USING FOLKLORE TO IMPROVE STUDENTS' WRITING ABILITY IN NARRATIVE TEXT : THE CASE STUDY OF ELEVENTH GRADE STUDENTS OF SMA N 3 BREBES IN ACADEMIC YEAR 2021/2022

Imtiyaz Azzahra Ramadani[1],Suwandi[2], Siti Lestari[3]
DOI : 10.26877/wp.v3i1.11147

[123] Universitas PGRI Semarang

Abstrak

The researcher finds out several objectives in this research there are (1) To know students' extent of writing ability in teaching by using folklore. (2) To know students' extent of writing ability in taught without using folklore. (3) To find out whether there any significant differences in students' writing ability taught with and without using folklore. (4) To find out students' perception in the experiment class who were taught by using folklore. The type of this research is quantitative. The population of this research is the eleventh grade of SMA N 3 Brebes and the samples of this research are XI IPA 4 as Control class and XI IPA 5 as Experiment class. This research instruments are a test for the control class and the experiment class and interview for experiment class. The test consists of pre-test and post-test. The result of the research described into (1) In the control class, the mean of pre-test was 57,36, which categorized in "Equal" grade because of the score in the midst of 40,00-59,00. While, the result of the post-test was 73,75, which was categorized as a "Good" grade because of the score was in the midst of 60,00-79,00. (2) In the experiment class, the mean result pre-test was 64,02 it was categorized in "Good" because the score in the midst of 60,00-79,00 and the mean result of post-test was 84, and it was classified in "Excellent" because of the score in the midst of 80,00-100,00. Therefore, it can be concluded that the score taught using folklore were higher than those taught without using folklore.

Keywords: Teaching Media, Folklore Video, Writing Ability, Narrative Text.

Coressponding Author:
Jl. Gajah Raya No. 40, Semarang, Indonesia.
E-mail: [1] imtiyazazzahra8@gmail.com

INTRODUCTION

In this current era, we have to do online learning because the Covid-19 pandemic is still going on. So, the students learn from their homes. Even if they are asked to do offline learning, the school only restricts the students who go to school, which is around 50%. In online learning the teachers use many applications which have to support for the learning process. The facilities that can support the learning process such as Google Classroom, Youtube, etc. So nowadays we can use some applications when learning process. However, some teachers and students who cannot access some learning applications. This is caused by several factors such as bad signal, do not have many quota, or full memory. So they cannot download the applications. From these factors, as a teacher of course will look for ways to give the materials easily and accessible to students so, they did not miss the lessons. In any school, the teachers sending the material just use Google Classroom. The teachers choose this application because it does not take up a lot of quotas so, it will be more economical and the students can easily access it. Meanwhile, from the statements above many students misunderstand the material which is only given through Google Classroom. This is because the teacher does not explain the material in detail. The students are only asked to do assignments which given by Google Classroom so that many students do the assignment carelessly. Therefore, the role of learning videos is needed in learning process. The students can find out learning videos via Youtube. The explanation from Youtube will help the students because it is explains in detail. So, the students easily to understand the material.

According to statements above, if the students go to school to do offline learning, they just asked to collect their assignment. Beside it, usually the teachers also give the material in offline learning but the students in the classroom is around 50%. Furthermore, they only going to school according to the schedule which determined by the school. So, in current situation the students learn more in online learning used the media especially video youtube which has been prepared by the teachers.

Azhar, (2011) tells that Media is a piece of equipment in the learning process inside and outside of the classroom. Media is also a component of learning resources that contains instructional material in the student environment that can stimulate students to learn.

According to Bridgstock et al (2014) Video is one of Audio-visual modern media which used the teacher to teach students and taking important role in worldwide online learning. In this case, using video more effectively than using a book because to teach the English language as a foreign language is not enough to use a book so, we must use another

media to teach the English language. Using video as a media is also can help the student to think critically and make the student more active when the learning process takes place. With this media, students are expected to learn better because this media is useful to clarify the material so that students more easily understand the material presented by the teacher.

Related to the explanation above, the researcher feels interested to find out more about teaching media, especially folklore videos to improve students' writing ability in Narrative text. According to Endraswara (2013:2) Folklore is a part of a collective culture which is spread and passed down from generation, traditionally in different version both in oral form and accompanied by a gesture or mnemonic device. In other words, folklore very relatable to teach narrative text because many folklore videos tell about legend, fable, fairytales, etc. so that it will facilitate in learning process.

Based on the statement above, the researcher formulates the problem and making the research questions as follows : (1) To what extent is the students' writing ability taught by using folklore? (2) To what extent is the students' writing abilty taught without using folklore? (3) Is there any significant differences of students writing abilty taught with and without using folklore? (4) What is the students' perception in the experiment class who were taught by using folklore?

RESEARCH METHOD

This research used a quantitative research to find out the comparison outcomes writing ability in narrative text with using folklore and without using folklore in eleventh grade Senior High School. The researcher used quasi-experimental to compare two classes using folklore as a media. This research divided into two groups, namely experimental group and control group. In this design the experimental group and the control group are compared. Then, its the researcher give a pre-test, treatment, and post-test.

The population of this research was all of the students of the eleventh grade of SMA N 3 Brebes in academic year 2021/2022. While The sample of this research was two classes of students in the eleventh grade of SMA N 3 Brebes. There are XI IPA 4 as control class and XI IPA 5 as experiment class.

Technique of analyzing data is the most important thing to know about the result of the research especially to know about students' writing skills in narrative text using folklore as a media. Technique of analyzing data of this research is using quantitative data. The researcher used four steps to analyze the data, as follows: First, the researcher gave a test for

the students. Second, the researcher used score the test. Third, the researcher analyzed the result of the test. Fourth, the researcher give conclusion using statistical formula or SPSS. In addition, the researcher used a Likert scale to measure students' perception in learning narrative text using folklore videos. According to Sugiyono (2016:136) Likert Scale is an equipment used to measure attitudes, opinions, and perceptions of a person or a group about social phenomena. So, based on the statement above, the researcher concludes that in research, the social phenomena are explicitly determined by the researcher then referred to as research variables.

In collecting data of the students, the researcher analyzed the data using formula, namely:

1. Scoring the result of the test

Scoring the test result is the first step to collect the result of pre-test and post-test by formula. So adapted to Brown (2007) conclude theory bellow :

Scoring the test

Aspect	Score	Description	Weighting
Content (C) 30% - Topic - Details	4	The topic is complete and the details of the content relate with the topic.	3x
	3	The topic is complete but the details nearly relate with the topic.	
	2	The topic is complete but the details are not relate with the topic.	
	1	The topic is incomplete, and the details are unrelated to the case.	
Organization (O) 30% - Identification - Description	4	Identification is complete and the descriptions are structured with reasonable connectives.	2x
	3	Identification is nearly complete, and the descriptions are structured with reasonable connectives.	
	2	Identification is nearly complete and the descriptions are structured with several misuse of connectives.	

	1	Identification is incomplete, and the descriptions are structured with several misuses of connectives.	
Grammar (G) 20% - Tenses - Agreement	4	The grammatical or agreement is good and accurate.	2x
	3	The grammatical or agreement is good and accurate but unrelate with the meaning	
	2	The grammatical or agreement numerous in inaccuracies.	
	1	The grammatical or agreement is frequent in inaccuracies.	
Vocabulary (V) 15%	4	Accurate and precise in choice words and word form	1,5x
	3	Several misuse in word form but it is still relate with the meaning.	
	2	Limited knowledge of words and word form.	
	1	Poor in knowledge of words and word form and difficult to understand.	
Mechanics (M) 15% - Spelling - Capitalization	4	The spelling, capitalization and punctuation is appropriate.	1,5x
	3	It has several fallacy in spelling, capitalization, and punctuation.	
	2	It has nearly fallacy of spelling, capitalization, and punctuation.	
	1	The fallacy of spelling, capitalization, and punctuation is dominate.	

2. Categorizing the score

To know about the categorizing the score, the researcher adapted by Jakni (2016:107)

Categorizing the score

Score	Category	Grade
80,00 – 100,00	Excellent	A
60,00 – 79,00	Good	B
40,00 – 59,00	Equal	C

| 00,00 – 39,00 | Deficient | D |

Based on categorizing above, the researcher find out the percentage of students' writing ability in narrative text using folklore as a media. The formula which use namely :

a. **Scoring test**

$$S = \frac{\epsilon x}{\epsilon max} \text{ x } 100$$

Where:

S : Score

ϵx : Number of correct item

ϵmax : Number of item

After discovering the percentage of students' skills in writing narrative text, the researcher finds out about students' successful or not in writing narrative text.

b. **Discovering the Mean in Control Class and Experiment Class**

In collecting the data, the researcher analyzed the data with the formula according to Jakni (2016:110).

$$\overline{X}_1 = \frac{\sum x_1}{N}$$

Where :

$\overline{X}_1$: The Mean of Pre-test

$\sum x_1$: Total score of students

N : Total students

$$\overline{X}_2 = \frac{\sum x_2}{N}$$

Where:

$\overline{X}_2$: The Mean of Post-test

$\sum x_2$: Total score of students

N : Total students

c. The Sum of Standard Deviation

The second step is measured using Standard Deviation. The researcher adapted the formula from Jakni (2016:115).

$$SD = \sqrt{\frac{\sum(xi-\bar{X})^2}{n}} \text{ , if } n > 30$$

$$SD = \sqrt{\frac{\sum(xi-\bar{X})^2}{n-1}} \text{ , if } n < 30$$

Where :

SD   : Standard deviation

Xi   : Data

$\sum(Xi - \bar{X})^2$: The sum of data minus the average and squared

n   : Number of sample

3. Scoring interview

In this research, the researcher used Likert scale to measure students' perception in learning process narrative text using folklore videos. In Likert scale, the variables translated into variable indicators. Then, the indicators is used as a starting point for compiling instrument items in the form of questions. The answer to each instrument item using Likert scale has a gradation from very positive to very negative which can describe with : strongly agree, agree, hesitate, disagree, and strongly disagree.

In quantitative research, according to Sugiyono (2016:137), the answer can be scored, as follows: **Likert Scale**

Likert Scale	Score
Strongly agree	5
Agree	4
Hesitate	3
Disagree	2
Strongly disagree	1

Adapted by Sugiyono (2016:137) Research instruments which use a Likert scale can be made in the form of a checklist or multiple choice. However, in this research the researcher uses a checklist form to examine students' perceptions in learning process of narrative text using folklore video.

RESULT AND DISCUSSION

1. Students' writing ability in narrative text before being taught using folklore video.

In the first meeting, the researcher gave the pre-test of two classes for the first activity. The researcher gave the pre-test to determine the score before the students got a treatment. The researcher took two samples for this research, as follows XI IPA 4 and XI IPA 5 of SMA N 3 Brebes. In this case, there were 36 students of XI IPA 4 as control class and there were 36 students of XI IPA 5 as experiment class. The students were asked to write a narrative text entitled "*Bawang Merah Bawang Putih*" with their own words. The time to do this test is about 5 days because this research implemented in online learning by WhatsApp group. To write narrative text, the students should know about the aspects as follows content, organization, grammar, vocabulary, and mechanics.

Furthermore, after the pre-test had been given, the researcher calculated the score of the pre-test, and the researcher found the mean of the pre-test. In XI IPA 4 as control class, the mean of pre-test is 57. So, based on the criteria of students' achievement, this score is categorized into "Equal" grades because of the score in the midst of 40,00-59,00. Moreover, in XI IPA 5 as experiment class, the researcher found the mean of the pre-test. The mean pre-test of XI IPA 5 is 64 which this score categorized into "Good" grade because the score in the midst of 60,00-79,00.

Based on the mean score above, the researcher conclude that a lot of the students found it hard to understand about narrative text and they found it difficult to make a good narrative text even if in XI IPA 5 already got a good score but it is not enough because the mean score is under 70,00 and it is not compatible with students' criteria minimum. This condition caused by there was no media in teaching narrative text so the students did not think critically and also they did not made a good narrative text because their vocabulary was limited. From the problem above, the researcher tried to teach narrative text using folklore video.

2. Students' writing ability in narrative text after being taught using folklore video.

After the researcher conducted the pre-test and got the result of control class and experiment class then the researcher gave a treatment. The researcher gave the treatment because the researcher wanted that the students got the best score in writing ability of narrative text.

The treatment for the control class and experiment class was different because the control class got a familiarity media for teaching narrative text. In this case, the researcher used power point about narrative text for control class, moreover for the experiment class the researcher gave a folklore video entitled "*Ande-Ande Lumut*" which adapted by *Dongeng Kita* on their Youtube channel in English version.

In control class, the researcher explained narrative text by using PowerPoint. The researcher talked about the definition of narrative text, the purpose of narrative text, the generic structure of the narrative text, and the example of narrative text. Furthermore, after the students got the narrative text material, they were asked to make a narrative text based on the post-test worksheet. The students were asked to make a narrative text entitled "*Ande-Ande Lumut*" with their own words. In this treatment, some students looked pay attention and focused on the material. It is indicated that some students asked about the material they did not understand through personal chat.

In experiment class, the researcher gave a folklore video entitled "*Ande-Ande Lumut*" with some explanation about narrative text. The researcher explained about narrative by WhatsApp group because learning process in SMA N 3 Brebes still used online learning. After the students got the treatment, the researcher gave the post-test worksheet. The students asked to make a good narrative text entitled "*Ande-Ande Lumut*" with a good content, organization, grammar, vocabulary, and mechanics and still using their own words.

In this case, the researcher got some effect after the researcher applied folklore video in learning narrative text. It been seen in the result of the post-test above. In the result of post-test, the students got higher score than the pre-test. So, the researcher thought that using folklore video as a media could be one ways to teach narrative text because the students felt enjoy while learning process took place and after watch the video the students were easy to understand about narrative text and the students could improved to make a good narrative text. It meant that folklore video was useful and helpful to improve students writing ability in narrative text of eleventh grade students of SMA N 3 Brebes.

3. **Difference of writing ability in narrative text between before and after taught by folklore video.**

The effect of using folklore video to improve students writing ability in narrative text has been seen from the result of pre-test and post-test. In control class, the mean of pre-test was 57,36 which categorized in "Equal" grade because the score in the midst of 40,00-59,00.

While, the result of post-test was 73,75 which categorized in "Good" grade because the score in the midst of 60,00-79,00. It was happen because the students did not know how to make a good narrative text. The students still misunderstanding to improve their writing ability in narrative text. For example in pre-test several students still write the character with English language such as in write "Bawang Putih" they was write "Garlic" or "Onion". Beside it, the students also did not think critically, construct well organized text, and lack of grammar and vocabulary. So, the students only made a simple narrative text.

Furthermore, in experiment class the mean result of pre-test was 64,02 it was categorized in "Good" because the score in the midst of 60,00-79,00 and the mean result of post-test was 84 and it was categorized in "Excellent" because the score in the midst of 80,00-100,00. So it means that using folklore video as media was higher than using power point as familiarity media.

4. Standard deviation

The standard deviation of the control class is 20.81 and the standard deviation of the experiment class is 24.51. After that, the researcher continued to finds out the standard error. The formula as follows :

$$\text{SE}_{\text{MD}} = \frac{SD}{\sqrt{N-1}}$$

So based on formula above, the result of standard error from control class is :

$$\text{SE}_{\text{MD}} = \frac{SD}{\sqrt{N-1}}$$

$$\text{SE}_{\text{MD}} = \frac{28.81}{\sqrt{35}}$$

$$\text{SE}_{\text{MD}} = 3.5$$

Furthermore, the result of standard error from the experiment class is :

$$\text{SE}_{\text{MD}} = \frac{SD}{\sqrt{N-1}}$$

$$\text{SE}_{\text{MD}} = \frac{24.51}{\sqrt{35}}$$

$$\text{SE}_{\text{MD}} = 4.1$$

Next, the researcher continued the step to calculate the t-test. The formula as follows :

$$t0 = \frac{MD}{SEMD}$$

Based on formula above, the result of t-test of the control class is :

$$t0 = \frac{MD}{SEMD}$$

$$t0 = \frac{20.81}{3.5}$$

$$t0 = 5.94$$

Meanwhile, the result of t-test of the experiment class is :

$$t0 = \frac{MD}{SEMD}$$

$$t0 = \frac{24.51}{4.1}$$

$$t0 = 5.97$$

After calculating the t-test, the researcher compared the result of t-value and t-table using calculating the degree of freedom. The formula as follows :

$$DF = N\text{-}1$$

So, the degree of freedom of the control class and the experiment class is :

$$DF = N\text{-}1$$

$$DF = 36\text{-}1$$

$$DF = 35$$

According to the result above, the researcher found the result of t-test. If the result of t-$_{value}$ is more higher than t-$_{table}$ so, alternative hypothesis (Ha) is accepted. The result of t-$_{value}$ is 5.94 for control class and 5.97 for experiment class. The degree of freedom (DF) = 35. Furthermore, the value of t-$_{table}$ in the level of significance 5% was 1.689.

In this research, the researcher finds that in the control class, the t-$_{value}$ is 5.945, and in the experiment class, the t-$_{value}$ is 5.978. It is means that the result is t-$_{value}$ > t-$_{table}$ (5.945 > 1.689) for control class and the result of experiment class is t-$_{value}$ > t-$_{table}$ (5.978 > 1.689).

From the result of t-test, t-$_{value}$ was higher than t-$_{table}$ it could be concluded that the alternative hypothesis (Ha) was accepted. So, based on the result, it is concluded that there were significant differences in writing ability in narrative text using folklore in the eleventh grade of SMA N 3 Brebes in the academic year 2021/2022 before and after using folklore video as a teaching media. According to the hypothesis, the folklore video effectively improved students' writing ability in narrative text.

5. Students perception of writing ability which taught by folklore video.

In this chapter, the researcher did an interview to finds out about students' perception of writing ability which taught by folklore video. The researcher did an interview to experiment class which the experiment class was XI IPA 5. The sample of this interview was 12 students of experiment class. The interview consist of 10 questions as follows :

1. Does learning online at home help you in learning English?
2. Is it enough to learn English by reading a book or just reading power point?
3. Is it enough to learn English by collect the assignment via WhatsApp or Google Classroom?
4. Is the narrative text material an easy-to-understand subject?
5. Do you prefer to learn English especially narrative text using folklore video?
6. Does a learning narrative text use folklore video, the learning outcomes in narrative text increase?
7. Does using folklore video make the students to think critically?
8. Is it difficult to access folklore videos in learning narrative text?
9. Is it necessary to give additional test or assignment to the students who still do not understand the narrative text material even though they have used folklore videos?
10. Do you expect other materials to be taught and explained in detail using video?

Based on the question above, the researcher concluded that the students enjoyed learning English. However, the students did not agree if English just used whatsapp group, read a book, read power point, or collected the assignment. The students prefer to learn a lesson using video, especially in English, mainly in narrative text. In learning narrative text using folklore as a media, the students told that their outcomes was increase. However, the students majority answered hesitate because they felt confused about their outcome. Narrative text was an easy-understanding subject and could made the students to think critically if the students taught by folklore video. However, they thought that in narrative text they told that

they did need to give additional test or assignment to the students who still do not understand the narrative text material even though they have used folklore video.

CONCLUSION

From the data explanation above in the previous chapter, the researcher concluded that the result of data analysis the result as follows:

1. The result of pre-test writing ability in narrative text of eleventh grade students in XI IPA 4 as control class was 57,36. So, based on the criteria of students' achievement this score categorized into "Equal" grade because the score in the midst of 40,00-59,00. Moreover, in XI IPA 5 as experiment class, the researcher found the mean of the pre-test. The mean pre-test of XI IPA 5 was 64,02 which this score categorized into "Good" grade because the score in the midst of 60,00-79,00.

2. The result of post-test writing ability in narrative text of eleventh grade students using familiarity media such as power point in XI IPA 4 as control class was 73,75 which categorized in "Good" grade because the score in the midst of 60,00-79,00. Meanwhile, in XI IPA 5 as experiment class the result of post-test was 84 and it was categorized in "Excellent" because the score in the midst of 80,00-100,00.

3. Based on the result above, the researcher concluded that using folklore video as media was higher than using power point as familiarity media. It means folklore video was effective and more interested to improve students writing ability in narrative text in eleventh grade of SMA N 3 Brebes. It seen from the result of pre-test and the post test from the control class and experiment class.

4. The students' perceptions prefer to learn a lesson using video, especially in English, mainly in narrative text. In learning narrative text using folklore as a media, the students told that their outcomes were increase. However, the students' majority answered hesitate because they felt confused about their outcome. Narrative text was an easy-understanding subject and could made the students to think critically if the students taught by folklore video. However, they thought that in narrative text they told that they did need to give additional test or assignment to the students who still do not understand the narrative text material even though they have used folklore video.

REFERENCES

Azhar. (2011). *Media Pembelajaran.* Jakarta: PT. Raja Grafindo Persada.

Brown. (n.d.). *Teaching by Principles : Intractive Approach to Language Pedagogy (2nd Edition)* .New York: Longman.

Endraswara, S. (2013). *Folklore Nusantara.* Yogyakarta: Penerbit Ombak.

Jakni. (2016). *Metodologi Penelitian Eksperimen Bidang Pendidikan.* Bandung: Alfabeta.

Sugiyono. (2016). *Metode Penelitian Kuantitatif, Kualitatif, dan Kombinasi (Mixed Methods).* Bandung: Alfabeta.

Thomson, A., & Bridgstock, R. &. (2014). "Teachers Flipping Out" Beyond the Online Lecture : Maximising the Educational Potential of Video. *Journal of Learning Design*, 67-68.