

**THE EFFECT OF FOLKTALE VIDEO TO THE STUDENTS' SKILLS IN  
WRITING NARRATIVE TEXT ON ELEVENTH GRADE STUDENTS AT  
SMA NEGERI 1 BANAMA TINGANG**



**THESIS**

**BY:**

**IVO PRASTIO**

**AAA 118 085**

**ENGLISH EDUCATION STUDY PROGRAM  
DEPARTMENT OF LANGUAGE AND ART EDUCATION  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF PALANGKA RAYA**

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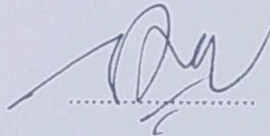
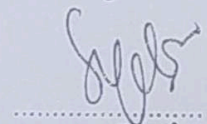
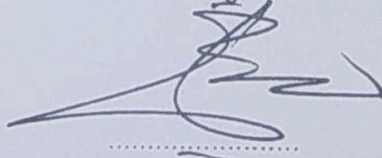
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BY :  
**IVO PRASTIO**  
AAA 118 085

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**Board of Examiners,**

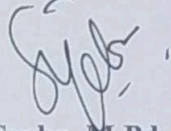
Name	Signature	Date	Position
<b>Dr. Bahing, S.Pd., M.Pd.</b> NIP. 19650112 199103 1 002		<u>2024-12-12</u>	Chair
<b>Sulamit Syeba, M.Pd.</b> NIP. 19770816 201012 2 002		<u>2024-12-12</u>	Member
<b>Drs. Tampung N. Saman, M.Lib.</b> NIP. 19610201 198903 1 004		<u>2024-12-12</u>	Member

<u>APPROVAL OF THESIS ADVISORY COMMITTEE</u>	
Title	THE EFFECT OF FOLKTALE VIDEO TO THE STUDENTS' SKILLS IN WRITING NARRATIVE TEXT ON ELEVENTH GRADE STUDENTS AT SMA NEGERI 1 BANAMA TINGANG
Name/Student Identification Number	IVO PRASTIO/ AAA 118 085
Study Program/Department	English Education/ Languages and Arts Education

This is to certify that this Sarjana Thesis has been approved by the Thesis Advisors

Approved by:

Advisor I,

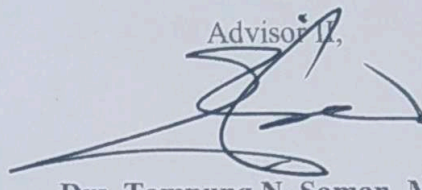


**Sulamit Syeba, M.Pd.**

NIP. 19770816 201012 2 002

Date : December 12, 2024

Advisor II,

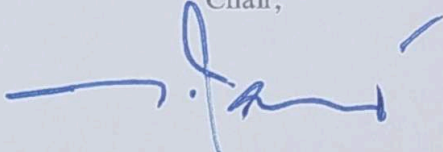


**Drs. Tampung N. Saman, M.Lib.**

NIP. 19610201 198903 1 004

Date : December 12, 2024

Language and Art Education Department  
Chair,



**Iwan Fauzi, S.Pd., M.A.**

NIP. 19720408 200112 1 001

Date : January 23, 2025

English Education Study Program,  
Coordinator,



**Dr. Akhmad Fauzan, S.Pd., M.Pd.**

NIP. 19810612 200501 1 002

Date : January 23, 2025

Acknowledged by

Dean of Faculty of Teacher Training and  
Education

City of Palangka Raya



**Dr. Rinto Alexandro, S.E., M.M.**

NIP. 7608272008011013

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Ivo Prastio

AAA118085

## ABSTRACT

**PRASTIO, IVO, 2024.** *The Effect of Folktale Videos on Students' Skills in Writing Narrative Texts at Eleventh Grade Students at SMA Negeri 1 Banama Tingang.* Thesis. The English Education Study Program of University of Palangka Raya. Advisor (I) Sulamit Syeba, M.Pd., and Advisor (II) Drs. Tampung N. Saman, M.Lib.

**Keywords:** Folktale Video, Narrative Text

The aim of this research was to find out whether the use of folktale videos can have an effect on students' ability to write narrative texts at SMAN 1 Banama Tingang. Class 11 has 2 classes, namely XI IPA and XI IPS. XI IPS was selected as the experimental group based on the results of cluster random sampling; therefore, XI IPA students were selected as the sample for the tryout test for this research.

This research used a pre-experimental design with one group pre-test post-test. In this study, a pre-test would be carried out before treatment in the form of learning activities using folktale videos. A post-test was conducted to determine whether there is an effect of using folktale videos on students' writing abilities. After giving the pre-test, the writer carried out treatment twice in class XI IPS. After the treatment is completed, the post-test will be given in the same format as the pre-test, which is writing a narrative text.

There was an improvement in students' writing skills, where the students' average score increased from 56.25 to 71.87; therefore, the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_o$ ) is rejected. The results of the questionnaire also showed that 67% of all XI IPS students stated that using folktale videos could help them understand how to write narrative texts.

Based on the results of this analysis, it can be seen that the use of folktale video as the media has an effect on the ability of XI IPS students in writing narrative texts. Therefore, folktale video gives an effect on students' skills in writing narrative texts at SMAN 1 Banama Tingang.

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Finally, the writer admits that this thesis far from perfect because of the limit of the writer knowledge and this thesis may have more things to be improved to make the writing better. Therefore, the writer warmly welcome criticism and suggestions for this thesis.

Palangka Raya, November 2024

The writer,

Ivo Prastio

AAA 118 085

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# CHAPTER I

## INTRODUCTION

### 1.1. Research Background

Language is a method used by humans to communicate with individuals around them. Language itself has various forms, the form of sound, writing, and sign. In general, the language spoken in each country is different, there are many different languages. Among all existing languages, English is the one most widely used in various countries and is known as an international language. Quoted from the Hops.id page, the number of English language users has reached 1.452 billion users and is used in 67 countries in the world. English is the language used as an international language in various countries around the world; this makes English a foreign language that must be studied within the scope of schools in various countries. English is used in daily communication as well as in official activities such as in the fields of education, technology, and local and international business. Thus, it can be said that English is an important language to master.

The development of English in Indonesia is quite advanced when compared to other foreign languages. It can be seen that English has been chosen as one of the subjects that must be taken by students in school, especially at junior and senior high schools, as well as in the university. In English lessons, four language skills must be mastered: listening, reading, writing, and speaking. The four skills become a reference in the process of learning English. These four skills are connected and can't be separated. The skills listed above will help students develop communication skills and put them into use, whether it is in the form of spoken or written language.

One of the four fundamental skills required to acquire the English language is writing skills. By mastering writing skills, people will be able to utilize their writing abilities to express themselves in the form of text. Writing skills are defined as the final product of written text through several processes done by the writer. Hayes and Flower (in Lesnussa et al. 2018:1) describe that writing as a complex process that includes planning what to write, translating ideas into text, and reviewing what has been written. Which means students must master writing skills to create a good paragraph. According to all of the ideas explained, Hughey, et all,( in Lestari, 2018:1) stated that writing is a transcription of the process of composing ideas: it is not the product of thought but it is actualization and dramatization. The writing process started by firstly deciding the topic to be written about and developing the following topics by using several methods, such as prewriting, drafting, revising, and writing the final draft of the text.

Based on the 2013 curriculum of *Kementrian Pendidikan dan Kebudayaan Republik Indonesia*, seven types of text must be mastered by high school students that include descriptive, narrative, recount, procedure, news item text, explanation, and analytical exposition text. From each of the texts includes, the narrative text must be mastered at least in the tenth grade of senior high school, because the narrative text is a kind of writing that can help students' to develop their skills.

Narrative text is a text that contains a story or event that is explained in the form of a story composed of conflict and problem-solving. The purpose of the text is to entertain or to retell the events to the reader with the story being read. Pardiyono (in Cinthya, 2018:2) explains that a narrative text is a text that functions to tell a story amusing way, and deal with actual or representative experiences in different ways.

However, recently, high school students, especially eleventh grade students, have experienced difficulties in learning related to English language skills, which writing a narrative text also one of the writing skills. This problem occurs due to students' lack of understanding of how to identify and construct a good narrative text, causing their less interest in learning. Other factors also arise when teachers who teach English also teaching only using books and students' worksheet without additional supporting media which can improve students' ability to understand the subject matter being taught. Based on all the factors that exist, the teacher must find ways to restore the enthusiasm of students in learning. One way to overcome this is by using more interesting learning materials and methods, such as using modern media related to technology such as videos, images, and other media that can attract students' interest. Teachers can process learning materials and media that can increase students' enthusiasm and help them develop an understanding material about writing a narrative text by utilizing visual media such as video as an additional tool in teaching. In today's modern era, visual video media is the easiest medium to obtain for use as educational media because it is very easy to accessed by teachers and students. Educators can search for and obtain these media from various places, such as websites and computer or mobile phone applications.

In the learning process, the media is an important factor in students' ability to understand the lesson. Using learning media can make it easier for teachers to convey material so that students can understand the material being described. In this study, the writer focuses on discussing Narrative Texts, especially Folktales, a narrative text that based on the local story that has been passed for generation, which in this study the researcher uses Folktales of Central Kalimantan. Materials that can be used to teach narrative text to students can be various form, including materials in the form of

text, visual media such as pictures and objects, audio media in the form of recordings, or audio-visual media such as videos. Therefore, the researcher decided to use audio-visual media in the form of folktale videos, the recording of audio and moving visual images that contains narrative text in form of folktale stories.

In this study, there are three major reasons the researcher chose to use folktale video as the focus of the research. First of all narrative text is a text in the form of a story that contains an event that has social value or wisdom contained in it. In the case of this research, the researcher used two folktales with the title “*Asal-usul Sahai Tambi Balu*”, which has moral values about persistence and trust in others, and a second story entitled “*Legenda Bukit Tunggal*”, which has an implied message about how important social interaction is in a life. So, by implementing folktale in form of video can give students not only receive education about how to write Narrative Text in the correct way, but students can also learn moral values from the text.

Not only does it have moral value, Narrative Text also demands students' creativity in writing. Using text in the form of a story that is packaged in an interesting form, in this case is video media, can build students' creativity and enthusiasm in writing a paragraph, they become involved in applying their imagination and ability to write text that contains a story, be it a story in the form of a fairy tale or someone's experience.

Furthermore, the use Narrative Texts in the form of Folktale videos opens up opportunities for researchers to develop more creative materials based on local content, which mean that the writer can present to students about story that might be unknown to them, so the culture of a place can be introduced and preserved.

Therefore, according to the idea described above, the researcher is interested in researching **“The Effect of Folktale Video to The Students’ Skills in Writing Narrative Texts on Eleventh Grade Students at SMA Negeri 1 Banama Tingang.”**

## **1.2. Research Problem**

The research problem of this study would be as follows:

**What are the effects of the using folktale video on the students’ skills in writing a narrative text?**

## **1.3. Research Objectives**

According to the identification of the problem stated in the research problem, the purpose of this research is to find out the effect of Folktale Videos on the the students’ skills in writing a Narrative Text.

## **1.4. Research Delimitation**

In this study, the writer set the focus of the research on the effect of folktale videos to the student’s skills in writing a Narrative Text, especially based on the language features and generic structure.

## **1.5. Research Significances**

### **1. For Teachers**

It is expected that the results of this study can give teachers a recommendation to the use of Folktale video as media in teaching narrative text.

### **2. For Students**

The use of Folktale Videos as media is expected to make students more active in writing and thinking critically during the learning period.

### **3. For Other Researchers**

It is expected that this research will be the reference for the next researcher which will conducting the study in the same field.

## **1.6. Definition of Keywords**

### **1. Narrative Text**

Narrative text is a text that contain story narrated in spoken or written forms.

### **2. Folktale**

Folktale is a narrative text in the form of traditional stories passed down to the younger generation.

### **3. Video**

Video is a visual form of moving images that have background sound. Videos have some unique features such as can be stopped, looped, and volume settings.

#### **4. Effects**

Effect is a form of change or impact from a cause. In this study, the effect was obtained from the use of folktale videos in the students' learning process.

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