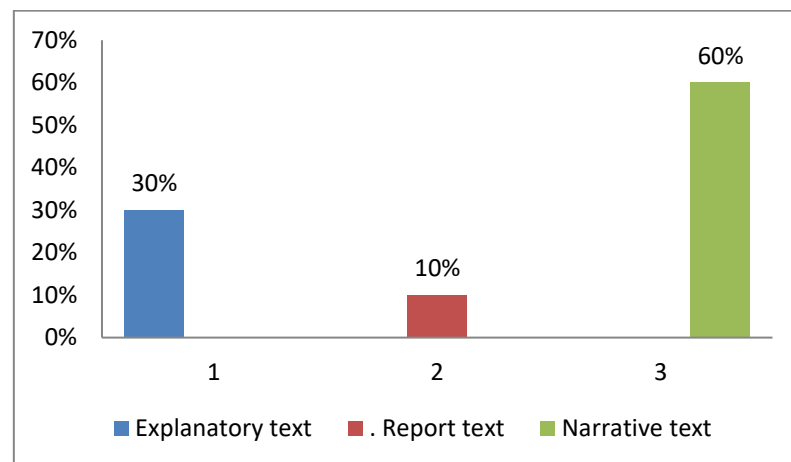


Figure 4.11: The percentage of the students in kinds of Reading text

The bar chart explains the rate of students' needs in what type of reading they like. Based on the needs analysis questionnaire, there are three options, namely: explanatory, report text and narrative text, and a high percentage is obtained; namely, most students choose option C (60%), and finally, the researcher focus more on high rates than on lower rates.

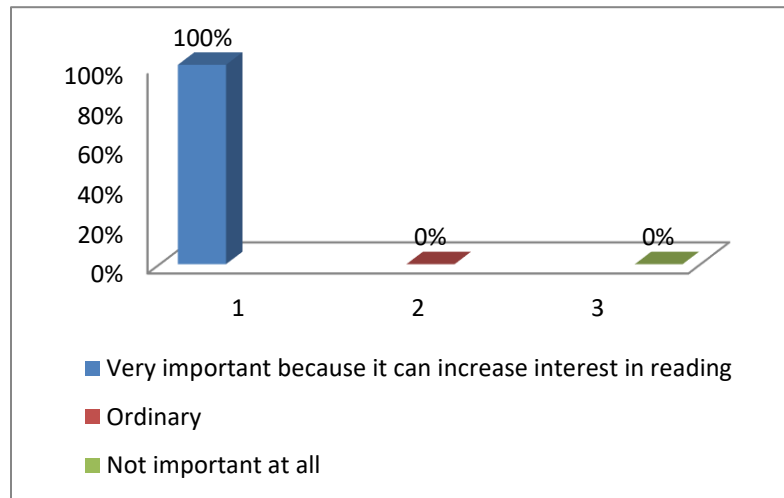


Figure 4.12: The percentage of the students in the function of illustration in folktale

The bar chart indicates the percentage of the students' in the function of illustration in the folktale. There are three means of the example presented in the graph, which is very important, Ordinary, not necessary. Eventually, respondents prefer very important as found in the diagram above the top option is A (100%).

### 1) The Coarse Grid

The coarse grid is mainly focused on a previous requires study. The ingredient is created by selecting the best percentage of students' learning needs and goal needs from the questionnaire. As a knowledge enhancement, this course grid is developed folktale books for young beginner English learners and the reading book for SD IT InsanMadaniPalopo.

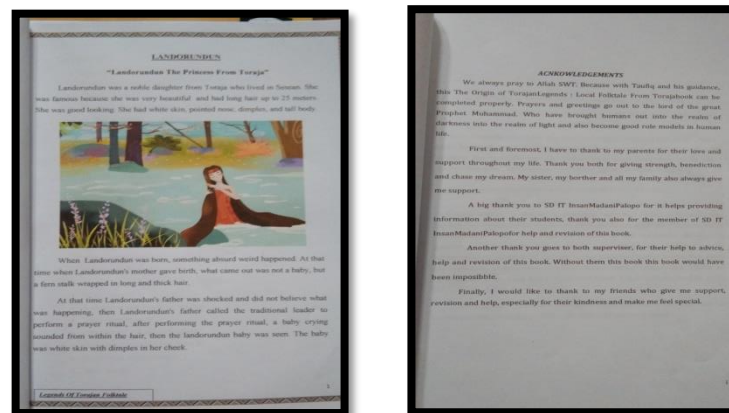
## 2) The First Draft of Material

The material design of the researcher is based on the course grid, which consists of the folktale book design, size, cover, foreword, title, and reading material.

### a) Front and back cover of folktale books



### b) Foreword and contents of folktale books



## 3) Material Validation

### 1. Expert Judgment

The researcher validated the material this time by providing layout expert is MaghfirahThayyib, S.S., M.Hum as expert judgment, for linguist is

Muzayyanah, S.Pd and Dr.Masruddin, M. Hum as expert judgment for a material expert. In this questionnaire, inquire about all aspects of the product. The layout of the language and material that expert judges are these aspects. The results of the expert review are below:

a. Table 4.1 The result of the Layout Expert.

| Questioner Number | Score | Questioner Number | Score | Questioner Number | Score |
|-------------------|-------|-------------------|-------|-------------------|-------|
| 1                 | 4     | 7                 | 4     | 13                | 5     |
| 2                 | 4     | 8                 | 5     | 14                | 4     |
| 3                 | 3     | 9                 | 3     | 15                | 4     |
| 4                 | 4     | 10                | 4     | 16                | 4     |
| 5                 | 4     | 11                | 5     | 17                | 4     |
| 6                 | 5     | 12                | 4     |                   |       |
| Total Score       |       |                   |       |                   | 70    |

$$\text{Mean} = \frac{70}{17} = 4,1$$

b. Table 4.2 The result of the linguist Expert.

| Questioner Number | Score | Questioner Number | Score | Questioner Number | Score |
|-------------------|-------|-------------------|-------|-------------------|-------|
| 1                 | 5     | 5                 | 5     | 9                 | 4     |
| 2                 | 5     | 6                 | 4     | 10                | 4     |
| 3                 | 5     | 7                 | 5     | 11                | 4     |
| 4                 | 5     | 8                 | 5     | 12                | 4     |

|             |    |
|-------------|----|
| Total Score | 55 |
|-------------|----|

$$\text{Mean} = \frac{55}{12} = 4,6$$

c. Table 4.3 The result of the Material Expert.

| Questioner Number | Score | Questioner Number | Score | Questioner Number | Score |
|-------------------|-------|-------------------|-------|-------------------|-------|
| 1                 | 4     | 6                 | 4     | 11                | 4     |
| 2                 | 4     | 7                 | 4     | 12                | 4     |
| 3                 | 5     | 8                 | 5     | 13                | 5     |
| 4                 | 3     | 9                 | 5     | 14                | 4     |
| 5                 | 4     | 10                | 4     |                   |       |
| Total Score       |       |                   |       |                   | 59    |

$$\text{Mean} = \frac{59}{14} = 4,2$$

From the three tables above, the data shows that the folktale books have been created the design by the researcher has met the necessities to be applied in the classroom. All of this is proven 70 offers from Lay-Out Expert, 55 offers from Language Expert, and 59 offers from material Expert, which is 4.3. this class gets "Very Good" at the interval. The expert provides the researcher with dome notes on another side as the correction.

## 2. Students' Perception

| No. | Statement  | Means | Description of Agreement |
|-----|--|-------|--------------------------|
| 1.  | Folktale book titles are attractive for students to read   | 4.6   | Strongly Agree           |
| 2.  | Colour Cover folktale books are engaging for students to read                                    | 4.5   | Strongly Agree           |
| 3.  | The language used is easy to understand  | 4.5   | Strongly Agree           |
| 4.  | The contents of the folktale books are engaging for students to continue to follow the storyline | 4.4   | Strongly Agree           |
| 5.  | The contents of folktale books are more pictures than in writing                                 | 4.1   | Agree                    |
| 6.  | The picture of the folktale book is clear  | 4.5   | Strongly Agree           |
| 7.  | The contents of the folktale book have appropriate images and text                               | 4.5   | Strongly Agree           |
| 8.  | The book pages are well laid out   | 4.6   | Strongly Agree           |

|     |  |     |                |
|-----|--|-----|----------------|
| 9.  | The typeface attracts students' attention                              | 3.8 | Agree          |
| 10. | Text folktale in the book can increase my motivation in reading skills | 4.4 | Strongly Agree |

The data above shows that the folktale book designed by the researcher is ready to be used in the classroom. This can be proven from the score of students' perception, which answered *Strongly Agree* **4.5** and *Agree* **4.0**. Then, the average of the Mean is **4.25**. in the interval, this category got "**Very Good.**"

#### A. Discussion

This thesis is a research on the development folktale book for the fifth-grade students in SDIT Insan Madani Palopo. What is appropriate, and how is the students' perception using the folktale book at SDIT Insan Madani Palopo?. This research aimed to develop excellent folktale books and determine the students' perception in using folktale books to improve reading for fifth-grade SDIT Insan Madani Palopo.

The method used in this research is the Research and Development (R&D) method. The subject was fifth-grade SDIT Insan Madani Palopo, with a total of every class are 30 students. To take the number of samples, the researcher took 15 students from the fifth -grade. Researchers develop



products that used Addie's development model. The Addie model consists of 5 steps in development, namely (1) Analysis. The analysis phase analyses the students' needs, such as the wants, lacks, and needs of students by using a questionnaire. The questionnaire aims to see the students' abilities regarding reading skills, (2) Design, the researcher's design phase makes a coarse grid as planning in making folktale books. The course grid contains students' needs and targets, (3) Development, and the development phase is material development. At the development stage, the researcher makes teaching materials based on data from the design. The product will provide the experts' eligibility, namely: Material Expert, Media Expert, Layout Expert, (4) Implementation. At this phase, products that experts have validated will be implemented to students. This aims to see the suitability of standard material for students at SD IT InsanMadani. And the results of the media evaluation by students consisting of 15 students and (5) Evaluation, the evaluation stage is to measure development achievement. The product in this research is folktale books. The contents of the folktale books consist of folktales from Toraja. The folktale books' structure consists of a cover, preface, text reading, reading exercises, and English vocabulary.

This product is considered helpful for SDIT InsanMadaniPalopo. The following were discovered when evaluating the viability of a folktale book: 1) The content expert gave an average score of 4.2, which fell into the Very Good category, and 2) the linguist expert gave an average score of 4.6, also

falling into the Very Good category.3) The layout expert gave an average score of 4.1, which includes the category Good. This can be seen from the expert judgment assessment with a value of 4.3, which included the type Very Good. The average score for the students' interpretation was 4.25, which is Very Good. SDIT InsanMadani needs the folktale book, according to data collected from students' perceptions. As a result, this folktale book is appropriate for classroom use.

The strength and weakness of the book as a product of the R n D research. The strength of the books namely the folktale book, which is still rarely found in other folktale books because the folktale originally stories from Toraja, South Sulawesi. Some pictures are exciting and have varied reading exercises so that students do not get bored with reading exercises to help students improve their reading skills. There is also vocabulary related to stories that can help students understand the content of each story. Furthermore, there are moral values that are useful for students' lives. and the next the weakness namely The books made only take stories from Toraja and there are still students who are still unfamiliar with stories from Toraja

This research's findings were systemically related to the earlier research about developing folktale books for beginner English learners with the previous research findings. Among four of the last related examinations, all of the results show that the students used the four categories of developing folktale. On the

other hand, there are also differences between this research and several previous types of research.

The first previous researcher conducted by Maharyani (2015) has a contrast finding with this research. In her research developed storybooks with pictures based on daily life for students. At the same time, researcher-developed folktale books for students and focused on stories from Toraja. This study's results are developing storybooks that are effective for students to use and can increase motivation in reading. It shows that there are similarities between the research results with the researcher. In her research developed storybooks for students in French class—meanwhile, researchers developing folktale books for students in the English style.

The other previous researches have similar findings with this research about developing folktale books. Such as Azizah (2016); Annisa.,(2016); Agustina, Harahap, and Syahril (2007). The previous studies with this research show that the development of folktale books improves reading skills and is practical and suitable for students to use in the class. Because students were more interested in reading folktale books and folktales give students confidence in reading. Students like folktales because folktales have moral messages useful for students' lives, and students enjoyed getting to know the existing culture.

Finally, based on the research findings. It can be concluded that developing folktale books is practical and suitable for students because it can improve reading skills and motivate students to read.

## CHAPTER V

### CONCLUSIONS AND SUGGESTION

This research is intended to develop a Folktale Book that meets the needs of SDIT InsanMadani students.

#### **A. Conclusion**

Local Folktale book is a narrative story from Toraja. This book is designed from the ADDIE model. The first process is the researcher analysis the students need, want, and necessity in subject English. Most of the students choose reading skills more difficult than another gift. They want to book who can improve their reading skill, and they want to have reading text who have pictures like a princess. A prince. Then after the researcher knows they want, need, necessity students in SDIT InsanMadani, the researcher, begin to design and plan what product is suitable to students in SDIT InsanMadaniPalopo after design the researcher tries to develop the product with data from design. And the next step is Implementation. The product had been by three experts like layout expert, linguist expert, and material expert, and the product will be implemented to the students. And the next step after the product had been implemented to students the next step is evaluation. The researcher tries to correct the product with three experts', result the students' perception, and the teacher suggestion. The product is creating the origin of Torajan legends.

This study's product consisted of a story followed by some vocabularies, exercises, and moral value from the story. Vocabularies advantage to help students to know the story. The languages from the product very interest to students because can increase the student's vocabulary. Exercises in the product has various exercise which can increase students interest in improving reading. And the product has an attractive moral value and can help students understand the essence of the story in the book and the students can take moral value that is useful for students' lives.

### **B. Implication**

In teaching and learning process, to be able to reach the students motivation and learning excitement is necessary. To present those necessities, being able to make the classroom communicative is one thing on the top of others. By the result of the research, it shows that the "Folktale books" is very good in developing criteria of a good supplementary reading book suggested by the teacher. Based on the result and the conclusion above, the researcher presents some implications as follows:

The authors of "Developing folktale books" may revise the book, if it is possible to complete the criteria of good supplementary book suggested by teacher. After being revised, is expected that the teachers and the students using the folktale book get more ability when they are involved in teaching-learning process.

### **C. Suggestion**

#### 1. Suggestion to the Students'

Students must be diligent in using the folktale book by reading to understand better and increase reading skill knowledge. So that motivation in learning English increases.

#### 2. Suggestion to the Teacher

Teachers can use English folktale books in the teaching and learning process by explaining how to read and understand English reading to students first. Besides, teachers need to study students' progress in improving their reading skills. So, teachers should see the benefits of using folktales.

#### 3. Suggestion to the Researchers

Researchers provide suggestions for other researchers who want to develop a folktale book. So that mistakes made by previous researchers can be avoided. Researchers give several suggestions. The researcher only developed the English language folktale for the fifth-grade students of SDIT InsanMadaniPalopo. Hopefully, other researchers can create a more complete and exciting folktale book.

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PEMERINTAH KOTA PALOPO  
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpn : (0471) 23692

**ASLI**

**IZIN PENELITIAN**  
NOMOR : 948/IP/DPMTSP/XI/2020

1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan IPTEK;
2. Peraturan Mendagri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian, sebagaimana telah diubah dengan Peraturan Mendagri Nomor 7 Tahun 2014;
3. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
4. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelaksanaan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

**MEMBERIKAN IZIN KEPADA**

Nama : NUR WAHYUNI SAFITRI SYAM  
Jenis Kelamin : Perempuan  
Alamat : Jl. Latamacelling No. 111 Kota Palopo  
Pekerjaan : Mahasiswa  
NIM : 16.0202.0166

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

**DEVELOPING FOLKTALE BOOKS FOR YOUNG BEGINNER ENGLISH LEARNERS**

Lokasi Penelitian : SDIT INSAN MAHADANI  
Lamanya Penelitian : 20 November 2020 s.d. 20 Desember 2020

**DENGAN KETENTUAN SEBAGAI BERIKUT :**

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud Izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo

Pada tanggal : 20 November 2020

a.n. Kepala Dinas Penanaman Modal dan PTSP

Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

**ANDI AGUS MANDASINI, SE, M.AP**  
Pangkat : Penata  
NIP : 19780805 201001 1 014

**Tembusan :**

1. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo
2. Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP
3. Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP
4. Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP
5. Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP
6. Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP
7. Instansi terkait tempat dilaksanakan penelitian



**DINAS PENDIDIKAN KOTA PALOPO**  
**SD ISLAM TERPADU INSAN MADANI**  
**YAYASAN NURUL ISLAM KOTA PALOPO**



*Jl. Islamic Centre 1 Km. 4 Binturu Kota Palopo, Telp. 085242228856, email: insanmadani2011@gmail.com*

*Bismillahirrahmanirrahim*

**SURAT KETERANGAN SELESAI PENELITIAN**

Nomor: 002/SK-SP/SDIT-IM/II/2021

Yang bertanda tangan di bawah ini:

Nama : Basruddin, S.Pd.I., M.Pd.  
 Jabatan : Kepala SDIT Insan Madani Kota Palopo  
 Alamat : Jl. Islamic Centre 1 Km. 4 Binturu Kota Palopo

Dengan ini menerangkan bahwa mahasiswa yang beridentitas :


Nama : NUR WAHYUNI SAFITRI SYAM  
 NIM : 16.0202.0166  
 Fakultas : Tarbiyah dan Ilmu Keguruan  
 Jurusan : Pendidikan Bahasa Inggris  
 Universitas : Institut Agama Islam Negeri (IAIN) Palopo

Telah selesai melakukan penelitian di Sekolah Dasar Islam Terpadu (SDIT) Insan Madani Jl. Islamic Centre 1 Km. 4 Binturu Kota Palopo selama 1 (Satu) bulan, terhitung mulai tanggal 20 November 2020 sampai dengan 20 Desember 2020 untuk memperoleh data dalam rangka penyusunan skripsi yang berjudul **“DEVELOPING FOLKTALE BOOKS FOR YOUNG BEGINNER ENGLISH LEARNERS”**.

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Palopo, 22 Februari 2021

Kepala Sekolah,

  
**BASRUDDIN, S.Pd.I., M.Pd.**  
 NIP. -

2/22/2021

QUESTIONNAIRE

## QUESTIONNAIRE

Berilah tanda (X) pada pilihan yang sesuai dengan apa yang paling menggambarkan keadaan Anda saat ini, serta sesuai dengan yang Anda butuhkan atau yang Anda inginkan terkait dengan buku cerita rakyat.

Nama/umur/kelas \*

Fitri kamila

1. Menurut anda apa yang dimaksud dengan Reading \*

- a. Reading adalah proses dimana pembaca mendapat pesan dari sebuah artikel.
- b. Reading adalah salah satu cara untuk mengetahui informasi
- c. Reading adalah cara untuk memahami sebuah teks
- Yang lain: .....

2. Dibawah ini jenis reading( membaca)manakah yang telah anda ketahui sebelumnya \*

- a. Initial reading Merupakan upaya yang dilakukan oleh seseorang yang belum mampu membaca untuk belajar membaca (misalnya, cara membaca huruf dan kombinasi huruf atau kata sederhana).
- b. Reading Comprehention. Merupakan kegiatan yang bertujuan untuk memahami pesan-pesan dari suatu teks tertentu
- c. kedua-duanya telah diketahui sebelumnya.
- d. kedua-duanya belum diketahui sebelumnya

2/22/2021

QUESTIONNAIRE

3. Aktivitas pembelajaran reading yang paling kamu sukai adalah \*

- a. mencari pokok utama bacaan
- b. menjelaskan makna/ arti kata tertentu
- c. membaca dilanjutkan dengan menjawab pertanyaan mengenai isi bacaan

4. Metode reading apa yang paling anda senangi \*

- a. Guru membacakan murid mendengarkan
- b. Murid membacakan guru membenarkan
- c. Guru membacakan murid mengikuti.
- Opsi 4

5. Di bawah ini jenis teks bacaan apa yang anda sukai \*

- a. Teks penjelasan. adalah salah satu jenis teks dalam Bahasa Inggris yang menjelaskan mengenai suatu proses. seperti bencana banjir, gempa bumi, tanah longsor dan lain-lain.
- b. Teks laporan adalah salah satu jenis teks dalam bahasa Inggris yang menjelaskan detail suatu objek. objek tersebut contohnya yang menjelaskan tentang bunga, hewan dan tempat
- c. Teks naratif merupakan salah satu jenis teks yang menceritakan kegiatan masa lalu yang menitikberatkan pada pengalaman dan penyelesaian problematis untuk menghibur dan memberi pelajaran moral bagi pembaca. misalnya : dongeng, legenda, mitos dan lain-lain.

2/22/2021

QUESTIONNAIRE

6. Apakah anda sering mendengar atau membaca cerita rakyat \*

- a. jarang
- b. sering
- c. tidak pernah

7. Menurut anda apa yang dimaksud dengan cerita rakyat. \*

- b. Cerita rakyat adalah cerita tradisional yang telah diturunkan dari orang ke orang selama bertahun-tahun.
- c. Cerita rakyat adalah cerita atau legenda yang diceritakan dari orang ke orang, melalui komunikasi lisan dan tidak diketahui siapa penulis asli cerita tersebut.

8. Menurut anda apa keuntungan dari cerita rakyat untuk siswa \*

- a. Cerita rakyat mengandung struktur yang dapat diprediksi yang membantu siswa dalam memahami detail cerita
- b. Cerita rakyat mengandung banyak hubungan budaya yang memungkinkan siswa untuk dengan mudah membandingkan dan membedakan elemen cerita dengan budaya mereka sendiri, terutama pada masalah yang berhubungan dengan kepercayaan, etika moral, praktik, dan tradisi
- c. Cerita rakyat berisi tema universal umum yang berhubungan dengan kemanusiaan dan bagaimana kita berhubungan satu sama lain.
- d. Cerita rakyat juga sangat berguna untuk membantu siswa mengembangkan keterampilan akademis karena teks membutuhkan lebih sedikit waktu untuk memecahkan kode

## Expert Judgment

### LEMBAR VALIDASI INSTRUMEN EVALUASI UNTUK AHLI BAHASA

**Judul:** Developing Folktale Book For Young Beginner English Learners

#### A. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, bahasa.
2. Berilah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang Anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut:
  - 1: tidak layak
  - 2: kurang layak
  - 3: cukup layak
  - 4: layak
  - 5: sangat layak
4. Anda dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

#### B. Penilaian Kelayakan

| NO | URAIAN   | Kelayakan |   |   |   |   |
|----|--|-----------|---|---|---|---|
|    |  | 1         | 2 | 3 | 4 | 5 |
| I  | Aspek Isi  |           |   |   |   |   |
|    | a. Tujuan penelitian dinyatakan dengan jelas   |           |   |   |   | ✓ |
|    | b. Tujuan kuesioner dinyatakan dengan jelas  |           |   |   |   | ✓ |
|    | c. Petunjuk pengisian kuesioner mudah dipahami   |           |   |   |   | ✓ |
| II | Aspek Cakupan (Isi)  |           |   |   |   |   |
|    | a. Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan materi memadai. |           |   |   |   | ✓ |
|    | b. Butir-butir kuesioner mencakup  |           |   |   |   |   |

|     |  |  |  |  |   |   |
|-----|--|--|--|--|---|---|
|     | data yang berhubungandenganpenggunaan bahasa di dalam materi baikdanbenar.                                       |  |  |  |   | ✓ |
|     | c. Butir-butirkuesionermencakup data yang berhubungandengan aktifitas pembelajaran memadai.                      |  |  |  | ✓ |   |
|     | d. Butir-butir kuesioner mencakup data yang berhubungandengan input materi memadai.                              |  |  |  |   | ✓ |
|     | e. Butir-butir kuesioner mencakup data yang berhubungandengan kegrafikaan memadai.                               |  |  |  |   | ✓ |
| III | AspekBahasa  |  |  |  |   |   |
|     | a. Butir-butir kuesioner dirumuskan dalambahasa Indonesia yang baikdan benar.                                    |  |  |  | ✓ |   |
|     | b. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efektif.   |  |  |  | ✓ |   |
|     | c. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efisien.   |  |  |  | ✓ |   |
|     | d. Butir-butir kuesioner dirumuskan dalambahasa yang mudah dipahami sesuai tingkatkemampuan berbahasa responden. |  |  |  | ✓ |   |

## C. Komentar

.....

.....

.....

.....

.....

.....

.....



### KUESIONER EVALUASI UNTUK AHLI MATERI

#### A. Data Responden

Nama : Dr. Masruddin, M. Hum  
 Umur :  
 Jenis kelamin :  
 Pendidikan :  S1  S2  S3  Professor  
 Pengalaman mengajar : 0-2  tahun 2-4  tahun 4-6  tahun  $\geq 6$   thn

#### B. Tabel Evaluasi

Isilah table berikut ini dengan memberikan tanda centang (✓) pada kolom yang telah tersedia

Keterangan:

SS : Sangat Setuju

S : Setuju

R : Ragu-ragu

TS : Tidak Setuju

STS : Sangat Tidak Setuju

| No            | Pernyataan  | SS | S | R | TS | STS |
|---------------|---|----|---|---|----|-----|
| <b>A. Isi</b> |   |    |   |   |    |     |
| 1             | Cakupan isi materi dalam bahan ajar <i>folktales</i> <i>books</i> dengan kebutuhan siswa SD IT Insan Madani Palopo. |    | ✓ |   |    |     |
| 2             | Kedalaman materi dalam bahan ajar <i>folktales</i> <i>book</i> memadai.   |    | ✓ |   |    |     |

|                       |  |   |   |  |  |  |
|-----------------------|--|---|---|--|--|--|
| 3                     | Keaslian isi materi dalam bahan ajar <i>folktale books</i> memadai.                      | / |   |  |  |  |
| 4                     | Isu-isu terbaru di dalam bahan ajar <i>folktale books</i> secara menarik.                |   | / |  |  |  |
| Rangkuman kualitatif: |  |   |   |  |  |  |
| <b>B. Bahasa</b>      |  |   |   |  |  |  |
| 5                     | Bahasa yang digunakan dalam bahan ajar sesuai dengan kemampuan siswa                     |   | / |  |  |  |
| 6                     | Bahasa yang disajikan komprehensif dan sesuai dengan tingkat perkembangan kognitif siswa |   | / |  |  |  |
| 7                     | Ekspresi yang digunakan sesuai dengan tata bahasa yang benar.                            |   | / |  |  |  |
| 8                     | Bahasa yang disajikan dalam bahan ajar mudah dipahami.                                   | / |   |  |  |  |
| Rangkuman kualitatif: |  |   |   |  |  |  |

|                             |                          |   |   |  |  |  |
|-----------------------------|--------------------------|---|---|--|--|--|
| <b>C. Desain dan Layout</b> |                          |   |   |  |  |  |
| 9                           | Tampilan materi jelas.   | / |   |  |  |  |
| 10                          | Tampilan materi menarik. |   | / |  |  |  |
| 11                          | Ukuran huruf sesuai.     |   | / |  |  |  |
| 12                          | Jenis huruf sesuai.      |   | / |  |  |  |

|   |                              |  |   |  |  |  |
|---|------------------------------|--|---|--|--|--|
| 13  | Jarak spasi sesuai.          |  | / |  |  |  |
| 14  | Penggunaan tanda baca benar. |  | / |  |  |  |
| Rangkuman kualitatif:   |                              |  |   |  |  |  |
| Tunjukkan nilai huruf general dalam Carita<br>Itu, bila benar partagan dan diseni |                              |  |   |  |  |  |

**Kesimpulan:**

Secara umum, pendapat Bapak/Ibu terhadap materi yang dikembangkan:

- Layak
- Layak dengan perbaikan
- Tidak layak

Palopo, Agustus 2020

Penilai kelayakan



**EXPERT JUDGMENT QUESTIONNAIRE  
ANGKET EVALUASI FOLKTALE BOOK**

**Pengantar:**

Kuesioner ini merupakan instrumen penilaian terhadap folktale book. Saya sangat mengharapkan partisipasi bapak/ibu untuk mengisi kuesioner ini sebagai masukan atas folktale book yang saya kembangkan. Atas kesediaan dan partisipasi bapak/ibu, saya ucapkan banyak terimakasih.

**Petunjuk Pengisian:**

Berikut ini adalah butir-butir pernyataan yang berkaitan dengan folktale book yang telah dikembangkan. Bapak/ibu dipersilahkan untuk memberikan tanda centang (√) pada salah satu kolom pada tiap pernyataan yang ada pada tabel. Mohon ditulis saran perbaikan pada ruang yang disediakan.

**Keterangan:**

Skor 1: Sangat kurang baik

Skor 2: Kurang baik

Skor 3: Cukup baik

Skor 4: Baik

Skor 5: Sangat baik

| No.                           | Aspek yang Dinilai   | Skor |   |   |   |   |
|-------------------------------|--|------|---|---|---|---|
|                               |  | 1    | 2 | 3 | 4 | 5 |
| <b>A. Cover buku folktale</b> |  |      |   |   |   |   |
| 1.                            | Judul buku folktale mewakili keseluruhan isi cerita.                               |      |   |   | √ |   |
| 2.                            | Judul buku folktale menarik minat siswa untuk membaca lebih lanjut.                |      |   |   | √ |   |
| 3.                            | Judul <i>cover</i> buku folktale membawa pesan yang akan disampaikan.              |      |   | √ |   |   |
| 4.                            | Warna <i>cover</i> buku folktale menarik minat siswa untuk membaca lebih lanjut.   |      |   |   | √ |   |
| <b>B. Isi buku folktale</b>   |  |      |   |   |   |   |
| 5.                            | Isi cerita dipahami oleh siswa kelas 5.  |      |   |   | √ |   |
| 6.                            | Isi buku folktale memberikan pembelajaran nilai-nilai moral.                       |      |   |   |   | √ |
| 7.                            | Isi buku folktale menggunakan bahasa yang mudah dibaca dan dipahami siswa kelas 5. |      |   |   | √ |   |
| 8.                            | Isi buku folktale memiliki gambar dan teks yang saling berhubungan.                |      |   |   |   | √ |
| 9.                            | Tampilan buku lebih dominan gambar dibandingkan teks.                              |      |   | √ |   |   |

|                        |  |  |  |  |   |     |
|------------------------|--|--|--|--|---|-----|
| 10.                    | Gambar buku folktale jelas mudah dibedakan.  |  |  |  | √ |     |
| 11.                    | Ilustrasi buku folktale memperjelas latar, rangkaian cerita, penjiwaan dan karakter.   |  |  |  |   | √   |
| 12.                    | Gaya dan ketepatan bahasa cocok untuk siswa kelas 5.                                   |  |  |  | √ |     |
| 13.                    | Isi buku berhasil memikat siswa untuk terus mengikuti jalan cerita.                    |  |  |  |   | √   |
| <b>C. Anatomi buku</b> |  |  |  |  |   |     |
| 14.                    | Rancangan halaman buku tertata dengan baik.  |  |  |  | √ |     |
| 15.                    | Pemilihan jenis huruf menarik perhatian siswa.   |  |  |  | √ |     |
| 16.                    | Jenis huruf pada buku folktale memiliki tingkat kemudahan dibaca yang baik bagi siswa. |  |  |  | √ |     |
| 17.                    | Tata letak/sistematika penulisan tidak terlalu sempit memudahkan siswa membaca.        |  |  |  | √ |     |
| Total Skor             |  |  |  |  |   | 44  |
| Rata-rata skor         |  |  |  |  |   | 4.1 |

#### Komentar Umum dan Perbaikan

Ada banyak kesalahan penulisan huruf kapital, utamanya di awal kalimat, nama orang, dan nama tempat. Ada pula kesalahan penulisan kata-kata Bahasa Inggris seperti, Tradisional, Succeded, merried, il, raedy, Jealaous, Deligent, Hitten. Pengetikan dan tata letak masih perlu dirapikan/diseragamkan.

#### Kesimpulan:

Buku folktale yang dikembangkan dinyatakan:

1. Layak untuk digunakan ujicoba lapangan tanpa revisi
2. Layak untuk digunakan uji coba lapangan dengan revisi sesuai saran
3. Tidak layak untuk digunakan ujicoba lapangan

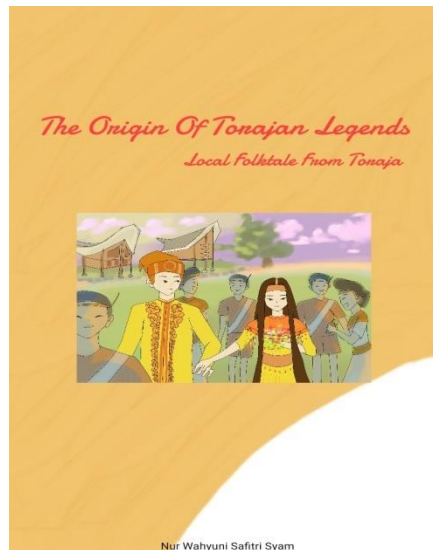
Penilai



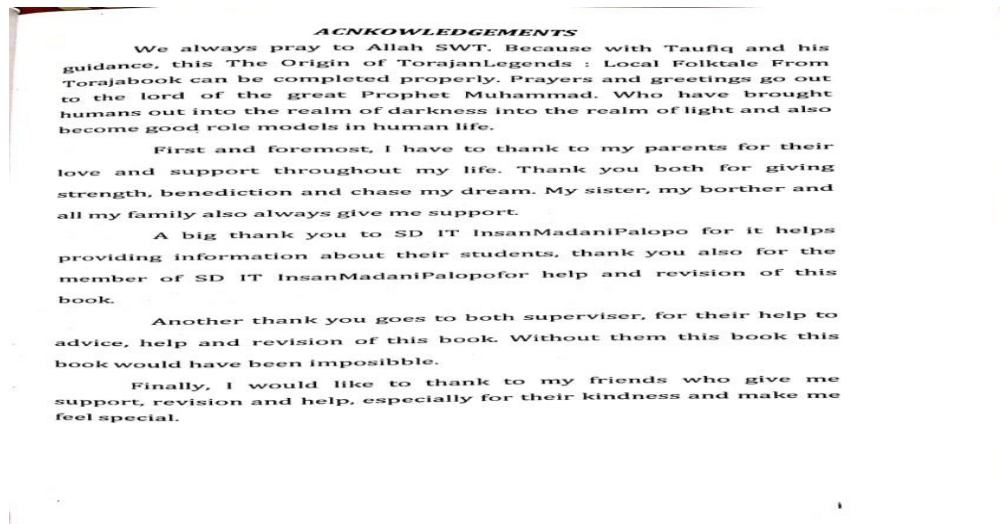
Magfirah Thayyib  
NIP 198507192018012001

## Bagian bagian buku terdiri dari

### 1. Sampul Depan dan belakang buku



### 2. Kata Pengantar



### 1. Daftar Isi

## TABLE OF CONTENT

|  |     |
|--|-----|
| ACKNOWLEDGMENT .....   | i   |
| FORWARD .....  | ii  |
| TABLE OF CONTENT .....   | iii |
| A LOCAL FOLKTALE FROM TORAJA .....                                   | 2   |
| A. Text 1 : Landorundun the Princess From Toraja .....               | 2   |
| B. Exercise 1 .....  | 3   |
| C. Text 2 : Cutting of a Strand of Lamdorundun's Hair.....           | 5   |
| D. Exercise 2 .....  | 6   |
| E. Text 3 : The King of Bone Found a strand of Landorundun's Hair .. | 10  |
| F. Exercise 3 .....  | 14  |
| G. Text 4 :The Meeting Between Landorundun and Bone King.....        | 19  |
| H. Exercise 4 .....  | 25  |
| I. Text 5 :Tulangdidi' .....   | 26  |
| J. Exercise 5 .....  | 27  |
| K. Text 6 : Tulangdidi's Death.....                                  | 28  |
| L. Exercise 6 .....  | 29  |
| M. Text 7 : Friendship Between Tulangdidi and The Magic Rooster....  | 30  |
| N. Exercise 7 .....  | 31  |
| O. Text 8 : Baine Ballo and The Six Young Men .....                  | 32  |
| P. Exercise 8 .....  | 35  |
| Q. Text 9 : Baine Ballo and The Six Youth .....                      | 39  |
| R. Exercise 9 .....  | 35  |
| REFERENCES.....  | 42  |
| CURRICULUM VITAE .....   | 43  |

iii

## 2. Forward

### FOREWARD

The Origin of Torajan Legends : Local Folktales From Toraja

Buku yang berjudul "The Origin of Torajan Legends : Local Folktales From Toraja

" adalah product penelitian dan pengembangan (*research and development*). Buku ini membahas tentang cerita rakyat Tana Toraja, yang berisi cerita yang menarik dan memiliki soal-soal latihan yang dapat membantu siswa untuk mengembangkan kemampuan membaca dalam bahasa Inggris, buku ini dikembangkan sesuai dengan *need analysis* (analisis kebutuhan) terhadap masalah-masalah yang dihadapi oleh siswa SD IT Insan Madani.

Buku ini mempunyai beberapa kelebihan yang tidak dimiliki oleh buku lainnya. 1. Bahasa Inggris yang digunakan berada pada level yang rendah dan mudah untuk dipahami, sehingga mempermudah pembaca untuk memahami isi buku ini. 2. Buku ini didesain dengan sederhana dan disertai gambar yang berwarna serta menarik untuk anak-anak, sehingga hal ini membuat si pembaca tidak merasa bosan pada saat membacanya dan dapat meningkatkan kemampuan membaca dalam bahasa Inggris dan 3. buku ini memiliki kosakata yang dapat membantu siswa untuk menerjemahkan cerita rakyat Toraja dalam bahasa Inggris.

Melihat dari beberapa kelebihan yang dimiliki buku ini, maka diharapkan buku ini menjadi salah satu referensi baik bagi siswa.




### 3. Isi Buku

**LANDORUNDUN**

**Text 1**

**"Landorundun The Princess From Toraja"**

Landorundun is a noble daughter from Toraja who live in Sesean. She is famous because she is very beautiful and has long hair up to 25 meters. She is good looking. She has white skin, pointed nose, dimples, and tall body.



When Landorundun is born, something absurd weird happen. At that time when Landorundun's mother give birth, what come out is not a baby, but a fern stalk wrappe in long and thick hair.

At that time Landorundun's father is shock and do not believe what is happen, then Landorundun's father call the traditional leader to perform a prayer ritual, after performing the prayer ritual, a baby crying sound from within the

1

*Legends Of Torajan Folktales*

hair, then the landorundun baby is see. The baby has white skin with dimples in her cheek.

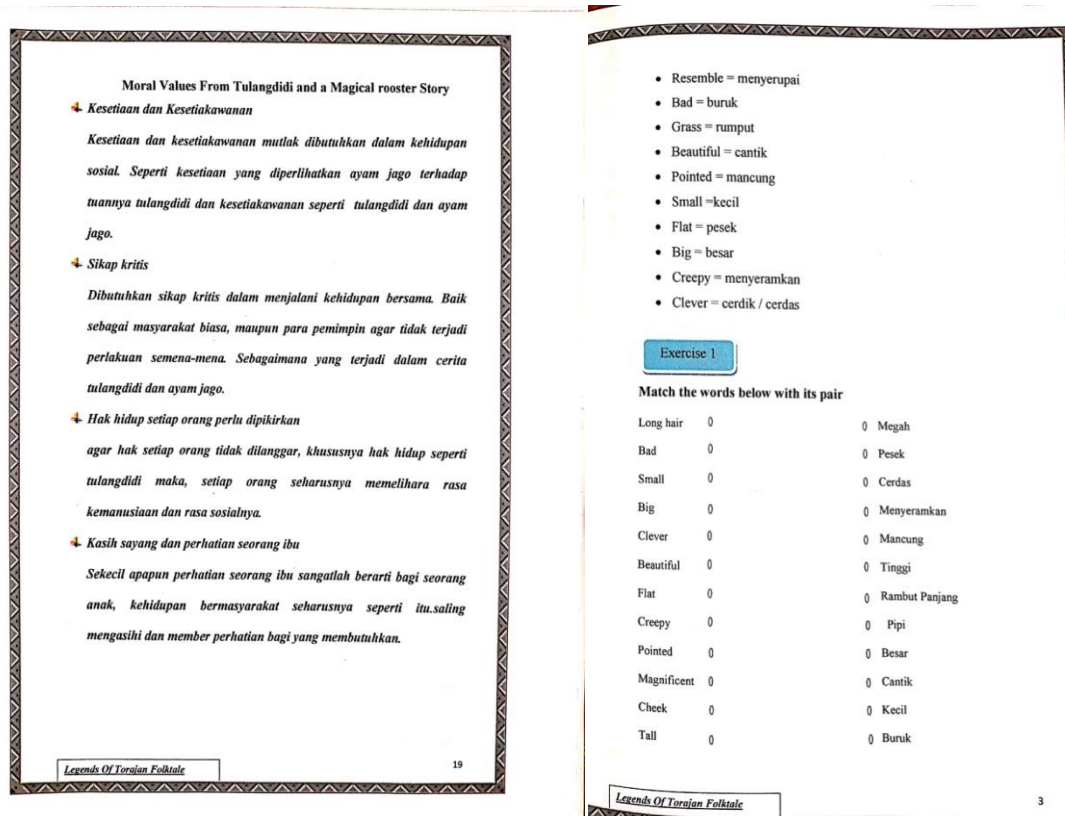
**Vocabularies 1**

- Shock = kaget
- Prayer ritual = ritual doa
- Cheek = pipi
- Thick hair = rambut tebal
- Tradisional leader = ketua adat
- White skin = kulit putih
- Baby = bayi
- Sound = terdengar
- Absurd weird = keanehan
- Dimples = lesung pipi
- Tall body = tubuh yang tinggi
- A fern stalk = sebatang pakis
- Call = memanggil
- Do not believe = tidak percaya
- River = sungai
- Orange peel = kulit jeruk
- Wash = mencuci
- Contained = berisi
- Magnificent = megah
- Well = sumur
- A strand of hair = sehelai rambut
- Birth = melahirkan
- Long Hair = Rambut Panjang
- Daughter = Anak Perempuan

2

*Legends Of Torajan Folktales*





## 4. Curriculum Vitae

### CURRICULUM VITAE

The writer, NurWahyuniSafitriSyam, was born on December 15, 1998, in Makassar, South Sulawesi. She has one brother and one sister. She is the second child of SyamsulBahri and Dahlia. She is one of the students English Department of State Islamic Institute of Palopo.

### DaftarPustaka

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## CURRICULUMVITAE

**Nur Wahyuni Safitri Syam**, was born in Makassar, on December 15<sup>th</sup> 1998. The author is the second child of Syamsul Bahri and Dahlia. She has one sister named Nur Fitrah Syam and one brother named Nur Ilhamzah Syam. In Palopo, she lives on Jl. Latamacelling No.1.11.

She started her formal education for the first time at the age of six years. She studied at SDN 74 Pajalesang and graduated in 2010. Then she studied in SMPN 3 Palopo and finished in 2013, and continued in SMAN 3 Palopo and graduated in 2016. She continued her study at English Education Department in IAIN Palopo in 2016. Besides that, the author is also active in activities held by HMPS BIG. Then, she finished the study on April, 9<sup>th</sup> 2021.

In the end of the study at the state institute for Islamic studies (IAIN) Palopo, wrote the thesis titled “**Developing Folktale Books For Young Beginner English Learners**”.