

**STUDENTS READING INTEREST TOWARD THE USE OF
SOUTH SULAWESI FOLKTALES AT THE SEVENTH GRADE
OF SMPN 1 SUKAMAJU**

A Thesis

*Submitted to Fulfill the Requirement for a Bachelor of Education Degree (S.Pd)
in English Language Education Study Program of Education and Teacher
Training Faculty of State Islamic Institute of Palopo*



IAIN PALOPO

Written by:

NUNU KURAINI

1902020011

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
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Written by:

NUNU KURAINI

Reg. Num. 1902020011

Supervised by:

- 1. Dr. Wisran, S.S., M.Pd.**
- 2. St. Hartina, S.Pd., M.Pd.**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2024**

STATEMENT OF AUTHENTICITY

Who undersigned below:

Name : Nunu Kuraini

Reg. Numb : 1902020011

Faculty : Tarbiyah and Teacher Training

Study Program: English Education

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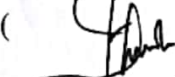




Nunu Kuraini
1902020011

THESIS APPROVAL

This thesis entitled Students Reading Interest Toward The Use Of South Sulawesi Folktales At The Seventh Grade of SMPN 1 Sukamaju, which is written by Nunu Kuraini, Registration Number 1902020011, the student of English Language Education Study Program, Education and Teacher Training Faculty at State Islamic Institute of Palopo, and has been examined in Thesis *Examination/Munaqasyah* which was carried out on Tuesday, August 27th 2024. It is authorized and acceptable as fulfillment for undergraduate degree in English Language Education Study Program (S.Pd).

Palopo, August 27th 2024

COMMITTEES OF EXAMINATION

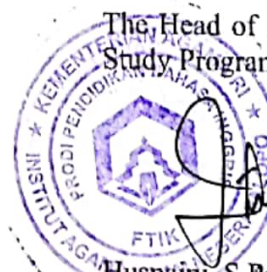
1. Husnaini, S.Pd.I., M.Pd.	Chairman	()
2. Sukirman, S.Pd., M.Pd., Ph.D	Examiner I	()
3. Dewi Furwana, S.Pd.I., M.Pd	Examiner II	()
4. Dr. Wisran, S.S., M.Pd	Consultant I	()
5. St Hartina, S.Pd., M.Pd	Consultant II	()

Approved by

a.n Rector of IAIN Palopo
The Dean of Education and Teacher
Training Faculty of IAIN Palopo



Prof. Dr. H. Sukirman, S.S., M.Pd.
NIP 19670516 200003 1 002



The Head of English Language Education
Study Program of IAIN Palopo

Husnaini, S.Pd.I., M.Pd.
NIP 19840802 200902 2 007

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Alhamdulillah RabbilAlamin, all praise Allah SWT, who gives us some mercies and blessings so that the researcher could finish this thesis entitled "*students reading interest toward the use of south sulawesi folktales for their reading interest at seventh grade of SMPN 1 sukamaju*" Shalawat and salam may be given to our prophet Muhammad SAW, for safety and peace be upon him.

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The researcher hopes this thesis can give some value to the students of the English Department, English teachers, and readers. The researcher admits that this thesis is not perfect, so the researcher will accept suggestions from the readers to improve it. The researcher hopes that this thesis will be beneficial to everyone.

Finally, the researcher, hopefully, Allah SWT, will bless all who have helped the researcher, and the researcher hopes this thesis can be helpful and contribute positively to readers and others.

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Nunu Kuraini
NIM: 19 0202 0011

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ABSTRACT

Nunu Kuraini, 2024. *"Students reading interest toward the use of South Sulawesi folktales at the seventh grade of SMPN 1 Sukamaju".* Thesis of the English Language Education Study Program, Education and Teacher Training Faculty of State Islamic Institute of Palopo Supervised by Dr. Wisran S.S., M.Pd, (Consultant I) and St. Hartina, S.Pd., M.Pd. (Consultant II).

This research aims to determine the students' perceptions toward the use of South Sulawesi Folktales for their reading interest at seventh grade of SMPN 1 Sukamaju. This research applied the mix method quantitative and qualitative research design by using questionnaire and interview. The participation of this research were the students in the seventh grade of SMPN 1 Sukamaju, which consists of 26 students. The data were analyzing using Miles and Huberman analyzed. The result of this research informs that mostly students were strongly agreed and agree that using of south Sulawesi folktales were truly interested to them. It indicated that students' perception on teacher's teaching reading through local folktale was positive welcomed because increased engagement, interdisciplinary connections, interactive learning methods, and community involvement further enrich the educational experience, making reading not only enjoyable but also deeply enriching and culturally significant. Therefore, integrating South Sulawesi folktales into the curriculum stands as a compelling and effective approach to enhancing students' reading interest. The integration of traditional folklore into education is also thought to shape a sense of pride and identity among the younger generation, with 62% of students agreeing with this statement. And although not that much, some students (46%) feel that South Sulawesi folklore has benefits and relevance in everyday life. The use of South Sulawesi folklore in English classes was assessed as providing valuable insight into the way of life, with the majority of students (77%) agreeing with this. Overall, the data shows that the use of South Sulawesi folklore has great potential in increasing students' interest and involvement in the learning process, as well as providing a deeper understanding of the culture and life in South Sulawesi. It can be concluded that the poem south Sulawesi folktales is very good to use in learning.

Keywords: *South Sulawesi Folktales, Students Perception, Reading Interest.*

CHAPTER I

INTRODUCTION

A. Background

Reading Comprehension is an important aspect of language learning, especially English as a second or foreign language.¹ It is an important subject of study because reading is one of the factors that can make students successful in their studies depending on their greatest part of reading ability. Reading is a process of getting the message conveyed by the author through the media in the form of words or written language.² It is an attempt to understand, evaluate, and also recognize the author's idea of reading text. It is the ability to understand the material given by others and to catch the content of the message or information of the text. Patel and Jain state that reading is the most useful and important skill for people, this skill is more important than speaking and writing.³

According to Rivers, the most important activity in any language class is reading.⁴ In other words, reading is not only a source of information and fun activity but also a means of strengthening language skills. Reading activities provide students with many benefits, including getting information, pleasure, and knowledge. Given the importance of reading, students should prepare their skills

¹ Duquette, L. "The Role of Reading Comprehension in Language Learning". *TESL Canada Journal*, 34(1), (2017) 1-15.

² Pardo-Ballester, C., & Rodriguez Valls, F. *Reading Strategies in Foreign Language Comprehension and Memory: A Cognitive Approach*. *Porta Linguarum: revista internacional de didáctica de las lenguas extranjeras*, (10), (2008) 91-104.

³ Patel, M. F. & Jain, P. M. *English Language Teaching (Methods, Tools & Techniques)*. Jaipur: Sunrice Publishers (2008).

⁴ Rivers. *Teaching Foreign Language Skill*. (Cambridge: Cambridge University Press. 1968).

as early as possible so that they become accustomed to understanding what they read in their daily lives. Reading is a must for all to acquire new information or science, Allah SWT said in QS. Al-ala q verses 1-5.



Meaning:

1) Read (call) the name of God who created you, 2) He Created man with blood. 3) Read, the Lord is Maha mulia, 4) He taught (man) with a pen, 5) He taught people unknown.

The importance of learning to read is contained in the 2003 National Education System Law concerning the Principles of Implementing Education, which states that education is organized by developing a culture of reading, writing and arithmetic for all members of society. Broadly speaking, the verse explains that reading is very important for citizens. For this reason, learning to read must also be carried out in accordance with the principles of education.

Teaching media is important for learning reading. To work on reading material, reading text is needed as a teaching medium. Learning media has an important role to increase elementary school students' interest in learning, especially in lower grades, because lower grade students are not yet able to think abstractly, so the material taught by the teacher needs to be visualized in a more

concrete/real form.⁵ Learning media can help teachers convey information more interestingly. Also, the media can be used to provide more concrete and precise knowledge and easy to understand.⁶

The students usually have different levels of English reading comprehension. Therefore, teachers should think about how to direct the attention of the students and choose interesting strategies for teaching reading. Grabe and Stoller state that when students learn to read they need to be taught how to use specific strategies to understand the text. There are many options to make the teaching and learning process interesting. Same with reading, to improve reading comprehension students there are many strategies.

Based on the preliminary observation in SMPN 1 Sukamaju, the ability of students to learn English is still low. Most of the students also think that English is a language hard to learn. Students become lazy to read and students just read the text but they do not understand what the topic means. Students have a lack of vocabulary. So they cannot answer or understand the other various text given by their teacher. It makes students become lack knowledge. English learning methods also play an important role in the teaching and learning process. In this case, the students had difficulty identifying the main idea and supporting the idea of the text. The reason I took the school was because the students were struggling

⁵ Wina Sanjaya. (2020). Media Komunikasi Pembelajaran, Kencana Prenada Media Group, Jakarta.

⁶St Hartina, Ermawati, Syahrir, Flipped Learning: Asynchronous and Synchronous Models in Online Class to Improve the Learning Outcomes, *IDEAS:Journal on English Language Teaching and Learning, Linguistics and Literature*, Vol.10, No.1, 2022, 670-681.

with their reading and lack of English vocabulary. Incidentally, this research is about folklore, so I am interested in researching it.

This research was conducted from June 15 to June 17. On the 15th I told the students to read 2 story books, then they chose one of them, after reading they looked for vocabulary, each group read in turn. The second meeting on the 16th students were still reading books, as they did in the first meeting. The titles of the books in the first meeting were *nenek pakanda* and *putri tandanpallik*, and the second meeting was *landana*, *sepenakluk rajawali*.

For solving the problems in reading material, researchers tried to use Sulawesi folktale as reading material. The reading material of Sulawesi folktales is interesting because they are close to the students' environment reflecting local wisdom in general folklore which contains a moral message. Sulawesi folktale is an interesting medium for students to understand that the plot is not convoluted and the story is not too long. Therefore, the story should be in accordance with premises age and level of students' language abilities. So that Sulawesi folktale can help students to improve in reading skill. They do not feel difficult in comprehending English and interest toward English reading. The novelty of this folktale is in the most important part, namely the various story theme used, good plots so that the reader is interested in reading them. Besides that there are also pictures in each story that are presented so that will make the reader not feel bored.

Based on background above, the research is interested to find out.
 “Students Perception Toward The Use Of South Sulawesi Folktales For Their
 Reading Interest At Seventh Grade Of SMPN 1 Sukamaju”

B. Research Question

Based on the background of the researcher the problem statement of the research is: How the students’ reading interest towards the use of South Sulawesi Folktales at seventh grade of SMP 1 Sukamaju?

C. The Objective of the Research

Related to the question above, the objective of the research is to find out whether or not the students’ reading interest towards the use of south Sulawesi folktales at seventh grade of SMP 1 Sukamaju.

D. Significance of the research

There are two, significance of the research that is:

1. Theoretically

The results of this study can improve the ability of teachers to directing and guiding students in improving mastery students learning.

2. Practically

a) For students

Understanding the positive impact of South Sulawesi folktales on students' perceptions may encourage the implementation of reading programs that leverage local cultural resources. This could lead to the development of initiatives aimed at promoting reading interest among students.

b) For Teacher

Practical implications may extend to the training of teachers, emphasizing the importance of utilizing local cultural content in their teaching methods. This could enhance the quality of literature instruction and contribute to a more engaging learning environment.

c) For other researchers

The results of this research can be a reference for other researchers to conduct further research.

E. Scope of the research

The research was specifically focus on Students Perception on using South Sulawesi Folktales on their reading interest of seventh-grade students at SMP 1 Sukamaju. The study was conducted within the context of South Sulawesi, with a particular emphasis on the cultural relevance of South Sulawesi folktales.

The reading interest is personal interest refers to a more stable and lasting interest in a particular topic, activity, or domain. It is a type of interest that a person has individually and that is often formed based on personal experiences, values or knowledge. Personal interest usually develops gradually and tends to be consistent over a long period of time. Personal interest there is a positive interest that will increase for success. Personal interest may effect on students'' learning and performance. It means that they can learn well or give the best performance if what they are learning is related to their personal interest.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research

This research, there is some previous research related to this research, they are as follows:

1. Thamrinin and Kurniawan their research entitled “*Students’ Perception on Teacher’s Teaching Reading through Local Folktale*”.⁷ This research was a descriptive qualitative research. To sum up the finding of obtained data from those instruments, the use of local folktale in teaching reading was in good response. The open questionnaire indicated that there was 13.33% strongly agreed, 33.33% agreed, 27.85 was anxious of the application of local folktale, 20.71% disagreed and 4.76% strongly disagreed. It was also supported by interview result with the respondents. Viewing the overall result, it could be concluded that local folktale was welcomed well by the students as one of strategies to teach reading.
2. Ismail; Ita Samad Masnur in their research entitled “*The Impact of Interactive Reading Using Local Folktales Stories in Supporting Students’ Vocabulary Achievement in Indonesian EFL Learners*”.⁸ The subject in this research was class X-B in 2015-2016 academic years with 30 students. The test was administered to examine the impacts of interactive reading of Enrekang folktales stories toward students’ vocabulary achievement. Results published that the impact of reading

⁷ M Husni Thamrin, “Students’ Perception On Teacher’s Teaching Reading Through Local Folktale,” 2022.

⁸ Masnur Ismail, Ita Sarmita, “MAJESTY The Impact of Interactive Reading Using Local Folktales Stories in Supporting Students’ Vocabulary Achievement in Indonesian EFL” 2 (2019): 25–37.

the stories of the local folktales on vocabulary instruction is determined by comparing the performance of the participants in the D-test, test in cycle 1 and cycle 2, and a questionnaire after cycle 2. Reading local folktales is a potential activity to improve the students' vocabulary. The questionnaire results also clarified the students' attitude toward folktales technique as vocabulary instruction was favorable.

3. Mohammad Rafi'i in his research entitled "*Improving Students' Reading Comprehension through Indonesian Folktale at Eight Grade Of Smp Negeri 2 Dondo*".⁹ The result of the test showed that the students' mean score in post test 74.83 is higher than pretest 33.38. To know the significant difference between pretest and post test, the researcher compared the value of the t-counted and t-table by applying 0.05 level of significance for two tailed test 28 degree of freedom ($29-1=28$), the researcher found that the t-table is (2.048) and the hypothesis of this research is accepted.⁷ This research has similarity on using folktale. The different are the types of teaching media.

Based on the previous descriptions above, the researcher can conclude that similarity between the researcher and the previous research is the same as using learning to read. However, the difference between previous researcher and researcher lies in the type of skill and media where previous researcher focused on reading comprehension, and used short story as learning media to improve students' reading interest. While the researcher focused on using Sulawesi folktale find students perceptions.

⁹ Mohammad Rafi'i, "Improving Students' Reading Comprehension Through Indonesian Folktale At Eight Grade Of Smp Negeri 2 Dondo," *Mohammad Rafi'i* 33, no. 1 (2020): 1–12.

B. Literature Review

1. Reading

a) Definition of reading

Reading is one of the important aspects of language skills to get a lot of information. Mastering reading will give many advantages to students. Reading is used to find the main points or most important things information.¹⁰ This is an attempt to understand the content of the text and understand the writer's message. From some overviews by the experts above, the writer thinks that reading is an active and interactive activity to produce the word and tried to understand the content of reading text.

According to Tarigan, reading is a process carried out and used by a reader to acquire a message which is conveyed by a write through words that could be seen and known by the reader.¹¹ In short, reading is an activity to get meaning from printed words or symbols and how this ability is used to recognize, understand and interpret words.

According to Gibbons, reading is the process of acquiring meaning from a text. Reading activity is not just a passive and respectful activity but requires the reader to actively think.¹² To derive meaning from the text, the reader must include the background of his "field" of knowledge, the topic, and an

¹⁰ S. Sukini, Nuri Ati Ningsih, and Dwi Rosita Sari, 'The Effect of Using Reciprocal Teaching towards Students' Reading Ability of Recount Text In the Eighth Grade of SMPN 1 Sine', *English Teaching Journal : A Journal of English Literature, Language and Education*, 6.1 (2019), 38.

¹¹ H.G. Tarigan, "Membaca Sebagai Suatu Keterampilan Berbahasa.," *Angkasa, Bandung* 6, no. 1 (2018): 96, <https://doi.org/10.24252/eternal.v6i1.2020.a9>.

¹² Gibbons. *Learning to Learn in a Second Language*. Australia: Heinemann Portsmouth NH (1993).

understanding of the language system itself. Without these things, a piece of paper means nothing to the reader.

b) The Process of Reading

The process of reading comprehension involves several stages that readers go through to understand and make meaning from a written text.¹³ It's important to note that reading comprehension is an active process that requires engagement and interaction with the text. Here's an overview of the typical process of reading comprehension:

- 1) Pre-reading: Before delving into the text, readers often engage in pre-reading activities. This includes previewing the text, looking at headings, subheadings, and any visual aids like images or charts. Pre-reading helps activate prior knowledge on the topic and set the reader's expectations for what they are about to read.
- 2) Reading: During this stage, readers actively read the text word by word and sentence by sentence. They decode the words and construct meaning from the language presented in the text. While reading, readers should be attentive and focused on understanding the main ideas and key points.
- 3) Understanding main ideas: Identifying the main idea of the text is crucial for comprehension. The main idea represents the central theme or message that the author wants to convey. Readers must identify the main idea to understand the purpose of the text and its overarching concept.

¹³ Grover, J.H. "A Guide to Curriculum Planning in Reading." Madison : Wisconsin Department of Public Instruction (2019)

- 4) Making inferences: Inferences involve using clues and information provided in the text, combined with the reader's prior knowledge, to draw conclusions or make predictions about information that may not be explicitly stated.
- 5) Understanding details and supporting ideas: Beyond the main idea, readers need to grasp the supporting details and ideas that contribute to the overall meaning of the text. These details provide context and depth to the main idea.
- 6) Monitoring comprehension: Skilled readers continuously monitor their understanding while reading. They ask themselves questions about the text, make connections to their own experiences, and identify parts of the text where they may be confused or need to re-read for clarity.
- 7) Summarizing: After reading, it's helpful to summarize the main points and key details of the text in your own words. Summarizing aids in consolidating information and checking one's comprehension of the material.
- 8) Reflecting and responding: Engaging with the text on a deeper level involves reflecting on its content and responding to it. This can include sharing thoughts, opinions, and insights, or relating the text to personal experiences.

The process of reading comprehension is not linear, and readers may go back and forth between the different stages as they work to fully understand the text. It's a skill that develops with practice, exposure to a variety of texts, and active engagement with reading materials.

c) Types of Reading

Reading is a complex skill that can be categorized into different types based on the purpose and the level of understanding required. According to Patel and Jain¹⁴ here are some common types of reading:

1. Intensive Reading

In this type of reading, learners read a page to find the meaning and to be familiar with the strategies of writing. Through this reading, students can get fundamental practice in performing these strategies based on a series of materials. These strategies can be either text-related or learner-related. The first involves the recognition of text organization and the second involves strategies such as linguistics, schematics, and metacognitive strategies.

2. Extensive Reading

Extensive reading refers to reading the students often (but not exclusively) out of the classroom. They may read a novel, web pages, newspapers, magazines, or other reference material. Furthermore, this type of literature (short stories, novels, magazines, and newspaper articles) is usually a private matter. Extensive reading should involve reading for pleasure.

3. Aloud Reading

Reading aloud is a fundamental form of classroom organization and discipline. When reading aloud, students are faced with written sentences that have never been spoken. The purpose of reading aloud is to achieve or improve a student's speaking ability and pronunciation.

¹⁴ Praveen M. Patel, M. F. & Jain, "English Language Teaching," *Jaipur: Sunrise Publisher & Distributors*. 25, no. 3 (208AD): 216–23, <https://doi.org/10.15548/jt.v25i3.485>.

4. Silent Reading

Silent reading is a very important skill in English Classes. This reading should be used to improve the reading comprehension of learners. Silent reading is done to get a lot of information. Silent reading allows students to read in complete silence without making sounds on their lips. It helps students read fast, easily, and fluently. It aids comprehension and expands the student's vocabulary.

d) Purpose of reading

The purpose of reading is to associate the ideas in the text with what you already know. Readers need to understand the topics they read to connect ideas. The purposes of reading include learning, being entertained, or furthering your understanding of something. Some of the advantages of reading include gaining a deeper understanding of a text, increasing reading comprehension, expanding your vocabulary, and improving your writing skills.

2. The Concept of Reading Interest

a. Definition of Reading Interest

Reading is a skill and it can be developed by practice a lot. However, it is not an easy thing to do. A reader needs to have motivation, a purpose, and an interest in reading.¹⁵ The purpose of reading will affect the way to read. For example, a reader who reads comic might be faster than a reader who reads literature book. Actually, it will be different if a reader who reads literature book has high interest in reading literature book, she or he can read as fast as a reader who reads comic. Someone who has no interest in reading will not be able to

¹⁵ Arrumaisa, E., Rusmanayanti, A., Arapah, E., & Mu'in, F. (2019). The Teacher Talks in Teaching Reading Comprehension. *Lingua Educatia*, 1(1), 28-41.

understand the text well. Because of an interest is like a factor that can push or support someone to do something. Moreover, by having interest in reading, reader can encounter new vocabulary. Therefore, interest plays an important role in reading activity. It means that students who has high interested in reading any kind of text, they will have good ability to understand it. ¹⁶

Interest refers to “the liking and wilful engagement in activity” Another definition, “interest is a motivational element in learning; the tendencies to select, choose, or attend to something because of inquisitiveness, a feeling of its importance, etc.”¹⁷ Learning process will run well and students will study regularly, if they have high interest. Interest arises from the interaction of the basic needs and the facility that they discover for satisfying what they interested in.

Reading Interest is a term used to describe the extent to which a person has an interest or desire to read. Interest in reading plays an important role in learning and developing literacy, as people who have a high interest in reading tend to read more often, choose different types of reading, and enjoy the reading process itself.

Interest in reading can be influenced by a variety of factors, including early experience with books and reading, support from family and school, and the availability of interesting reading material. Children who grow up in an environment rich in books and support for reading usually develop a stronger

¹⁶Dewi Furwana, Andi Tenrisanna Syam, The Lecture and Students' Voice About Digital Reading: Does it Influence the Students' Reading Skill?, *Journal Linguistics Initiative*, Vol.3, No.1, 2023, 66-78.

¹⁷Rosyida, F., & Ghufon, M. A. (2018). Herringbone and Tri Focus Steve Snyder Technique: The Techniques for Teaching Reading Comprehension Viewed from Students' Reading Habit. *International Journal of Instruction*, 11(3), 603-616

interest in reading. Other factors such as personality, gender, and culture can also influence a person's interest in reading.

In the context of Education, interest in reading is very important because it can affect academic performance.¹⁸ Students who have a high interest in reading tend to have better reading skills and higher overall academic performance. They are more likely to engage in reading activities outside the classroom and use their reading skills to explore topics that interest them. Therefore, increasing reading interest among students is an important focus for educators.

To increase reading interest, teachers and parents can use a variety of strategies, such as providing different types of reading materials, creating a positive reading environment, and encouraging reading habits through fun activities. It's also important to recognize that reading interests can vary between individuals, so a personalized approach is often more effective. Interest in reading is an important foundation for the development of lifelong literacy and knowledge.¹⁹ When a person has a high interest in reading, they tend to be more independent and knowledgeable learners. This suggests that cultivating an interest in reading contributes not only to academic development, but also to broader personal development.

¹⁸ Kher, D. F., & Rani, Y. A. (2019). Developing An Effective Model In Teaching Reading: What Would Work Best In a Large English Class?. *Jurnal Educative: Journal of Educational Studies*, 4(1), 1-14.

¹⁹ Wisran, Nurhayati Usman, Hendrik, Madehang, Difficulties in Understanding the TOEFL Reading Test of English Language Education Study Program at University, *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, Vol.12, No.1, 2024, 755-773.

b. Types of Interest

Interest into two kinds, namely personal interest and situational interest. Personal interest is activities someone enjoys and relatively stable over time, such as playing sports, spending time with family, watching movies, reading, etc.²⁰ Stone and Nielsen said that on personal interest there is a positive interest that will increase for success. Personal interest may effect on students' learning and performance. It means that they can learn well or give the best performance if what they are learning is related to their personal interest.

Personal interest refers to a more stable and lasting interest in a particular topic, activity, or domain. It is a type of interest that a person has individually and that is often formed based on personal experiences, values or knowledge. Personal interest usually develops gradually and tends to be consistent over a long period of time.

a. Personal Interest characteristics:

Stable and sustainable: this interest usually lasts a long time, even for years.

Connect with identity: a person may feel that these interests are part of who they are.

Internal motivation: Personal interest often motivates a person intrinsically, since activities related to this interest are perceived as pleasant or meaningful.

Example: a student who has always been interested in folklore or mythology since childhood and continues to explore this topic into adulthood has a personal interest in folklore.

²⁰ Jordan, R. L., Garwood, J., & Trathen, W. (2019). Assessing General Education and Special Education Majors' Self- Efficacy for Teaching Reading. *Learning Disabilities Research & Practice*, 34(4), 185-193.

Situational interest, on the other hand, is a type of interest that is more temporary and triggered by a specific situation or environment. It is a spontaneous response to certain aspects of the environment or activity that attract a person's attention. Situational interest is often more temporary and can fade away after the situation or stimulus that triggered the interest is gone.

b. Characteristics of Situational Interest:

Triggered by a situation or external stimulus: this interest arises in response to something interesting in one's environment, such as a new activity, object, or information.

Transient and unstable: this interest can simply disappear once the stimulus is no longer present and can develop into personal interest: if situational interest is triggered often enough, it can develop into personal interest.

Example: a student who was not previously interested in history suddenly felt interested when watching an interesting documentary about a certain historical event. This interest may be temporary, unless it continues to be nurtured and eventually develops into a deeper interest.

Personal and situational interests can influence each other. Strong and frequent Situational interests can develop into personal interests. On the contrary, personal interest can make a person more easily interested in certain situations related to their interests.

The key to get students interested in something is called situational interest. Situational interest makes students want to explore about something. When they already know what information that they want to find out, the

situational interest will decline or be reduced. It is because situational interest is temporary and created by the external environment. Therefore, the teacher should be able to create and maintain situational interest in students.

3. The Concept of Folktale

a. Definition of Folktale

According to A. Taylor, a renowned American folklorist has been successful in defining the term "folktale" to a significant extent. The only definition that, in the opinion of Mazharul Islam, appears more logical than the others is his, even though it falls short in many ways and does not address all the issues.²¹ He defines: "Folktale is information passed down by tradition, either orally or through custom and practice. It could be a folk song, a folktale, a riddle, a proverb, or other written materials. It could be traditional equipment and tangible items like hot cross buns, Easter eggs, fences, or knots; traditional adornment like the Troy walls; or traditional symbols like the Swastika. It might involve customary practices like shaking a piece of wood or tossing salt over one's shoulder. It might be rooted in cultural traditions, such as the idea that elders are beneficial for treating eye conditions.

After looking at the various definitions of folktale, it may be reasonable to say that it is the product of civilization, or more specifically, the product of the people who inhabit a specific geographic area, share a common language, culture, method of subsistence, and living conditions, and whose way of life and

²¹ Taylor (2017). Using authentic materials in teaching reading comprehension to EFL learners. *Journal of Applied Linguistics and Language Learning*, 3(2), 48-54

traditional heritage are connected by a shared identity. It is passed down verbally or written down from one generation to the next and from one century to the next. As is known Sulawesi is noted for having a folktale and folk art rich culture. Folktale is passed down from one generation to the next and is used to instill values. They believe that folktale provides them with a lot of value. Honesty, responsibility, discipline, and religion will all be incorporated into this generation's set of guiding principles for living.

b. Characteristics of Folktale

Folktales are usually about ordinary people and everyday life. Other general characteristics that identify a story as a folktale include these elements: 1) The stories begin quickly. 2) Characters are uncomplicated (flat, not round; or one side, not multisided). 3) Plot move swiftly along well-trod paths. 4) All question are answered before the story ends, but there is plenty of room for flexibility within the plot, from beginning to happy ending. These characteristics comprise the folktales formula. The students revisit the collection of familiar folktales to see if their lists of favourite folktales fit the folktale formula. The students share their findings in small groups, and then lead the whole class in developing a chart of how the various stories fit the formula.

c. The Elements of Folktale

There are some elements of the folktales. They are plot, character, theme, point of view, and setting. 1) Plot The word plot is a technical term to say about a series of events together in story. Perrine defined plot as the sequence of

incidents or clients of which a story composed.²² Hall describe plot as what happens in a story, the story's organized development, usually a chain linking, cause and effect.²³ Furthermore plot reseals events to us, not only in their temporal, but also in their causal relationships. Plot makes us aware of events not merely as elements in a temporal series but also as an intricate pattern of cause and effect.

There are two kinds of plot that an author might employ in creating a short story. They are closed plot and opened plot. In a closed plot the author concludes the story for the reader. But in open plot the story frequently ends at climax and the readers are left to decide what they are thinking the outcome of the story. The tendency of a modern short story stresses the characters element, but it does not mean that the old short story does not regard the characterization as an important one.

Kennedy defines that character as an imagined person who inhabits a story. The story may happen not only to people but also the elements nature such as wind, the wave, or grass, or even animals.²⁴ The story will exist the only because these things will be created as if stories animals as character. Theme As story must have a purpose that should make the reader think. A story must have a theme. The theme itself is the idea of the author. Some people say that the theme is the message or the moral of the story.

²² Mahajan, M. V. (2020). A study of students' perception about fplktale book. *Indian Journal of Clinical Anatomy and Physiology*, 5(4), 501-507.

²³ Dommett, E. J., Gardner, B., & van Tilburg, W. (2020). Staff and students perception of lecture capture. *The Internet and Higher Education*, 46, 100732.

²⁴ Tan, F. D., Whipp, P. R., Gagné, M., & Van Quaquebeke, N. (2019). Students' perception of teachers' two-way feedback interactions that impact learning. *Social Psychology of Education*, 22(1), 169-187.

The theme can be drawn out and it depends on a particular character, situation, and time in the story. Point of view Basically, point of view is the author's vision. It is very important to tell a story for determining how much the reader must know of what happened.

In specific setting, the author gives the readers a specific place. But in general setting, the author states story takes place.²⁵ Folktale From Sulawesi The folktale is a typically anonymous, timeless, and placeless story or fable, which circulates orally among people. There are many folktale in Sulawesi, which are: the Legend of the Proud Stone, the Legend of Sigarlaki and Limbat, the Legend of the Conqueror Eagle, the Legend of Hawadiyah, etc.

d. The Folktales From South Sulawesi

Folktales from South Sulawesi refer to traditional stories, legends, myths, and narratives originating from the region of South Sulawesi, Indonesia. These tales have been orally transmitted across generations, reflecting the cultural heritage, beliefs, values, and customs of the people of South Sulawesi.

They often feature a rich tapestry of characters, including heroes, mythical creatures, spirits, and deities, and are often set against the backdrop of the region's landscape, flora, and fauna. These folktales serve various purposes within the community, such as entertainment, moral instruction, explanation of natural phenomena, and preservation of cultural identity.

Folktales from South Sulawesi are an integral part of the oral tradition of the region, embodying the collective wisdom, creativity, and

²⁵ Yusri, Y., Mantasiah, R., & Jufri, J. (2018). The Use Of folktales books Model in English Teaching to Increase Student's Learning Outcome. *Journal Of Advanced English Studies*, 1(1), 39-43

imagination of its people. They continue to be cherished and passed down through storytelling, enriching the cultural heritage of South Sulawesi and contributing to its unique identity. The example of Folktales from Sulawesi are Nenek Pakande, Putri Tadampallik, Ladana His Buffalo and Sipekluk Rajawal. The source of South Sulawesi folktales:

a) Nenek Pakande

Nenek Pakande is one of the most popular folktales in South Sulawesi, especially among the Bugis. In Bugis folklore, Nenek Pakande is described as an old grandmother who likes to eat or prey on children. The word Pakande comes from the word 'manre' which means to eat. So Pakande can be interpreted as "the eater". There are various stories and versions of the folklore of Nenek Pakande. The story of Nenek Pakande was reported in a book published by the Ministry of Education and Culture (1999) entitled "Folktales of the Wajo Region in South Sulawesi".

b). Putri Tandampalik

The South Sulawesi folklore Among the many folktales that have grown over time, particularly in the Wajo Region, is Putri Tandampalik. This tale imparts lessons about the value of tolerance and the kindness that should be shown toward other living things. According to a quote from the Kemendikbud website, certain Bugis people believed that because boleng (white) buffaloes were thought to have merit, they could not be eaten. This concept originated from Putri Tandampalik's folklore. This buffalo with white skin is greatly revered and valued for its ability to heal Putri

Tandampalik of her ailment. Putri Tandampalik asked for the ban on buffalo slaughter as a way to show her appreciation for the animals. The Wajo people continue to abide by the request. Putri Tandampalik is a royal princess from the Luwu region. She was the daughter of the Datu of Luwu named La Busatana Datu Maongge, a fair, wise, and prudent king, so that his people were prosperous and peaceful.

c). Ladana His Buffalo

In South Sulawesi, the legend of La Dana and his Kerba is a well-known folktale. This folktale from South Sulawesi comes from Tana Toraja and has been handed down over the years. It is the tale of La Dana, a brilliant and well-liked boy in his village, the son of a Toraja farmer.

d). Sipenakluk Rajawali

The One Who Stole the Eagles One of the folktales from South Sulawesi is the conqueror of the eagle. The folktale is among the most well-known in Indonesia because it has a captivating storyline. In a deeper sense, the plot presents the tale of an eagle that conquered, a king's daughter, and another bird. In addition, the folktale under discussion carries a number of moral lessons that can be understood, applied as illustrations, and even utilized as life roles.

C. Conceptual Framework

Reading is a conversation between the reader and the text, taking place in a private setting. Reading is not as simple to teach as shaking hands. It takes work since, while reading, the reader gains a thorough grasp of the text in addition to learning the meanings of the vocabulary words and grammatical elements. The instructor is responsible for maintaining the resources used to teach reading. It is also important to think about the topic and style of reading the materials. Depending on the pupils, the subject and readings should change. Finally, the study also looked at whether or not folktales may help kids become better readers. Based on the above explanation, this research describes the conceptual framework of this research, which is described below:

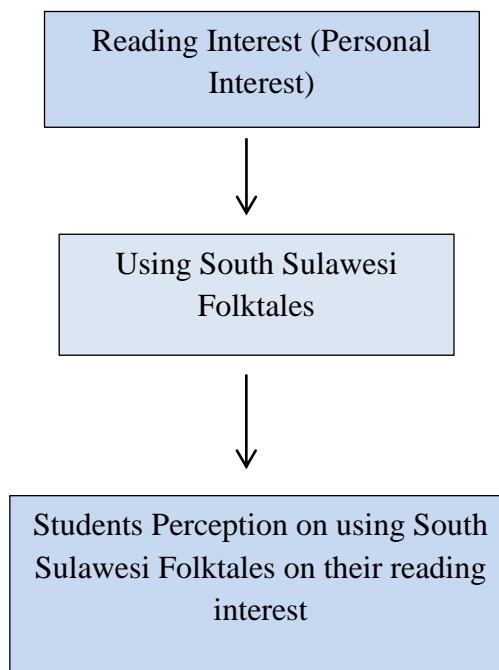


Chart 2.1 Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

In this research, the researcher used the mix methods research, which is a research approach that combines quantitative and qualitative research. According to Creswell, the definition of mixed method is a strategy in which researchers combine data found from one method with other methods.²⁶ Qualitative Data obtained from interviews while quantitative data obtained from questionnaires. The questionnaire were used was open-ended. Open-ended questionnaire was the list of questions answered by students by giving mark on the column provided. It comprised 10 items to answer. The second technique was interview. The interview was done students.

B. Time and place of the research

1. Time of the research

This research was started from 15 June until 17 June 2023.

2. Location of the research

This research was conducted at SMPN 1 Sukamaju, Jl. Pramuka, Sukamaju, Kec. Sukamaju, North Luwu, South Sulawesi.

²⁶ John w, Creswell, Research Design Pendekatan Kualitatif, Kuantitatif, Mixed, (Yogyakarta: Pustaka Belajar, 2014), h.5

C. Subject and Object of the Research

1. Subject

The subject of this research were students of seventh grade (7A) in SMPN 1 Sukamaju which consist of 26 students.

2. Object

Students reading interest of using South Sulawesi Folktales. Reading interest is refers to an individual's inclination, curiosity, or enthusiasm for reading. Reading interest can be influenced by various factors, including personal experience, education and individual tastes.

D. Instrument of the Research

This research was descriptive qualitative research which used as a interview instrument, serves to establish the focus of research, choose informants as data sources, assess data quality, analyse data, interpret data and make conclusions on the findings.²⁷ Informants in qualitative methods continue to grow (snowball) purposively (purposive) until the data collected is considered satisfactory or saturated (redundancy). Researchers are the key instrument in collecting data, researchers should plunge their own spaciousness actively. One of the characteristics of qualitative research is that the researcher acts as an instrument at the same time as a data feeder. Therefore, in qualitative research the presence of the researcher is absolute, because the researcher must interact with the environment both human and non-human in the research scene.

²⁷ Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.

This study used two techniques in collecting data. The first technique used was questionnaire. The questionnaire were used was close-ended. Close questionnaire was the list of questions answered by students by giving mark on the column provided. It comprised 10 items to answer. The second technique was interview. The interview was done students. This intended to obtain the data accurately since the researcher could dig up the information toward data expected.

E. The Procedure for Collecting Data

The most important part of this research was collecting the data that determined the outcome of the research. Some techniques used to collect data in this study were:

1. Teaching reading by using South Sulawesi Folktales
 - a. Researcher went to school teaching using South Sulawesi Folktales.
 - b. Teaching media used by researcher is a teaching media created by the researcher themselves where in the textbook there is a collection of folktales Sulawesi designed by researchers themselves.
 - c. At the first meeting the researchers used the first and second stories in the book entitled "Nenek Pakande" and "Putri Tadampallik". At the second meeting the researcher used the third and fourth stories in the book entitled "Ladana and His Buffalo" and "Sipenakluk Rajawali".
 - d. After the students read the story, the researcher gave the opportunity to the students to translate the content of the story and discuss about the difficulties vocabulary for students with the researcher.

- e. Then researcher gave questions to students in accordance with the text and students look for answer on the text.
- f. At the last meeting, the researcher distributed questionnaire to students in paper form. Then, students fill out the questionnaire and after finished researcher collect the questionnaire. In this case, questionnaire provided was closed questions which consist of 10 questions with the scale (Strongly Agree, Agree, Neutral, Strongly Disagree, and Disagree).

2. Interview

- a. The researcher made three questions for the students who selected as the subject of this research.
- b. The researcher interviewed 10 students face to face and records their answer by using audio recorder via mobile phone.

F. Technique of Analysis Data

1. Analysis Qualitative Data

The data analysis technique used in this research was an interactive model of analysis. According to Miles and Huberman (1992:16) in this model there are four analysis components, namely data collection, data reduction, data display and conclusion drawing. The three activities in interactive model analysis can be explained as follows:

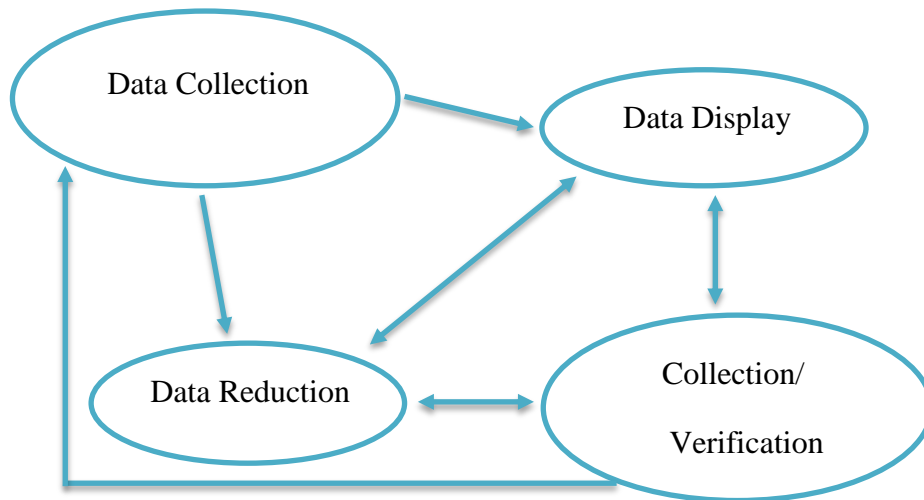


Figure 3.1 Components of Data Analysis: Interactive Model (Miles and Huberman)

1. Data Collection

Data Collection stage refers to the process of collecting data through the use of questionnaires or questionnaires as the main instrument. At this stage, the main goal is to collect information from respondents for further analysis. This process involves several important steps:

1) Preparation of Questionnaire (Questionnaire Design)

Define the purpose of the study: establish what is to be achieved or understood from the study.

Composing questions: questions are designed to collect data relevant to the purpose of the study. These can be open, closed questions, or questions with a Likert scale.

Questionnaire pilot test: before being disseminated, questionnaires are pilot tested (pilot test) to ensure that the questions are clear and understandable to the respondents.

2) Collection of Data (Data Collection)

Questionnaire distribution: questionnaires are distributed to predefined respondents, either in person (e.g., face-to-face, mail) or online (e.g., surveys via email or survey platforms).

Filling out the questionnaire: the respondent fills out the questionnaire according to the instructions given.

Questionnaire Re-collection: after the respondent completes the questionnaire, the data is re-collected for further analysis.

3) Data Validation

Checking data completeness: make sure all questionnaires have been filled out completely. Incomplete or invalid Data needs to be addressed, for example by eliminating invalid responses.

Ensure Data accuracy: check for errors in filling, for example if there are inconsistent or illogical answers.

2. Data reduction

It is process of minimizing the amount of the data that needs to be stored in a data storage environment. In this research, the researcher select data obtained at the time of research regarding the user perception about the media used by teacher in teaching English, and then the data classifies and choose simply.

3. Data display

At this stage, the researcher developed a structured description of information to draw conclusion and take action. The presentation of data

commonly used in this research is narrative text form. The purpose of narrative text is that the researcher described previously classified information about students' perception of the media used by teacher in teaching English then conclusions were presented in narrative text form. It analyzed and described the data qualitatively.

4. Conclusion drawing

The researcher drawn conclusion and verified by looking for the meaning symptom obtained from the object of this research. At this stage, the researcher draw conclusion from the data that has been previously concluded, then matches the notes and observation made by the researcher at the time of doing analyzing.

2. Analysis Quantitative Data

Questionnaire analysis at the Data Reduction stage refers to the process of simplifying and filtering the data that has been collected to focus on the most relevant and important information for the purpose of research. This stage aims to reduce the complexity of raw data so that it is easier to analyze and interpret. Here are the main steps in the Data Reduction process:

1) Data Selection

Identify relevant Data: not all data collected may be relevant to the purpose of the study. At this stage, irrelevant or less important data is Ignored.

Disposal of invalid Data: incomplete, inconsistent, or invalid Data, such as obviously incorrect or irrelevant responses, is removed from the dataset.

2) Coding Data

Categorization of Data: answers from questionnaires are converted into numerical codes or specific categories to facilitate analysis. For example, answers on a Likert scale can be coded as 1 for "strongly disagree" to 5 for "strongly agree". Data grouping: Data that has certain similarities or patterns are grouped together to identify trends or patterns.

3) Data Transformation

Summary and summarization: complex Data is summarized into simpler forms, such as through the use of descriptive statistics (mean, median, mode) or cross-tabulation. Formation of new variables: in some cases, new variables are formed from the original data for further analysis. For example, multiple questions can be combined to form a specific index or scale.²⁸

²⁸Agustina, L & Harahap, A, Developing reading material based-on local culture for junior high school in Kabupaten Rejang Lebong. *JOALL (Journal of Applied Linguistics and Literature)*, 3(1), (2018), 115-128.

Measuring the Evaluation Questionnaire by using the Likert Scale, which can be seen in table 3.1 Table

3.1 Likert Scale

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

The Criteria of the students response can be explained as follow :

Table 3.2 The Score Criteria

No	Score	Criteria	Meaning
1	4,1-5,0	Excellent	Most Respondents strongly agree with the statement
2	3,1-4,0	Good	Most respondents agree with the statement
3	2,1-3,0	Quite Good	Most respondents neutral with the statement
4	1,1-2,0	Less Good	Most respondents strongly disagree with the statement
5	0,1,0	Not Good	Most respondents disagree with the statement

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

This chapter presents the findings and discussion of the research about the use of south Sulawesi folktales. There are two data was presented in this section. The first data is the data presentation about the implementation of South Sulawesi Folktales in reading interest of students'. The second one is data presentation of the students' perceptions on the use of south Sulawesi Folktales in learning reading.

1. The Students' Results Responses for Questionnaire

Table 4.1 Percentage all of statement of students

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The use of South Sulawesi Folktales can foster my motivation to read the text.	42%	58%	-	-	-
I am more active to read whole text when using South Sulawesi Folktales.	61%	31%	8%	-	-
Reading about South Sulawesi folktales would make learning fun and attractive.	77%	23%	-	-	-
Reading about south Sulawesi folktales would make the reading material more engaging and enjoyable for me.	65%	20%	15%	-	-
Reading about south Sulawesi folktales would enrich my language learning experience.	42%	42%	16%	-	-
The pictures in reading text of south Sulawesi folktales help me to understand the story.	80%	20%	-	-	-

The south Sulawesi folktale is very fun to learn as reading material.	46%	42%	12%	-	-
Integrating traditional folktales into education can foster a sense of pride and identify among young generation.	38%	62%	-	-	-
I find south Sulawesi folktales are beneficial and relevant in my daily life.	46%	42%	12%	-	-
Using south Sulawesi folktales into English class is provides valuable insights into way of life.	23%	77%	-	-	-

Table 4.1 in this study, the data showed that the use of South Sulawesi folklore can have a positive impact in increasing the motivation of students to read the text. Most students (42%) strongly agreed and 58% agreed that the use of such folklore could motivate them to read. In addition, the majority of students (61%) stated that they were more active reading the entire text when using South Sulawesi folktales.

Not only that, reading about South Sulawesi is considered to make learning fun and interesting, with 77% of students agreeing and only 23% disagreeing. In addition, the majority of students (65%) felt that reading about South Sulawesi made the reading material more interesting and entertaining.

In addition to providing entertainment, South Sulawesi folklore is also considered to be able to enrich students' language learning experiences, with 42% agreeing and another 42% also agreeing. The images in the reading text about South Sulawesi were also assessed as helping students in understanding the story, with 80% of students agreeing with this.

The integration of traditional folklore into education is also thought to shape a sense of pride and identity among the younger generation, with 62% of students agreeing with this statement. And although not that much, some students (46%) feel that South Sulawesi folklore has benefits and relevance in everyday life. The use of South Sulawesi folklore in English classes was assessed as providing valuable insight into the way of life, with the majority of students (77%) agreeing with this.

Overall, the data shows that the use of South Sulawesi folklore has great potential in increasing students' interest and involvement in the learning process, as well as providing a deeper understanding of the culture and life in South Sulawesi. It can be concluded that the poem south Sulawesi folktales is very good to use in learning.

2. The Result of the Interview

Based on the results of interviews with students, the following was the description of the research question:

- a. *"Does the use of South Sulawesi folktales increase your interest in reading, why?"*

S1: Yes, because eee the use of South Sulawesi folktales can increase my interest in reading. The stories not only provide entertainment, mmm but also provide insight into the culture and traditions of the area.

S2: I think the use South Sulawesi folktales can provide additional value to my learning process. In addition to generating interest in reading, these stories can also be an interesting learning material. Thus, I feel

more involved and enthusiastic in learning.

S3: For me, the use South Sulawesi folktales can be a trigger for interest in reading. The stories give a different feel and can enrich my reading experience.

S4: In my opinion, the use of South Sulawesi folktales can give an additional boost in reading. When the stories are included in a learning context, I feel more motivated to read and understand the related material. mmm It can increase my interest in reading as a whole.

The conclusion of the interview was that the use of South Sulawesi folklore can increase interest in reading. Respondents indicated that the stories not only provide entertainment, but also provide insight into the culture and traditions of the area. They feel that the stories can provide added value in the learning process and can be an interesting learning material. Overall, the use of South Sulawesi folklore is considered to increase motivation and interest in reading.

b. "Can the utilization of South Sulawesi folktales enhance your reading skills, Why?"

S1: Yes, eee the use of folklore from South Sulawesi can help improve my reading skills. The stories often have a rich and varied narrative structure, so reading and understanding them can exercise my comprehension skills.

S2: In my opinion, the use of folklore from South Sulawesi can contribute to improving reading skills. By reading those stories, I can get used to different vocabulary and sentence structures, which in turn can improve my overall reading skills.

S3: As I see it,mm using folklore from South Sulawesi can be an effective

means of improving reading skills. The stories are not only interesting, but also require a deep understanding to capture the messages hidden in them. This can help me in developing my reading skills better.

S4: Of course, using folklore from South Sulawesi can improve my reading skills. By reading these stories, I can practice the ability to identify important details, interpret meaning, and draw conclusions.

From the results of the interview above it can be concluded that the use of South Sulawesi folklore can improve one's reading skills. The respondents stated that the stories have a rich and varied narrative structure, so reading and understanding them can train comprehension skills. In addition, they also consider that such stories can help in enriching vocabulary and sentence structure, which in turn can improve overall reading skills. This is because these stories demand a deep understanding to capture the messages hidden in them, so that they can help in the development of reading skills better.

c. *"Are South Sulawesi folktales really fun to learn, can you explain your reason?"*

S1: In my opinion, eee studying the folklore of South Sulawesi is really entertaining. The stories not only provide an exciting adventure, but mmm also provide a deep insight into local wisdom and values held firmly by the community

S2: Yes, mmm learning the folklore of South Sulawesi is really fun. Each story has its own appeal, both in terms of the plot and the cultural values conveyed.

S3: learning the folklore of South Sulawesi is very exciting. The stories

introduced me to different cultures and traditions, eee while offering entertaining entertainment.

S4: Yes, learning the folklore of South Sulawesi is very fun. The stories are often full of adventure, mystery, and interesting moral lessons. This makes the learning process more fun and engaging.

The conclusion of the interview is that studying the folklore of South Sulawesi is very entertaining. The respondents stated that the stories not only provide thrilling adventures, but also provide a deep insight into the local wisdom and values held firmly by the local community. They feel that each story has its own appeal, both in terms of plot and cultural values conveyed. The stories are also seen as a fun way to learn about different cultures and traditions, while offering exciting entertainment. With the adventures, mysteries, and interesting moral lessons in the stories, the learning process becomes more fun and interesting.

B. Discussion

Using South Sulawesi folktales as reading material to enhance the reading interest of seventh-grade students at SMPN 1 Sukamaju proves to be a compelling and effective educational strategy. The incorporation of these local folktales into the curriculum yields numerous benefits. Culturally Relevant stories are woven into the fabric of South Sulawesi folktales, providing students with narratives deeply rooted in their own cultural context. This connection allows students to engage more personally with the reading material as they relate to the characters and settings on a cultural level.

The result of this research showed that the use of South Sulawesi local folktale in teaching reading was in good response. It could be seen from the answers of the respondents recorded in the form of questions. Comparing the students' response number, It was indicated that students' perception on teacher's teaching reading through local folktale was positively welcomed.²⁹ Viewing the result of the finding, the English teacher is expected to apply South Sulawesi local folktale in teaching reading. Local folktale itself is one of English text in teaching reading in which South Sulawesi local folktale dragged the students' motivation to understand the text well.

Referring to the result of the research which aimed at finding the students' perception on teacher's teaching reading through South Sulawesi local folktale, the researcher found that the students were happy to learn reading. During teaching reading in the classroom, the students were more involved by participating in the learning setting. The teaching activity covered three steps of technique. In pre-teaching activity, the teacher as a mentor applied warming-up to elicit the information regarding to the topic. The teacher touched the students' condition by asking them some questions.

The known language is another advantage because folktale is part of the local heritage. Students' who are already familiar with the language and expressions in the story, can more easily understand the text and feel more confident in reading. Various perspectives emerge by introducing the folktales of

²⁹ Widi Andrews and Patuna Raja (2020). "The Impact of Folktales book on Seventh Grade Students' Reading Motivation at SMPN 5 Banten" *Journal of language and literature education*.

South Sulawesi, showing students various views and traditions within their region. This was make them proud and appreciate the rich culture in their community

Increased Engagement is a natural outcome, given the captivating nature of folktales with their imaginative plots, mythical creatures, and moral dilemmas. By incorporating such stories, educators can capture students' interest and make the reading experience more enjoyable, ultimately encouraging them to read more.³⁰

Connection to Other Subjects is facilitated by folktales, serving as a bridge to subjects like history, geography, and social studies. Teachers can design interdisciplinary activities that deepen students' understanding of both the stories and the broader context from which they originated.

Interactive Learning methods, such as group discussions, role-playing, or creative projects related to the folktales, further enhance students' engagement and understanding. This approach transforms reading into a dynamic and participatory experience. Community Involvement completes the circle, as engaging the local community in the learning process through storytelling events or collaborative projects strengthens the connection between the school and the community. This involvement fosters a sense of shared cultural identity and collective pride in the rich heritage of South Sulawesi.

From the result of the previous research by Putri Aulia³¹ showed that using local folktales stories on increasing vocabulary performance of learners. The

³⁰ Furwana, D., Muin, F. R., Zainuddin, A. A., & Mulyani, A. G. (2024). Unlocking the Potential: Exploring the Impact of Online Assessment in English Language Teaching. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 12(1), 653-662.

³¹ Putri Aulia (2021). "Exploring Students' Attitudes Towards books Folktales in Reading Classes at boarding school " *Journal of language and literature education*.

usage of folklore stories offers authentic reading resources which give the students a chance to intermingle with the text emotionally and involve themselves personally. In reply to this situation, teachers and students always developing and searching for manners to improve reading and vocabulary instruction. This study supports the research conducted by researcher.

The novelty of this study is that this study focuses on the use of folklore from South Sulawesi in increasing students ' interest in reading. This suggests an emphasis on local literature, which could be a new contribution as many previous studies may have focused more on national or International Folklore. Through the use of local folklore, this study aims not only to increase interest in reading but also to preserve and promote local culture to the younger generation. This is a unique aspect that adds value to the study.

This research may provide new insights into how adolescent literacy can be influenced by culturally relevant material, which may not have been widely explored in the context of South Sulawesi or in secondary education in Indonesia. This research explores how local folklore can be used as a tool to increase interest in reading, which is a new approach in improving literacy among adolescents. It can be an innovation in teaching strategies and curriculum development.

In conclusion, utilizing South Sulawesi folktales as reading material for seventh-grade students at SMPN 1 Sukamaju has proven to be an immensely effective educational strategy. The incorporation of these local narratives into the curriculum offers myriad benefits. Firstly, the cultural relevance of these stories deeply resonates with students, fostering a personal connection to the material and

enhancing their engagement. Furthermore, the familiarity with the language and expressions used in these tales enhances students' comprehension and confidence in reading.

Moreover, the introduction of diverse perspectives through folktales promotes a sense of pride and appreciation for the rich cultural heritage of South Sulawesi. Increased engagement, interdisciplinary connections, interactive learning methods, and community involvement further enrich the educational experience, making reading not only enjoyable but also deeply enriching and culturally significant. Therefore, integrating South Sulawesi folktales into the curriculum stands as a compelling and effective approach to enhancing students' reading interest.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the research result and discussion drawn from the perception of the students, the researcher comes to the conclusion, that the students' perception on south Sulawesi folktale in teaching reading showed that was strongly agreed and agreed. It indicated that students' perception on teacher's teaching reading through south Sulawesi folktale was positively welcomed. Then, the result of interview showed that south Sulawesi folktale in teaching reading was an appropriate way to teach. Enhance students interest was proved by students' responses during interview done. Most of them positively agreed of implementing south Sulawesi folktale in teaching reading. This shows that students' reading interest has increased in the use of South Sulawesi folklore in the seventh grade of SMP 1 Sukamaju.

Therefore, it can be concluded that the use of South Sulawesi folklore in teaching reading produces positive results. The students seemed eager to learn and interact among others. In learning can improve reading skills. South Sulawesi folklore can foster motivation, enthusiasm, and interest of students in the learning process of reading comprehension. In addition, folklore can also stimulate discussion and increase students' confidence to participate more in the teaching process. These results are very likely to differ given the number of articles analyzed.

B. Suggestions

Based on the explanation in the previous chapter, the researcher presented suggestions are:

1. For English Teacher

For Teacher the use of South Sulawesi folktales as reading material for seventh-grade students at SMPN 1 Sukamaju provides compelling evidence of the positive impact of incorporating local cultural narratives into the curriculum. The results demonstrate a significant improvement in students' reading interest, indicating that South Sulawesi folktales effectively engage and captivate the attention of seventh-grade learners.

2. For the Students

The researcher suggests that the use of South Sulawesi folktales has the potential to create a more dynamic and meaningful learning experience for students. This approach goes beyond conventional teaching methods, providing a platform for students to explore their cultural identity while developing essential reading skills.

3. For other researchers

For the other researcher to continue this research to seek innovative ways to inspire a love for reading, incorporating culturally rich materials like South Sulawesi folktales emerges as a promising strategy. The study encourages a broader adoption of such practices in educational settings to not only improve academic outcomes but also to instill a lifelong appreciation for literature and cultural diversity in students.

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APPENDIX 1:

SURAT IZIN MENELITI DAN

SURAT KETERANGAN SELESAI MENELITI



PEMERINTAH KABUPATEN LUWU UTARA
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
(DPMPTSP)

Jalan Simpurslang Kantor Gabungan Dinas No.27 Telp/Fax 0473-21536 Kode Pos 92961 Masamba

SURAT KETERANGAN PENELITIAN

Nomor : 00884/00388/SKP/DPMTSP/VIII/2023

- Membaca : Permohonan Surat Keterangan Penelitian an. Nunu Kuraini beserta lampirannya.
Menimbang : Hasil Verifikasi Badan Kesatuan Bangsa dan Politik Kabupaten Luwu Utara Nomor 070/368/VIII/Bakesbangpol/2023, Tanggal 24 Agustus 2023
Mengingat : 1. Undang-Undang Nomor 39 Tahun 2008 tentang Kementrian Negara;
2. Undang-Undang Nomor 23 Tahun 2014 tentang Pemerintahan Daerah;
3. Peraturan Pemerintah Nomor 12 Tahun 2017 tentang Pembinaan dan Pengawasan Penyelenggaraan Pemerintah Daerah;
4. Peraturan Presiden Nomor 97 Tahun 2014 tentang Penyelenggaraan Pelayanan Terpadu Satu Pintu;
5. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 3 tahun 2018 tentang Penerbitan Surat Keterangan Penelitian;
6. Peraturan Bupati Luwu Utara Nomor 27 Tahun 2022 tentang Pendelegasian Wewenang Penyelenggaraan Pelayanan Perizinan Berusaha Berbasis Risiko dan Non Perizinan kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

MEMUTUSKAN

- Menetapkan : Memberikan Surat Keterangan Penelitian Kepada :
- Nama : Nunu Kuraini
Nomor Telepon : 085242819825
Alamat : Salulemo, Desa Salulemo Kecamatan Sukamaju, Kab. Luwu Utara Provinsi Sulawesi Selatan
Sekolah / : Institut Agama Islam Negeri (IAIN) Palopo
Instansi
Judul Penelitian : The Use Of South Sulawesi Folktales as Reading Interest at Seventh Grade Of SMPN 1 Sukamaju
Lokasi Penelitian: SMPN 1 Sukamaju, Desa Sukamaju Kecamatan Sukamaju, Kab. Luwu Utara Provinsi Sulawesi Selatan

Dengan ketentuan sebagai berikut

1. Surat Keterangan Penelitian ini mulai berlaku pada tanggal 28 Agustus s/d 29 Agustus 2023.
2. Mematuhi semua peraturan Perundang-Undangan yang berlaku.
3. Surat Keterangan Penelitian ini dicabut kembali dan dinyatakan tidak berlaku apabila pemegang surat ini tidak mematuhi ketentuan peraturan perundang-undangan yang berlaku.

Surat Keterangan Penelitian ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya dan batal dengan sendirinya jika bertentangan dengan tujuan dan/atau ketentuan berlaku.

Diterbitkan di : Masamba

Pada Tanggal : 24 Agustus 2023

BUPATI LUWU UTARA
Kepala Dinas Penanaman Modal dan
Pelayanan Terpadu Satu Pintu

IR. ALAUDDIN SUKRI, M.Si
NIP : 196512311997031060

Retribusi : Rp. 0,00
No. Seri : 00884



PEMERINTAH KABUPATEN LUWU UTARA
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SMP NEGERI 1 SUKAMAJU

Alamat : Jalan Pramuka Sukamaju Kec. Sukamaju Kode Pos. 92963

email : smpnsukamaju1@gmail.com

NPSN : 40306936 – NSS : 20119241100001

SURAT KETERANGAN PENELITIAN

Nomor : 422/ 097.a /SMP.01/SKM/ VIII /2023

Yang bertanda tangan dibawah ini, Kepala UPT SMP Negeri 1 Sukamaju Kecamatan Sukamaju Kabupaten Luwu Utara Provinsi Sulawesi Selatan, dengan ini menerangkan bahwa :

- | | |
|-----------------------|------------------------------|
| 1. N a m a | : NUNU KURAINI |
| 2. Nomor Stambuk | : 1902020011 |
| 3. Program / Semester | : S.1 / GENAP |
| 4. Tahun Akademik | : 2022 / 2023 |
| 5. Program Studi | : PENDIDIKAN BAHASA INGGRIS |
| 6. Fakultas | : TARBIYAH DAN ILMU KEGURUAN |

Yang tersebut namanya diatas adalah benar Mahasiswa Perguruan Tinggi Institut Agama Islam Negeri (IAIN) Palopo Kota Palopo Provinsi Sulawesi Selatan, yang telah selesai melaksanakan Penelitian Ilmiah di Sekolah yang kami pimpin dari tanggal 28 Agustus sampai dengan 29 Agustus 2023, berdasarkan Surat Dekan Fakultas Tarbiyah dan Ilmu Keguruan Nomor : 0694/In.19/FTIK/HM.01/08/2023, Tanggal 18 Agustus 2023, sebagai salah satu persyaratan untuk memperoleh gelar Sarjana Pendidikan dengan judul Skripsi " THE USE OF SOUTH SULAWESI FOLKTALES ASREADING MATERIAL TO IMPROVE STUDENTS READING INTEREST AT SEVENTH GRADE OF SMPN 1 SUKAMAJU " hasil **BAIK**.

Demikian surat keterangan penelitian ini dibuat untuk dipergunakan sebagaimana mestinya.

Sukamaju, 30 Agustus 2023
Kepala UPT,

HERLINA, S.Pd.
Pangkat : Pembina Tk.I
MP. 19660614 198803 2 014



APPENDIX 2:
VALIDASI MEDIA

LEMBAR VALIDASI AHLI MEDIA

The Use of South Sulawesi Folktales as Reading Material to Improve Students Reading Interest at Seventh Grade of SMPN 1 Sukamaju

A. Pengantar

Lembar penilaian ini dimaksudkan untuk mengetahui pendapat bapak/ibu terhadap buku Folktales yang akan digunakan pada penelitian dengan judul “The Use of South Sulawesi Folktales as Reading Material to Improve Students Reading Interest at Seventh Grade of SMPN 1 Sukamaju”. Sehingga dapat diketahui layak atau tidaknya buku Folktales tersebut untuk digunakan dalam pembelajaran disekolah. Pendapat, penilaian, saran dan koreksi dari bapak ibu akan sangat bermanfaat untuk memperbaiki dan meningkatkan kualitas buku folktales ini. Atas perhatian dan kesediaan Bapak/Ibu untuk mengisi lembar penilaian ini, saya ucapkan terima kasih.

B. Petunjuk Pengisian

1. Berilah tanda (√) pada kolom “nilai” sesuai penilaian Bapak/ibu terhadap buku Folktales.
2. Gunakan indicator penilaian pada lampiran sebagai pedoman penilaian.
Nilai 5 = Sangat Tertarik
Nilai 4 = Menarik
Nilai 3 = Menarik dan Tidak (Netral)
Nilai 2 = Kurang Menarik
Nilai 1 = Sangat Tidak Menarik

C. Aspek Penilaian

No	Aspek Penilaian	Indikator	Skala Penilaian				
			5	4	3	2	1
		Kondisi fisik					
		Kualitas bahan					

1	Desain Sampul	Kemenarikan sampul						
		Teks dan tulisan disampul mudah dibaca						
2	Kesesuaian Isi	Menarik perhatian siswa						
		Memudahkan siswa dalam memahami cerita						
		Media mampu meningkatkan rasa ketertarikan serta motivasi siswa						
		Meningkatkan minat baca siswa						

D. Komentar dan Saran Perbaikan

.....

.....

.....

.....

.....

Palopo, 08 Agustus 2023

Validator,



Dr. Masruddin, S.S., M.Hum
NIP. 19800613 200501 1 005

APPENDIX 3:
VALIDASI INSTRUMENT

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Dr. Masruddin, S.S., M.Hum
Jabatan/Pekerjaan : Wakil Rektor/Dosen
Instansi Asal : IAIN Palopo

Menyatakan bahwa Instrumen Penelitian dengan judul:

Students Reading Interest Toward The Use of South Sulawesi Folktales at The Seventh Grade of SMPN 1 Sukamaju

dari mahasiswa:

Nama : Nunu Kuraini
Program Studi : Pendidikan Bahasa Inggris
NIM : 19 0202 0011

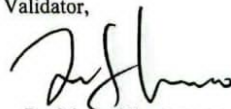
(sudah siap/belum siap) dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

.....
.....
.....

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 18 Agustus 2023

Validator,



Dr. Masruddin, S.S., M.Hum

NIP. 19800613 200501 1 005

*coret yang tidak perlu

APPENDIX 4:
THE RESULT OF QUESTIONNAIRE
OF THE STUDENTS

KUESIONER RESPON SISWA

The Use of Sulawesi Folktales as Reading Material to Improve Students
Reading Interest at Seventh Grade of SMPN 1 Sukamaju

Nama : Moh. Pasyah Anayat . S

Kelas/Semester : 7^a

Kuesioner respon siswa berisikan butir-butir pernyataan dimaksudkan untuk mengetahui kualitas dari buku cerita rakyat Sulawesi Selatan terhadap ketertarikan siswa dalam membaca. Untuk itu saya berharap adik-adik dapat memberikan nilai pada kuesioner ini sesuai dengan pernyataan-pernyataan dan petunjuk yang diberikan.

A. Petunjuk Pengisian

1. Berilah tanda (√) pada kolom "nilai" yang telah disediakan sesuai dengan penilaian masing-masing siswa.
2. Gunakan indicator penilaian pada lampiran sebagai pedoman penilaian.

Nilai 5 = Sangat Setuju

Nilai 4 = Setuju

Nilai 3 = Cukup Setuju

Nilai 2 = Tidak Setuju

Nilai 1 = Sangat Tidak Setuju

B. Aspek Penilaian

No	Pernyataan	Skor Penilaian				
		5	4	3	2	1
1	The use of south Sulawesi folktales can foster my motivation to read the text	✓				
2	I am more active to read whole text when using south Sulawesi folktales	✓				
3	Reading about south Sulawesi would make the reading material more engaging and enjoyable for me.	✓				

4	Reading about south Sulawesi would make the reading material more engaging and enjoyable for me.	✓				
5	Reading about south Sulawesi folktales would enrich my language learning experience.	✓				
6	The illustration/ pictures in reading text of south Sulawesi help me to understand the story	✓				
7	The south Sulawesi folktales is very fun to learn as reading material	✓				
8	Integrating traditional folktales into education can foster a sense of pride and identity among the younger generation	✓				
9	I find south Sulawesi folktales is beneficial and relevant in my daily life	✓				
10	Using south sulawesi folktales into English class is provides valuable insights into way of life.			✓		

KUESIONER RESPON SISWA

The Use of Sulawesi Folktales as Reading Material to Improve Students
Reading Interest at Seventh Grade of SMPN 1 Sukamaju

Nama : *Aulia Rahma Yanli*

Kelas/Semester : *VII A*

Kuesioner respon siswa berisikan butir-butir pernyataan dimaksudkan untuk mengetahui kualitas dari buku cerita rakyat Sulawesi Selatan terhadap ketertarikan siswa dalam membaca. Untuk itu saya berharap adik-adik dapat memberikan nilai pada kuesioner ini sesuai dengan pernyataan-pernyataan dan petunjuk yang diberikan.

A. Petunjuk Pengisian

1. Berilah tanda (✓) pada kolom "nilai" yang telah disediakan sesuai dengan penilaian masing-masing siswa.
2. Gunakan indikator penilaian pada lampiran sebagai pedoman penilaian.

Nilai 5 = Sangat Setuju

Nilai 4 = Setuju

Nilai 3 = Cukup Setuju

Nilai 2 = Tidak Setuju

Nilai 1 = Sangat Tidak Setuju

B. Aspek Penilaian

No	Pernyataan	Skor Penilaian				
		5	4	3	2	1
1	The use of south Sulawesi folktales can foster my motivation to read the text		✓			
2	I am more active to read whole text when using south Sulawesi folktales		✓			
3	Reading about south Sulawesi would make the reading material more engaging and enjoyable for me.		✓			

4	Reading about south Sulawesi would make the reading material more engaging and enjoyable for me.	✓				
5	Reading about south Sulawesi folktales would enrich my language learning experience.	✓				
6	The illustrations/ pictures in reading text of south Sulawesi help me to understand the story	✓				
7	The south Sulawesi folktales is very fun to learn as reading material	✓				
8	Integrating traditional folktales into education can foster a sense of pride and identity among the younger generation	✓				
9	I find south Sulawesi folktales is beneficial and relevant in my daily life	✓				
10	Using south sulawesi folktales into English class is provides valuable insights into way of life.	✓				

KUESIONER RESPON SISWA

The Use of Sulawesi Folktales as Reading Material to Improve Students
Reading Interest at Seventh Grade of SMPN 1 Sukamaju

Nama : Adik Adik

Kelas/Semester : VI A

Kuesioner respon siswa berisikan butir-butir pernyataan dimaksudkan untuk mengetahui kualitas dari buku cerita rakyat Sulawesi Selatan terhadap ketertarikan siswa dalam membaca. Untuk itu saya berharap adik-adik dapat memberikan nilai pada kuesioner ini sesuai dengan pernyataan-pernyataan dan petunjuk yang diberikan.

A. Petunjuk Pengisian

1. Berilah tanda (✓) pada kolom "nilai" yang telah disediakan sesuai dengan penilaian masing-masing siswa.
2. Gunakan indicator penilaian pada lampiran sebagai pedoman penilaian.
Nilai 5 = Sangat Setuju
Nilai 4 = Setuju
Nilai 3 = Cukup Setuju
Nilai 2 = Tidak Setuju
Nilai 1 = Sangat Tidak Setuju

B. Aspek Penilaian

No	Pernyataan	Skor Penilaian				
		5	4	3	2	1
1	The use of south Sulawesi folktales can foster my motivation to read the text		✓			
2	I am more active to read whole text when using south Sulawesi folktales	✓				
3	Reading about south Sulawesi would make the reading material more engaging and enjoyable for me.		✓			

4	Reading about south Sulawesi would make the reading material more engaging and enjoyable for me.	✓				
5	Reading about south Sulawesi folktales would enrich my language learning experience.	✓				
6	The illustration/ pictures in reading text of south Sulawesi help me to understand the story	✓				
7	The south Sulawesi folktales is very fun to learn as reading material			✓		
8	Integrating traditional folktales into education can foster a sense of pride and identity among the younger generation	✓				
9	I find south Sulawesi folktales is beneficial and relevant in my daily life	✓				
10	Using south sulawesi folktales into English class is provides valuable insights into way of life.	✓				

KUESIONER RESPON SISWA

The Use of Sulawesi Folktales as Reading Material to Improve Students
Reading Interest at Seventh Grade of SMPN 1 Sukamaju

Nama : Komang Agus Wira darma
Kelas/Semester : VII^a

Kuesioner respon siswa berisikan butir-butir pernyataan dimaksudkan untuk mengetahui kualitas dari buku cerita rakyat Sulawesi Selatan terhadap ketertarikan siswa dalam membaca. Untuk itu saya berharap adik-adik dapat memberikan nilai pada kuesioner ini sesuai dengan pernyataan-pernyataan dan petunjuk yang diberikan.

A. Petunjuk Pengisian

- Berilah tanda (✓) pada kolom "nilai" yang telah disediakan sesuai dengan penilaian masing-masing siswa.
- Gunakan indicator penilaian pada lampiran sebagai pedoman penilaian.
Nilai 5 = Sangat Setuju
Nilai 4 = Setuju
Nilai 3 = Cukup Setuju
Nilai 2 = Tidak Setuju
Nilai 1 = Sangat Tidak Setuju

B. Aspek Penilaian

No	Pernyataan	Skor Penilaian				
		5	4	3	2	1
1	The use of south Sulawesi folktales can foster my motivation to read the text	✓				
2	I am more active to read whole text when using south Sulawesi folktales	✓				
3	Reading about south Sulawesi would make the reading material more engaging and enjoyable for me.	✓				

4	Reading about south Sulawesi would make the reading material more engaging and enjoyable for me.	✓				
5	Reading about south Sulawesi folktales would enrich my language learning experience.	✓				
6	The illustrations/ pictures in reading text of south Sulawesi help me to understand the story	✓				
7	The south Sulawesi folktales is very fun to learn as reading material	✓				
8	Integrating traditional folktales into education can foster a sense of pride and identity among the younger generation	✓				
9	I find south Sulawesi folktales is beneficial and relevant in my daily life	✓				
10	Using south sulawesi folktales into English class is provides valuable insights into way of life.	✓				

KUESIONER RESPON SISWA

The Use of Sulawesi Folktales as Reading Material to Improve Students
Reading Interest at Seventh Grade of SMPN 1 Sukamaju

Nama : Putri Azzahra

Kelas/Semester : VII.2

Kuesioner respon siswa berisikan butir-butir pernyataan dimaksudkan untuk mengetahui kualitas dari buku cerita rakyat Sulawesi Selatan terhadap ketertarikan siswa dalam membaca. Untuk itu saya berharap adik-adik dapat memberikan nilai pada kuesioner ini sesuai dengan pernyataan-pernyataan dan petunjuk yang diberikan.

A. Petunjuk Pengisian

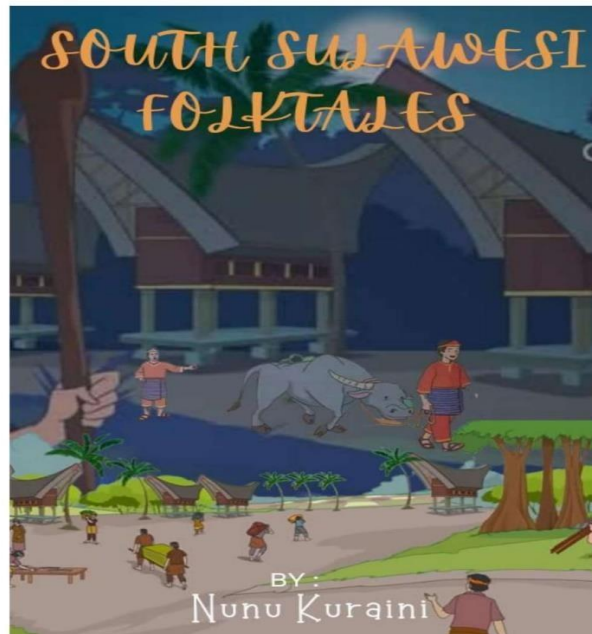
1. Berilah tanda (✓) pada kolom "nilai" yang telah disediakan sesuai dengan penilaian masing-masing siswa.
2. Gunakan indikator penilaian pada lampiran sebagai pedoman penilaian.
Nilai 5 = Sangat Setuju
Nilai 4 = Setuju
Nilai 3 = Cukup Setuju
Nilai 2 = Tidak Setuju
Nilai 1 = Sangat Tidak Setuju

B. Aspek Penilaian

No	Pernyataan	Skor Penilaian				
		5	4	3	2	1
1	The use of south Sulawesi folktales can foster my motivation to read the text	✓				
2	I am more active to read whole text when using south Sulawesi folktales	✓				
3	Reading about south Sulawesi would make the reading material more engaging and enjoyable for me.	✓				

4	Reading about south Sulawesi would make the reading material more engaging and enjoyable for me.	✓				
5	Reading about south Sulawesi folktales would enrich my language learning experience.		✓			
6	The illustration/ pictures in reading text of south Sulawesi help me to understand the story.	✓				
7	The south Sulawesi folktales is very fun to learn as reading material	✓				
8	Integrating traditional folktales into education can foster a sense of pride and identity among the younger generation	✓				
9	I find south Sulawesi folktales is beneficial and relevant in my daily life		✓			
10	Using south Sulawesi folktales into English class is provides valuable insights into way of life.	✓				

APPENDIX 5:
MEDIA PEMBELAJARAN



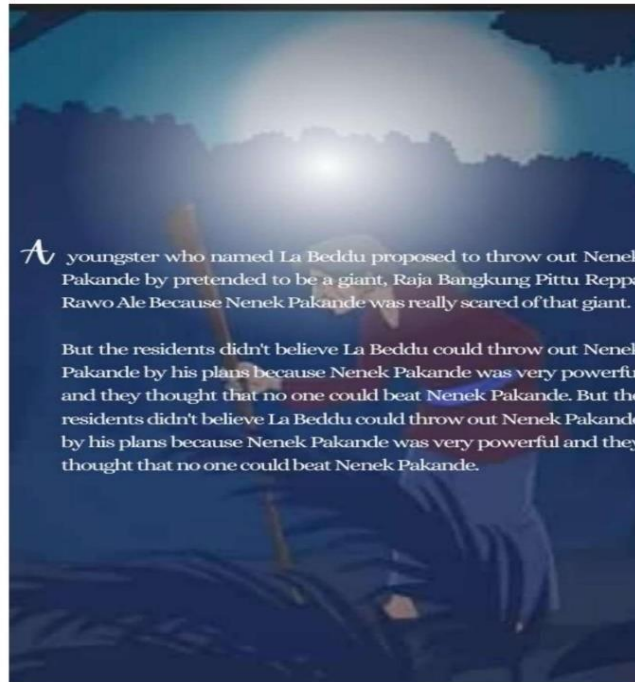
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Nenek Pakande

Once upon a time, a peaceful village was disturbed by the presence of the old grandmother. The old grandmother used a batik sarong and shirt, the residents thought that grandmother was an ordinary grandmother, but it turns out she is a stealth grandmother. The residents called her Nenek Pakande. Nenek Pakande ate children's flesh.

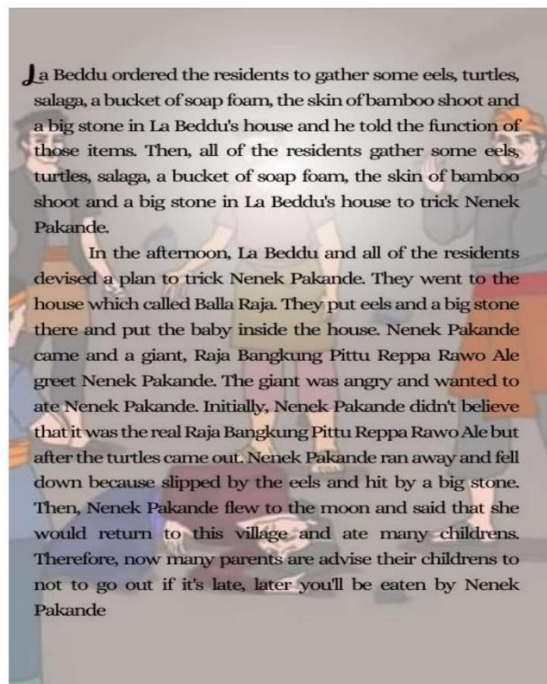
One evening, there was a pair of brothers who were playing. Their mother told them to go home because it was already getting dark. But they ignore their mother's order. When their mother came out, she couldn't find her son. Then, she yelled for help. When the residents gathered, she told the chronology. The residents helped her to find her son, but they couldn't find her son. The next day, there was a resident who lost her baby. The other residents were convinced that it was Nenek Pakande's act.

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A youngster who named La Beddu proposed to throw out Nenek Pakande by pretended to be a giant, Raja Bangkung Pittu Reppa Rawo Ale Because Nenek Pakande was really scared of that giant.

But the residents didn't believe La Beddu could throw out Nenek Pakande by his plans because Nenek Pakande was very powerful and they thought that no one could beat Nenek Pakande. But the residents didn't believe La Beddu could throw out Nenek Pakande by his plans because Nenek Pakande was very powerful and they thought that no one could beat Nenek Pakande.



La Beddu ordered the residents to gather some eels, turtles, salaga, a bucket of soap foam, the skin of bamboo shoot and a big stone in La Beddu's house and he told the function of those items. Then, all of the residents gather some eels, turtles, salaga, a bucket of soap foam, the skin of bamboo shoot and a big stone in La Beddu's house to trick Nenek Pakande.

In the afternoon, La Beddu and all of the residents devised a plan to trick Nenek Pakande. They went to the house which called Balla Raja. They put eels and a big stone there and put the baby inside the house. Nenek Pakande came and a giant, Raja Bangkung Pittu Reppa Rawo Ale greet Nenek Pakande. The giant was angry and wanted to ate Nenek Pakande. Initially, Nenek Pakande didn't believe that it was the real Raja Bangkung Pittu Reppa Rawo Ale but after the turtles came out. Nenek Pakande ran away and fell down because slipped by the eels and hit by a big stone. Then, Nenek Pakande flew to the moon and said that she would return to this village and ate many childrens. Therefore, now many parents are advise their childrens to not to go out if it's late, later you'll be eaten by Nenek Pakande

Putri Tandampalik

First, there is a country called Luwu country, which is located on the island of Sulawesi. Luwu country was led by a king named La Busatana Datu Maongge, often called the King or Datu Luwu. Because of his fairness, wisdom, and prudence, then its people prosper. Most of the work of the people are farmers and fishermen Luwu Datu Luwu has a very beautiful daughter named Princess Tandampalik. Beauty and behavior have been known to many people. Bone, including King, who lived very far from Luwu. Bone king wanted to marry his daughter, Princess Tandampalik. He sent several emissaries to meet Datu Luwu to apply for Princess Tandampalik.

Datu Luwu is indecisive because, in some cultures, a girl justified Luwu not marrying a boy from another country. However, if the application is rejected, he worries there will be a war, and it will make people suffer. Despite the heavy being received, Datu Luwu decided to accept the proposal. "Let me be damned origin of my people do not suffer," thought Datu Luwu. A few days later, King Bone's messenger arrived in the country Luwu. They are very polite and friendly.

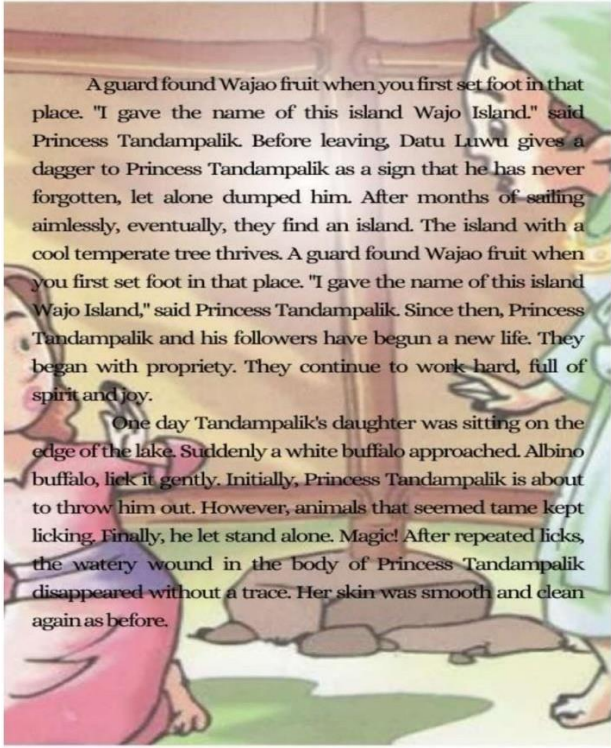
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There is no army or fleet accompaniment of war in the harbor, as estimated by the Datu Luwu, Datu Luwu received the messengers kindly. When they expressed the purpose of his arrival, Datu Luwu needed help to give an answer to accept or reject such applications. King Bone envoy to comprehend and understand the decision of Datu Luwu. They also went back to their country.

The next day, there was uproar in the country Luwu. Tandampalik's daughter fell ill. Her whole body secretes a viscous liquid that smells rancid and very disgusting. The royal physician said Princess Tandampalik had a dangerous infectious disease. News quickly spread. Overwhelmed with grief, Luwu country folk. Datu Luwu respect and daughter Tandampalik, their loved being awarded disaster.

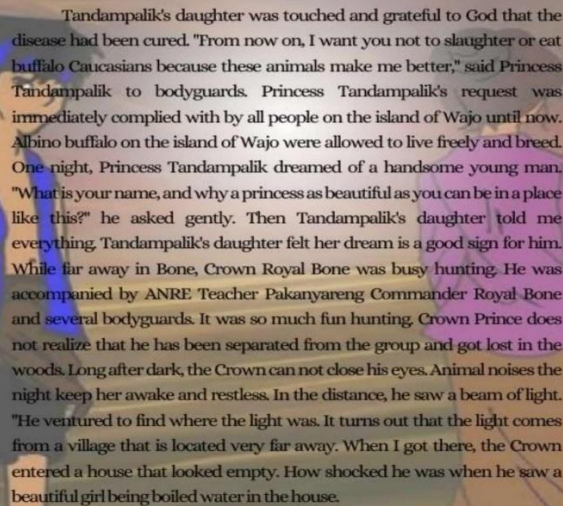
After thinking and pondering, Datu Luwu decided to alienate her. Since many people will be affected if Princess Tandampalik is kept from other regions. The decision was made by Datu Luwu with a heavy heart. Princess Tandampalik is not discouraged or angry at his father. Then he went to the boat with some of his loyal bodyguards. Before leaving, Datu Luwu gives a dagger to Princess Tandampalik as a sign that he has never forgotten, let alone dumped him. After months of sailing aimlessly, eventually, they find an island. The island with a cool temperate tree thrives.

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A guard found Wajao fruit when you first set foot in that place. "I gave the name of this island Wajo Island," said Princess Tandampalik. Before leaving, Datu Luwu gives a dagger to Princess Tandampalik as a sign that he has never forgotten, let alone dumped him. After months of sailing aimlessly, eventually, they find an island. The island with a cool temperate tree thrives. A guard found Wajao fruit when you first set foot in that place. "I gave the name of this island Wajo Island," said Princess Tandampalik. Since then, Princess Tandampalik and his followers have begun a new life. They began with propriety. They continue to work hard, full of spirit and joy.

One day Tandampalik's daughter was sitting on the edge of the lake. Suddenly a white buffalo approached. Albino buffalo, lick it gently. Initially, Princess Tandampalik is about to throw him out. However, animals that seemed tame kept licking. Finally, he let stand alone. Magic! After repeated licks, the watery wound in the body of Princess Tandampalik disappeared without a trace. Her skin was smooth and clean again as before.



Tandampalik's daughter was touched and grateful to God that the disease had been cured. "From now on, I want you not to slaughter or eat buffalo Caucasians because these animals make me better," said Princess Tandampalik to bodyguards. Princess Tandampalik's request was immediately complied with by all people on the island of Wajo until now. Albino buffalo on the island of Wajo were allowed to live freely and breed. One night, Princess Tandampalik dreamed of a handsome young man. "What is your name, and why a princess as beautiful as you can be in a place like this?" he asked gently. Then Tandampalik's daughter told me everything. Tandampalik's daughter felt her dream is a good sign for him. While far away in Bone, Crown Royal Bone was busy hunting. He was accompanied by ANRE Teacher Pakanyareng Commander Royal Bone and several bodyguards. It was so much fun hunting. Crown Prince does not realize that he has been separated from the group and got lost in the woods. Long after dark, the Crown can not close his eyes. Animal noises the night keep her awake and restless. In the distance, he saw a beam of light. "He ventured to find where the light was. It turns out that the light comes from a village that is located very far away. When I got there, the Crown entered a house that looked empty. How shocked he was when he saw a beautiful girl being boiled water in the house.

The beautiful girl is none other than Princess Tandampalik. "Could there be angels in strange place like this?" thought son the Crown. Feel someone is watching, Princess Tandampalik turned. Stammered the princess, "the young man who feels he is in my dreams," she thought. Then they both met. In a short time, both were familiar, and eventually, they married and lived happily.

LADANA AND HIS BUFALLO

In Toraja, South Sulawesi lived a young man. His name was La Dana. Everybody knew him. He was known for his clever ideas. He always tricked bad people. That's why the villagers loved him. In Toraja, there was always a ceremony when someone passed away. In the ceremony, the guests could get buffalo meat from the host of the ceremony. La Dana went to the ceremony. Before he went home, the host gave him buffalo legs. On the way home, La Dana met Mr. Kikir. He brought the whole body parts of the buffalo except the legs. Mr. Kikir was a very stingy man. Nobody liked him. La Dana then had an idea to trick him. "Mr. Kikir, you have all parts of the buffalo except the legs. And I only have the legs. Why don't we put them together and give them back to the host? We ask him to exchange it with a living buffalo. We raise the buffalo until it is big. Do you agree?" "That is a good idea. Let's meet the host," said Mr. Kikir. Together they went back to the ceremony. The host agreed with one condition. He would exchange with a young buffalo. After they got the young buffalo, Mr. Kikir and La Dana went home.

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"La Dana, let me grow up the buffalo," said Mr. Kikir. He wanted to grow up it by himself because he was afraid that La Dana would steal it. "I agree, but let me visit the buffalo every day," said La Dana. He was happy, and the buffalo was running well so far. On the following day, La Dana came to Mr. Kikir's house. "Hey! Look! The buffalo is getting fatter," said La Dana. "The buffalo has just been here for a day. How can you say he is getting fatter?" "Look at the buffalo carefully. It is getting fatter. Mr. Kikir, I want the legs now. They are mine, right?" said La Dana. Mr. Kikir was silent. He knew if the legs were cut, the buffalo would die. "Don't take the legs now. Wait for another time," said Mr. Kikir. On the following day, La Dana again came to Mr. Kikir's house and asked for the legs. Mr. Kikir said the same thing, and he asked La Dana to wait.

Then La Dana came and came again. Every time he visited the buffalo, he always asked Mr. Kikir to give him legs. Finally, Mr. Kikir could not hold it anymore. "It's enough, La Dana! If you cut the legs, the buffalo would die. The buffalo is still young. We will not get a lot of meat. If you want to get the legs here take this buffalo with you!" said Mr. Kikir. He gave the buffalo to La Dana. La Dana was happy. His plan worked! He got a living buffalo and brought it home.

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si Penakluk Rajawali

Once upon a time there was a country in the area of South Sulawesi which was ruled by a king. The king had seven daughters. According to custom in that kingdom, if the king had up to seven daughters, then one of them had to be presented to a giant eagle so that the royal family would avoid disaster. This made the King sad and anxious, because he did not want to lose one of his daughters. He also thought hard to find a way out of how to make sure that all of his seven daughters could live. The King had not eaten well and slept well thinking about it for days. Until one day, something suddenly crossed his mind.

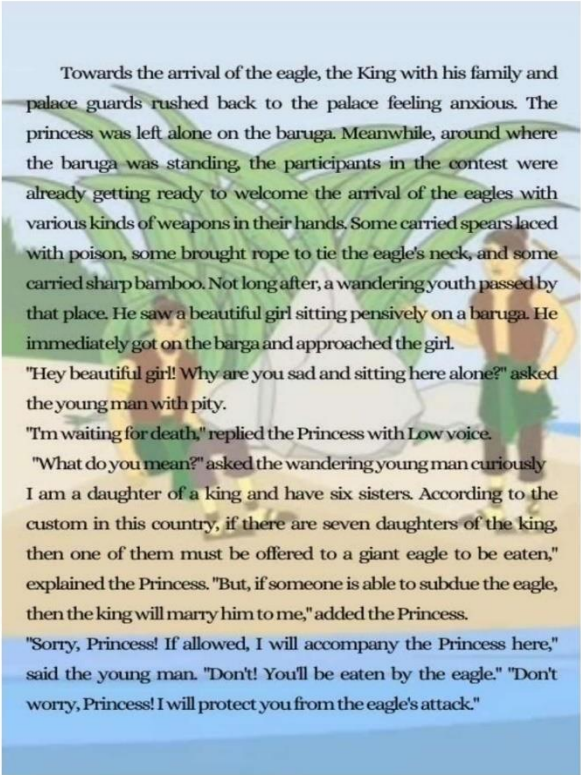
"What if I hold a contest to subdue the eagle. Perhaps some of my people have high supernatural powers and are able to paralyze the eagle," thought the King.

The next day, the King immediately gathered all his people in front of the palace. "O my people! I will hold a competition to conquer the giant eagle. Whoever succeeds in conquering it, if he is a man then I will marry him to my daughter, and if he is a woman, then I will raise him into the royal family!" cried the King to all his people. "Forgive me, Your Majesty! When will the competition be held?" asked a resident excitedly. "According to the palace adviser, the giant eagle will come to this country in a week. So, from now on, train and deepen your knowledge and powers!" cried the King.

Hearing the call, the residents returned to their homes. A week before the eagle's arrival, the residents seemed busy training and deepening their supernatural powers with great enthusiasm. The men hoped to become the son-in-law of the king, while the women hoped to become royalty.

Meanwhile, the palace guards were building a baruga (pendapa) in a place some distance from the palace. The Baruga is the residence of the Princess before being eaten by the eagle. The princess deliberately made a baruga to lure the eagle. Apart from serving girls, all kinds of cakes, sokko (Bugis language: sticky rice) are also prepared, and drinks are made in crock pots for the eagle. It doesn't feel like a week has passed.

The day of the eagle's arrival arrived. Early in the morning one of the king's daughters who became an offering was delivered to the baruga. The princess was escorted by her family and palace guards. In fact, many residents who accompanied him. They were very worried about the fate of the Princess who would become the eagle's meal if no residents were able to beat her. "I'm sorry, Father, my daughter! Father is doing all this because of the custom in this country. But, Nanda doesn't need to worry, Father is trying to save Nanda by holding this competition. Hopefully there are residents who can beat the eagle," said the King reassuring her daughter.



Towards the arrival of the eagle, the King with his family and palace guards rushed back to the palace feeling anxious. The princess was left alone on the baruga. Meanwhile, around where the baruga was standing, the participants in the contest were already getting ready to welcome the arrival of the eagles with various kinds of weapons in their hands. Some carried spears laced with poison, some brought rope to tie the eagle's neck, and some carried sharp bamboo. Not long after, a wandering youth passed by that place. He saw a beautiful girl sitting pensively on a baruga. He immediately got on the baruga and approached the girl.


"Hey beautiful girl! Why are you sad and sitting here alone?" asked the young man with pity.

"I'm waiting for death," replied the Princess with Low voice.

"What do you mean?" asked the wandering young man curiously. I am a daughter of a king and have six sisters. According to the custom in this country, if there are seven daughters of the king, then one of them must be offered to a giant eagle to be eaten," explained the Princess. "But, if someone is able to subdue the eagle, then the king will marry him to me," added the Princess.

"Sorry, Princess! If allowed, I will accompany the Princess here," said the young man. "Don't! You'll be eaten by the eagle." "Don't worry, Princess! I will protect you from the eagle's attack."

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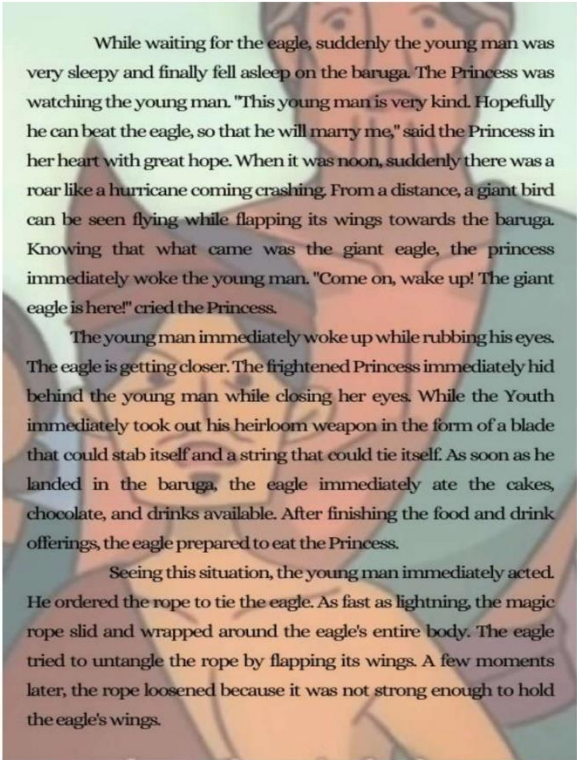
"Sir, help me! I can't hold back the flapping of the eagle's wings," cried the rope asking for help to its master. Without thinking long, the young man immediately ordered his sword. "My little brother, stab the eagle!" cried the youth.

As fast as lightning, the magic beast immediately stabbed and kept stabbing until the eagle died. The princess still closed her eyes, because of fear. He only heard the voice of the young man talking to someone. However, after opening her eyes, the Princess felt astonished, because there was no one else but her and the young man. The residents were hiding around the place only appeared after knowing the eagle was dead. Which weapon they have in their hands they do not have time to use, because the young man was quickly paralyzed that eagle. Finally, the contestants who feel himself immediately chopped and dismember the eagle's body.

While the young man who had defeated the eagle said goodbye to the Princess, he wanted to continue his journey. As a thank you, the princess gave her scarf to the young man. "Thank you! You have saved my life. Please bring this scarf as a souvenir from me," said the Princess.

After the young man left, the princess was carried by the residents back to the palace. Some of the residents who felt themselves to be powerful were fighting over each other to bring the eagle's body before the King. However, because the eagle's body is large, the residents divide it. Some carried the head, some carried the thighs, and some took the eagle's feet. They fought over the eagle's body, because they wanted to be said to be a hero who had defeated the eagle.

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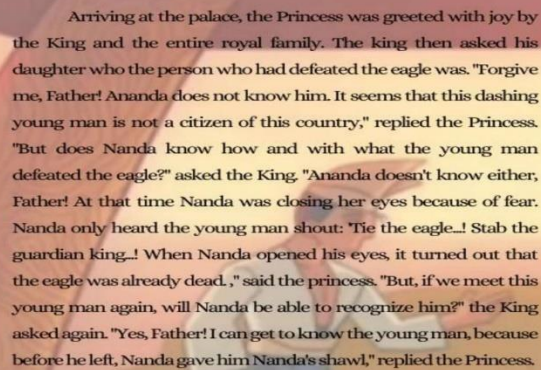


While waiting for the eagle, suddenly the young man was very sleepy and finally fell asleep on the baruga. The Princess was watching the young man. "This young man is very kind. Hopefully he can beat the eagle, so that he will marry me," said the Princess in her heart with great hope. When it was noon, suddenly there was a roar like a hurricane coming crashing. From a distance, a giant bird can be seen flying while flapping its wings towards the baruga. Knowing that what came was the giant eagle, the princess immediately woke the young man. "Come on, wake up! The giant eagle is here!" cried the Princess.

The young man immediately woke up while rubbing his eyes. The eagle is getting closer. The frightened Princess immediately hid behind the young man while closing her eyes. While the Youth immediately took out his heirloom weapon in the form of a blade that could stab itself and a string that could tie itself. As soon as he landed in the baruga, the eagle immediately ate the cakes, chocolate, and drinks available. After finishing the food and drink offerings, the eagle prepared to eat the Princess.

Seeing this situation, the young man immediately acted. He ordered the rope to tie the eagle. As fast as lightning, the magic rope slid and wrapped around the eagle's entire body. The eagle tried to untangle the rope by flapping its wings. A few moments later, the rope loosened because it was not strong enough to hold the eagle's wings.

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Arriving at the palace, the Princess was greeted with joy by the King and the entire royal family. The king then asked his daughter who the person who had defeated the eagle was. "Forgive me, Father! Ananda does not know him. It seems that this dashing young man is not a citizen of this country," replied the Princess. "But does Nanda know how and with what the young man defeated the eagle?" asked the King. "Ananda doesn't know either, Father! At that time Nanda was closing her eyes because of fear. Nanda only heard the young man shout: 'Tie the eagle...! Stab the guardian king...!' When Nanda opened his eyes, it turned out that the eagle was already dead," said the princess. "But, if we meet this young man again, will Nanda be able to recognize him?" the King asked again. "Yes, Father! I can get to know the young man, because before he left, Nanda gave him Nanda's shawl," replied the Princess.

After hearing his daughter's story, the King also understood that the person who managed to paralyze the eagle was not a citizen of that country. Then he immediately met the contestants who had gathered in the courtyard of the palace. "O, all my people! Based on the story from my daughter that the person who has defeated the eagle is a young man who is not known. He is not a citizen of this country. Therefore, even though the eagle has died, none of you I married my daughter. However, I will throw a big party for the death of the eagle," said the King.

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The next day, a massive party was going on. Various types of food and drinks are served. Not to forget the various performing arts on display. Even at the party, the king also held a soccer (football) competition. Residents flocked to the party, both as contestants and as spectators or invitees. In the palace foyer, the King with his consort and his seven daughters were sitting watching a soccer competition. Competitors take turns entering the competition arena to play the ball. In the crowd of spectators, suddenly a dashing young man entered the race arena. The young man plays the ball on his feet, on his thighs and on his head with agility, agility and agility. The youth's arms were wrapped in a woman's shawl fluttering as if dancing. "Father! That's the young man who has defeated the giant eagle! Said the Princess, pointing to the young man who was in the middle of the race arena."

Hearing the answer from the young man, all the residents present who once claimed to be the conqueror of the eagle became embarrassed. Finally, the King married the young man to his daughter who survived the eagle meal. The young eagle conqueror lived happily with the princess in the palace.

SOUTH SULAWESI FOLKTALES

Indonesia is famous for its cultural diversity. Folklore of the Archipelago is part of the culture of the Indonesian nation. Every region in Indonesia has its own unique folklore, and the province of South Sulawesi is no exception. This book presents a variety of folklore from the South Sulawesi region. This book is interesting to read because the storyline conveyed can bring the reader into the story, the language used is easy to understand, and communicative, and equipped with interesting illustrations. In addition, this book contains information on storytelling methods/tips. The presence of this book can provide benefits and new knowledge about various folklore in Indonesia.

Nunu Kuraini
Born in wana 29 February 2001
Home address, Sukarno, kec. Sulaamaju district, North Luwu



APPENDIX 6:

The Students Results Responses for Questionnaire

Table Questionnaire number 1

No	Statement	Classification	Frequency	Percentage
1	The use of South Sulawesi Folktales can foster my motivation to read the text	Strongly Agree	11	42%
		Agree	15	58%
		Neutral	-	-
		Disagree	-	-
		Strongly Disagree	-	-
Total			26	100%

Table Questionnaire number 2

No	Statement	Classification	Frequency	Percentage
2	I am more active to read whole text when using South Sulawesi Folktales.	Strongly Agree	16	61%
		Agree	8	31%
		Neutral	2	8%
		Disagree	-	-
		Strongly Disagree	-	-
Total			26	100%

Table Questionnaire number 3

No	Statement	Classification	Frequency	Percentage
3	Reading about South Sulawesi would make learning fun and attractive.	Strongly Agree	20	77%
		Agree	6	23%
		Neutral	-	-
		Disagree	-	-
		Strongly Disagree	-	-
Total			26	100%

Table Questionnaire number 4

No	Statement	Classification	Frequency	Percentage
4	Reading about south Sulawesi would make the reading material more engaging and enjoyable for me.	Strongly Agree	17	65%
		Agree	5	20%
		Neutral	4	15%
		Disagree	-	-
		Strongly Disagree	-	-
Total			26	100%

Table Questionnaire number 5

No	Statement	Classification	Frequency	Percentage
5	Reading about south Sulawesi folktales would enrich my language learning experience.	Strongly Agree	11	42%
		Agree	11	42%
		Neutral	4	16%
		Disagree	-	-
		Strongly Disagree	-	-
Total			26	100%

Table Questionnaire number 6

No	Statement	Classification	Frequency	Percentage
6	The pictures in reading text of south Sulawesi help me to understand the story	Strongly Agree	21	80%
		Agree	5	20%
		Neutral	-	-
		Disagree	-	-
		Strongly Disagree	-	-
Total			26	100%

Table Questionnaire number 7

No	Statement	Classification	Frequency	Percentage
7	The south Sulawesi folktale is very fun to learn as reading material.	Strongly Agree	12	46%
		Agree	11	42%
		Neutral	3	12%
		Disagree	-	-
		Strongly Disagree	-	-
Total			26	100%

Table Questionnaire number 8

No	Statement	Classification	Frequency	Percentage
8	Integrating traditional folktales into education can foster a sense of pride and identify among young generation.	Strongly Agree	10	38%
		Agree	16	62%
		Neutral	-	-
		Disagree	-	-
		Strongly Disagree	-	-
Total			26	100%

Table Questionnaire number 9

No	Statement	Classification	Frequency	Percentage
9	I find south Sulawesi folktales are beneficial and relevant in my daily life.	Strongly Agree	12	46%
		Agree	11	42%
		Neutral	3	12%
		Disagree	-	-
		Strongly Disagree	-	-
Total			26	100%

Table Questionnaire number 10

No	Statement	Classification	Frequency	Percentage
10	Using south Sulawesi folktales into English class is provides valuable insights into way of life.	Strongly Agree	6	23%
		Agree	20	77%
		Neutral	-	-
		Disagree	-	-
		Strongly Disagree	-	-
Total			26	100%

APPENDICES 7

Interview Questions and Interview Results

Interview Question

1. Does the use of South Sulawesi folktales increase your interest in reading, why?
2. Can the utilization of South Sulawesi folktales enhance your reading skills, Why?
3. Are South Sulawesi folktales really fun to learn, can you explain your reason?

Interview Results

The first student :

T: Does the use of South Sulawesi folktales increase your interest in reading, why

S: Yes, because eee the use of South Sulawesi folktales can increase my interest in reading. The stories not only provide entertainment, mmm but also provide insight into the culture and traditions of the area.

T: Can the utilization of South Sulawesi folktales enhance your reading skills, Why?

S: Yes, eee the use of folklore from South Sulawesi can help improve my reading skills. The stories often have a rich and varied narrative structure, so reading and understanding them can exercise my comprehension skills.

T: Are South Sulawesi folktales really fun to learn, can you explain your reason?

S: In my opinion, eee studying the folklore of South Sulawesi is really entertaining. The stories not only provide an exciting adventure, but mmm also provide a deep insight into local wisdom and values held firmly by the community.

The second student :

T : Does the use of South Sulawesi folktales increase your interest in reading, why

S: I think the use South Sulawesi folktales can provide additional value to my learning process. In addition to generating interest in reading, these stories can also be an interesting learning material. Thus, I feel more involved and enthusiastic in learning.

T: Can the utilization of South Sulawesi folktales enhance your reading skills, Why?

S: In my opinion, the use of folklore from South Sulawesi can contribute to improving reading skills. By reading those stories, I can get used to different vocabulary and sentence structures, which in turn can improve my overall reading skills.

T: Are South Sulawesi folktales really fun to learn, can you explain your reason?

S: Yes, mmm learning the folklore of South Sulawesi is really fun. Each story has its own appeal, both in terms of the plot and the cultural values conveyed.

The third student :

T : Does the use of South Sulawesi folktales increase your interest in reading, why

S: For me, the use South Sulawesi folktales can be a trigger for interest in reading.

The stories give a different feel and can enrich my reading experience.

T: Can the utilization of South Sulawesi folktales enhance your reading skills, Why?

S: As I see it,mm using folklore from South Sulawesi can be an effective means of improving reading skills. The stories are not only interesting, but also require a deep understanding to capture the messages hidden in them. This can help me in developing my reading skills better.

T: Are South Sulawesi folktales really fun to learn, can you explain your reason?

S: learning the folklore of South Sulawesi is very exciting. The stories introduced me to different cultures and traditions, eee while offering entertaining entertainment.

The fourth student :

T : Does the use of South Sulawesi folktales increase your interest in reading, why

S: In my opinion, the use of South Sulawesi folktales can give an additional boost in reading. When the stories are included in a learning context, I feel more motivated to read and understand the related material. mmm It can increase my interest in reading as a whole.

T: Can the utilization of South Sulawesi folktales enhance your reading skills, Why?

S: Of course, using folklore from South Sulawesi can improve my reading skills.

By reading these stories, I can practice the ability to identify important details, interpret meaning, and draw conclusions.

T: Are South Sulawesi folktales really fun to learn, can you explain your reason?

S: Yes, learning the folklore of South Sulawesi is very fun. The stories are often full of adventure, mystery, and interesting moral lessons. This makes the learning process more fun and engaging.

APPENDIX 8:
DOCUMENTATION

The Resercher teach using South Sulawesi Folktales



The Resercher teach using South Sulawesi Folktales



The Students fill out questionnaires that have been given by researcher



The Researchers conducted interviews with students



The Resercher Take a pictrure together with students



BIOGRAPHY



NUNU KURAINI, she was born on February 23th 2001 in Wara. Her father's name is Mansyur L and her mother's name is Cita. She has two brothers and sisters. She is the third child in her family. She finished her study in elementary school (SDN 40 Cilallang) and graduated in 2013. Afterward, she continued her study in Junior High School (SMPN 1 Sukamaju) graduated 2016. After that, she continued her study in Senior High School (SMAN 2 Luwu Utara) graduated in 2019. Finally, she continued her study in State Islamic Institute of Palopo (IAIN PALOPO) and took English Education Study Program in Education and Teaching Training Faculty. She finished her study in 2024, in the end of her study in IAIN PALOPO, she wrote her thesis entitled "Students Reading Interest Toward The Use Of South Sulawesi Folktales At The Seventh Grade Of SMPN 1 Sukamaju".