CHAPTER I
INTRODUCTION

A. Background of the Study

English is used as a means of communication and it plays an important role in the people’s life. As Hutchinson, T and Walters, A says that, “But English become accepted as an international language of technology and commerce creates why they were learning a language”.¹ This statement expresses that learning English is the key to the international language of technology, commerce and knowledge. Moreover, to face the globalization era, the ability to use English should be prepared.

In Indonesia English has been introduced in many levels of education. It is started from play groups, elementary school, senior high school and universities.

For the beginner students, learning English may become something new. Therefore, it is predicted that they will have some difficulties and trouble to learn it.

For this reason, they need stimulation and motivation to learn English. Motivation is some kind of internal drive that encourages somebody to pursue a course of action.² Richard P. Runyon said that, “Motivation plays an important part in everyday living, what we do and how we do it is largely determined by our wants, our needs, and our motivation. Motivation helps to explain the direction of our behaviour situation”.³

In order to make the beginner students have high spirit to learn English, teachers should have various methods and techniques in teaching English. They should try to guide their students seriously. They should give motivation to their students in order that the students study hard.

Motivation in the classroom is an essential component of teaching. Obviously, motivation is a critical issue in education. Motivation involves a student’s desire to participate in the learning process. It is also concerned with the reason or goals underlie a student’s participation in learning activities. Motivation can be either intrinsic or extrinsic in its source.

In teaching, both intrinsic and extrinsic motivation are important. Intrinsic motivation increase the effectiveness of learning, and is therefore more desire.

We know that giving motivation to the students in reading skill is not easy. If a student is not motivated to learn, even the most talented and experienced teacher will face difficulty in helping the child achieve their fullest potential. Understanding the various factors which influence motivation will assist teachers in developing strategies for encouraging motivation in the classroom. In this case, teachers must be able to create the best condition and situation to deliver the materials to the students. Folk tales as reading materials are supposed to improve the motivation of the beginner students to read English well.

Naturally, folk tales are usually introduced from generation to generation. It means that the story in the past was always retold again to remember the custom of their past experience and introduce it to the new generation. They learn not only about the customs of their village but also about a moral lesson in the folk tales. Usually, folk tales are introduced to children when parents try to send them to sleep, but now they have been introduced in the school. Some prove that they can raise the students’ interest to read. Students will be interested in reading this tales rather than English text because they get bored and tired easily when they read other reading text.

In this paper, the writer would like to prove whether giving English folk tales to the students in the English language teaching could enhance the interest of the students to learn English well.
B. Limitation and Formulation of the Study

1. The Limitation

To limit the study, the writer focuses the study on the students’ motivation in learning English.

Besides that, this study was conducted at the first year of junior high school of MTsN Model Babakansirna Bogor. The writer chooses this school for writer’s efficiency in transportation since this school is closed to where the writer lives.

2. The Formulation

Based on the background above, the writer formulates the problem as whether learning English by using folk tales could improve the students’ motivation in learning English.

C. Purpose of the Study

The purpose of study from this paper is to find out whether the first year students of MTsN Model Babakansirna Bogor have higher motivation in learning English after they have learned English by using folk tales.

D. The Significance of the Study

After finishing this writing, the writer looks forward to helping students in their English learning process. An English teacher is expected to understand the students’ psychological, intellectual, and physical readiness. In addition, hopefully, the teacher can understand and overcome this problem.

E. The Organization of the Study

The discussions of this research are divided into four chapters.

Chapter one is the introduction, which explains the background of the study, limitation and formulation of the study, purpose of the study, and the significance of the study.

Chapter two is the theoretical framework. It discusses learning English, definition of learning, types of learning, strategies of learning, the students’
motivation, the definition of motivation, the kind of motivation, folktales, definition of folktales, choosing folktales in the English language teaching, the use of folktales in learning English, and motivation in learning English by using folktales.

Chapter three Chapter three is the profile of the school which consist of the profile of MTs Negeri Model Babakansirna Bogor, curriculum and syllabus of MTs Negeri Model Babakansirna Bogor, the English course books, the way of the English teacher does the teaching, and the profile of English teacher.

Chapter four is research methodology, objective of the study, place and time of study, population and sample taking, technique of data collection, technique of data analysis, research findings, description of data, analysis of data, test of hypothesis

Chapter five is conclusion and suggestion
CHAPTER II
THEORETICAL FRAMEWORK

A. Learning English

1. Definition of Learning

A search in dictionaries reveals that learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. Any activity can be called learning so far as it develops the individual (in any respect, good or bad) and makes him alter behaviour and experiences different from what that would otherwise have been.

Lay definitions of learning focus on the acquisition of either knowledge (mainly verbal learning) or skill (mainly motor learning).\(^4\) A more specialized definition according to Bernhardt, “Learning is more or less permanent modification of an individual activity in a given situation due to the practice in attempts to achieve some goal or solve some problem.”\(^5\)

According to Hilgard and Bower, “Learning is the process by which an activity originates or is changed through reacting to an encountered situation, provided that the characteristics of the change in activity cannot be explained on the basis of native response tendencies, maturation, or temporary states of the organism.”\(^6\)

After getting the definition, the writer concludes that learning is acquiring new knowledge, behaviors, skills, values, preference or understanding, and may involve synthesizing different types of information.

2. Types of Learning

The first general category within processes of learning comes from the work of educational psychologist Robert Gagne, who demonstrated the

\(^5\) Ibid, 182
importance of identifying a number of types of learning which all human being use:

1). Signal Learning. The individual learns to make a general diffuse response to a signal.

2). Stimulus-Response Learning. The learners acquire a precise response to a discriminated stimulus.

3). Chaining. What is acquired is a chain of two or more stimulus-response condition.

4). Verbal association is the learning of chain that is verbal.

5). Multiple Discrimination. The individual learns to make a number of different identifying responses to many different stimuli, which may resemble each other in physical to a greater or lesser degree.

6). Concept Learning. The learner is able to make a response that identifies an entire class of objects or events.

7). Principle Learning. In simple terms, a principle is a chain of two or more concepts. It functions to organize behavior and experience.

8). Problem Solving is a kind of learning that requires the internal events usually referred to as ‘thinking’.

3. Strategies of Learning

As a teacher, we must have a strategy to improve our language learning, because it is one of important factors to get the purpose of language learning.

Strategies are specific methods of approaching a problem or task, modes of action for achieving a particular end, planned designs for controlling and manipulating certain information.

According to O’Malley, there are six learning strategies:

1) Metacognitive strategies

Making a general but comprehensive preview of the organizing concept or

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principle in an anticipated learning activity.

2) Cognitive strategies

Imitating a language model, including overt practice and silent rehearsal.

3) Socioaffective strategies.

Working with one or more peers to obtain feedback, pool information, or model a language activity.

4) Communication strategies

While learning strategies deal with the receptive domain of intake, memory, storage, and recall, communication strategies pertain to employment of verbal or nonverbal mechanism for the productive communication of information.

5) Avoidance strategies

Avoidance is a common communication strategies that can be broken down into several categories. The most common type of avoidance strategy is syntactic or lexical avoidance within a semantic category.

6) Compensatory strategies

Compensatory strategies is a direct appeal for help. Learners may, if stuck for a particular word or phrase, directly ask a native speaker or the teacher.⁸

B. The Students’ Motivation

1. Definition of Motivation

The word of motivation is known in our daily activities, because everything we do is always motivated by our self-motivation, for example: A student who wants to master English, he or she will motivate him self or her self to study hard and reaches his or her goals, this happens because there is an inner drive or motivation from the student.

As we know someone's success or failure to reach an achievement is not just determined by his or her intelligence, but also determined by his or her motivation. The role of motivation is very crucial to stimulate a pleasure and give support in learning.

There are some factors that influence students' ability in learning such as affective (emotional) factors, motivation, age, maturity, sex and social background. Motivation is an important factor needed by the students in learning process.

Most scientists agree that motivation is a concept that explains why people behave as they do. The definitions of motivation are related to differing assumption and terminology. A motivation is very crucial in our life, but before we move further about motivation a little difference between motive and motivation according to psychologist, can be explained as follows:

Paul Torrae said that: “Motive is any condition within a person that affects that person's readiness to initiate or continue an activity.” for example, a person experiencing a need to understand how to be more physically fit has a good motive to read a book about physical fitness.

According to Philip G. Zimbardo "Motivation is characterized by the following features: (a) energy arousal; (b) direction of effort toward a particular goal; (c) selective attention to relevant stimuli (with decreased sensitivity to irrelevant ones); (d) organization of response units into integrated pattern or sequence; and (e) persintence of this activity until the initiating condition are change.”

From the different opinions as elaborated above we learn at least there are three important elements they are:

1. Motivation precedes the changes of energy in every people.
2. Motivation is signaled by feeling and someone's affection.

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3. Motivation will direct action to particular goals.\footnote{Sardiman, A.M., Interaksi dan Motivasi Belajar Mengajar, (Jakarta: PT. Raja Grafindo Persada, 2003), p.73-74}

According to John M. Stephens, motivation is treated largely as a process or device. We use motivation (a) to get the students in a situation in which learning can occur; (b) to energize him, activate him, or keep him reasonably alert; and (c) to keep his attention directed to one part of situation rather than another.\footnote{John M. Stephens, The Psychology of Classroom Learning, (New York: Holt, Rinehart and Winston, Inc: 1966)p.77}

Therefore, from some opinion above we can conclude that motive is the first step from motivation process, and motivation is everything that can drive behavior and demand the people to 'fulfill their need. So we can conclude that an active motive is called motivation.

2. Kinds of Motivation
   a. Intrinsic Motivation

Almost all children possess what have come to be called "intrinsic" motives for learning. Many experts have defined motivation differently, but it has a same meaning and purpose. An intrinsic motive is one that does not depend upon reward that lies outside the activity it impels. We call internally motivated behavior intrinsic motivation.

Intrinsically motivated behavior will continue even there is no one else to observe the behavior and to distribute rewards when certain levels of performance are achieved.\footnote{Richard P. Runyon, Psychology of Adjustment, (Homewood: The Dorsey Press: 1984)p.82}

For example: Someone who like reading books will look for or buy some books to read.

Some of intrinsic motivations which people have are: want, interest, hobby, goal and need.

1) Want

The student will be motivated to learn if he or she has a want to learn, but if he or she doesn't have it on his or her own, he or she will be lazy to learn.
This student must be given a motivation in order that he or she wants to learn without being force.

2) Interest

The second factor that determines one attitude in working or studying actively is an interest inside.

According to Sardiman A.M. Student interest can be aroused by:

- Membangkitkan adanya suatu kebutuhan (arousing need)
- Menghubungkan dengan persoalan pengalaman masa lampau (connecting with the past experience problem)
- Memberikan kesempatan untuk mendapatkan hasil yang baik (giving a chance to get a good result)
- Menggunakan berbagai metode untuk mengajar (using various teaching methods).

3) Hobby

Hobby can refer to like or dislike doing something. For example: Rina's hobby is reading a book, whenever and wherever she is, she always tries to read a book. Then her friend invites her to swim, she does not want because she dislike doing that, she thinks that reading a book better than going swimming.

4) Goal

Almost all people have aims or goals in all activities that people do in their daily life. Goal can direct someone to do or to behave.

In teaching learning process, the clear goals that are accepted well by the students will be an important motivation to them if they knew the goals they want to achieve, they would prepare everything that can help them to get their goals.

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16 Sardiman, A.M, op. cit, p.95
5) Need

Everyone has a need in their life, as biologic and psychological needs. So we can the idea that motivation is always related by a need, because will be motivate to do something if they feel need it.

According to Morgan and rewrite by Sardiman says people live is need to:

- Do something for the activity
- Make people feel happy
- Reach the result or goal
- Solve the problem

There are some many other physiological needs such as the need of activity, the need of sexual interest and the need of curiosity that pupils have in the classroom.

Along with the needs listed, Murray considered the need to avoid the injury, and the need for release of sexual tension. He also takes into account the needs for air, water, food, urination, and defecation. These more psychological needs often play a great part in determining the student’s behaviour.

b. Extrinsic Motivation

While intrinsic motivation is not necessary to be stimulated from outside, extrinsic motivation is functioned because of outside stimulation. As Sadirman A.M. said, "motivasi ekstrinsik adalah motif-motif yang aktif dan berfungsiya karena adanya perangsang dari luar." (Extrinsic motivation is an active motives and its function because of the outside stimulation). And Penny Ur mentioned his definition on this, "Extrinsic motivation is that which derives from the influence

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17 Sardiman, op.cit., p. 79-80
19 Sardiman, p. 90-91
of some kind of external incentives, as distinct from the wish to learn for its own sake or interest in tasks.\textsuperscript{20}

We have to remember that everything we do in our daily activities is motivated by extrinsic motivation and also by intrinsic motivation or both of them. Nevertheless, the better thing that can help learning process is intrinsic motivation.

There are some factors, which can increases extrinsic motivation, this include:

1) Teacher

Teacher is one of the human components in teaching learning process, who has roles to establish a potential human resource. The teacher is one of the elements of education who can do his or her roles as a professional worker. Beside that, teacher's function is a motivator who can motivate his or her students in learning.

A teacher can inspire children to use their potentials for maximum self realization. This is the most important task for the teacher. Obviously the most important task facing by the teacher, in the last analysis; it is he or she who is the key to the motivation of children in the classroom.

Talking about the task of teacher Callahan and Clark described as follow:

- To make pupil's idea clear
- To present new or different materials
- To show pupils how to do things
- To accept or change attitudes, opportunities
- To give security
- To motivate
- To evaluate or to measure
- To guide or direct pupil's work

\textsuperscript{20} Penny Ur, A course in Language Teaching: Practice and Theory(Cambridge: Cambridge University Press, 1996) P.276
To arise, to direct or assuage emotion.\textsuperscript{22}

To motivate students in learning, the teacher often gives reward to the students who get a good score in their test.

Punishment is also necessary to give to students as one of ways to motivate them to aware of their learning.

2) Environment

A student who has highest interest and motivation in learning and taught by a qualified teacher is not always guaranteed to study or get success well, but there is still other factor that can motivate him or her in order to study hard, that is environment.

On talking about environment, many experts say that they have the same purpose and meanings. As the psychologist says: "Segala sesuatu yang di dalam dan di luar individu yang bersifat mempengaruhi sikap, tingkah laku atau perkembangannya".\textsuperscript{23}(Everything that inside or outside individual can influence behavior, attitude and growth).

Environment is a factor to influence students' motivation in learning. The influence of environment can affect children's growth, their growth depend on their environment it self and also depend on their physical and spiritual effects and it can be influence their environment in learning.

According to Mahfudh Shallahudin environment will involve three kinds such as:

- Pengaruh lingkungan keluarga(The influence of family environment)
- Pengaruh lingkungan sekolah (The influence of school environment)
- Pengaruh lingkungan masyarakat (The influence of social environment).\textsuperscript{24}


\textsuperscript{23} Netty Hartati and Rahman Shaleh, \textit{Psikologi Umum I}, (UIN SYAHID fak. Psikologi, 2003), p. 25

\textsuperscript{24} Mafudh Shallahudin, \textit{Pengantar Psikologi Pendidikan}, (Surabaya: PT. Bina Ilmu, 1990), p. 91
So, from the explanation above the writer can conclude that extrinsic motivation can derive from family environment, school environment, and society environment.

C. Folktales

1. Definition of Folktales

According to Carl Tomlinson and Carol Lynch Brown’s, “Folktales are stories that grow out of the lives and imagination of the people, or folk”. Folktales are forms of traditional literature which began as an attempt to explain and understand the natural and spiritual world. The stories of folktales have lasted through a long period of time and these stories passed down from generation to generation. In the society, people believe in the truth of folktales because folktales emphasize a moral lesson at the end of the story. Now people like folktales because they allow one to fantasize about fictional world and folktales can be used to help people learn and understand the custom of the village.

Beside that, Sutherland and Arbuthnot stated that, “Folktales were passed through the migration of people”. They are told over and over and change the story of folktales based on the storyteller. The stories of folktales circulate consistently, yet shifting the original version due the fact that each teller would slightly alter the words. Each storyteller breathes a different life into a story. The storyteller always makes choices, where to begin, where to end, where to add a dash humor or sprinkling of suspense. The folktales that travel from land to another change a great deal because of the retelling process.

2. Choosing Folktales in the English Language Teaching

As we know, the most important factor in choosing a story is to select which is really enjoyable. The story should be one that can raise the students’ interest in order that they have a motivation to read the story. Since, folktales are ones giving them; they can improve the students’ motivation in learning English.

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Thus, they also considered to be the most appropriate for beginner students. They like folktales because they will enjoy the stories while they are actually learning the English language.

Charity Belle Mays stated that, “There are four forms of the traditional tales in the world: Folktales, Myths, Legends, and Fable”.27

a. Folktales are stories passed down from generation to generation, often about characters and event that do not necessarily take place in specific time or place. Folktales deal with adventures both plausible and implausible wrapped in the forms of human or animal abilities.

b. Myths are stories that were made up to explain thing that were mysterious to people in the past.

c. Legends are stories based on a person. Legends can be written, told out loud or song as musical lyrics.

d. A fable is a short, pity animal tale, most often told or written with a moral tagged on in a form of a proverb. The story of fable is short and in the end brings us to the simple truths that often we don’t see in everyday life.

Any of these traditional stories seem to give a special enjoyment for the readers. In this paper folktales are chosen to be one among others which can raise the students’ interest and motivation.

3. Positive and Negative Aspect of Folktales

According to Tina L. Harlon, there are positive and negative aspects of folktales28:

a. The positive aspects of folktales

1). The story of folktales is fun. Many types of folktales are entertaining and most us found of memories of stories we have known since childhood.

2). They are memorable. Most tales from oral traditions use patterns of language and plot that make people easy to retell and dear to the hearts of listeners and tellers.

27 Falcon.jmu.edu/ramseyil/tradmays.htm
28 Falcon.jmu.edu/ramseyil/tradmays.htm
3). They are found everywhere. Every culture has long traditions of oral story telling so that students can learn about different cultures by studying folktales, collect folktales from their own families and communities and write or dramatize their own variants of traditional tales.

b. The negative aspect of folktales

1). In folktales, usually there is no known original version of writer, and obviously folktales is often written down or retold using features of original dialects, not in standard English so that the story of folktales is difficult to understand.

2). The story about fairy tales can make the students develop their fantasy of unreal world.

F. The Use of Folktales in Learning English

All people are busy with their habitual action and daily life. All of them have aims that maybe driven by their needs like food, clothing, and housing. These needs are important to support their life. It is not easy to get the needs if there is no force for doing the activities or no motivation. It means that motivation is a crucial factor to support us to do something.

Students in a class may have different motivation in learning English. Someone’s purpose in learning English maybe for business that is for getting a job. But other may learn English because they live in the country where the language is.

Today, we find the reality that many students do not want to learn English because they think that learning English is difficult. Moreover, they get bored and tired easily when they read text that is given by the teacher. They only look at the whole text without really read. This feeling make the students lazy to read the text. Because of that, they need high motivations that force them to have an interest to read the English text.

As folktales are fun, memorable, and easy to get, they are predicted to be able to raise interest to learn English. So, the stories of folktales are good to be
used in the class to support the success of the development of the students’ English skill.

G. Motivation in Learning English by Using Folktales

Motivation to learn comes from within and from without. Sardiman AM said that, “Motivasi intrinsic adalah motif-motif yang menjadi aktif atau berfungsinya tidak perlu dirangsang dari luar, karena dalam diri setiap individu sudah ada dorongan untuk melakukan sesuatu”.29

Motives do not need stimulation from outside to make it active and function, because it has been there in every person since they have been born.

Folktales are not only brings the selection alive for the students but gives each of them a chance to be important. They can tell others what they found significant in the story. Thus, with the story of folktales the students will have a high motivation in learning English.

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CHAPTER III
THE PROFILE OF THE SCHOOL

1. The Profile of MTs Negeri Model Babakansirna Bogor

MTs Negeri Model Babakansirna Bogor is a government, which is located at Kp. Pilar RT 03/02 Desa Sibanteng Kecamatan Leuwisadeng Kabupaten Bogor.

MTs Negeri Model Babakansirna Bogor in 1967.

The width of building of MTs Negeri Model Babakansirna Bogor are 4011M2. The process of teaching and learning are in the morning, begin at 07.00 am until 12.30 am.

The school itself consists of twenty 24 units of classroom, library, laboratory of Science, laboratory of Computer, art room, auditorium, multimedia room, teachers room, administration room, and head master room.

There are twenty 24 classes in the school, which are divided into; nine classes for first grade, nine classes for second grade and six classes for third grade.

MTs Negeri Model Babakansirna Bogor has 60 teachers who teach 1.075 students. Below is the data of the students at MTs Negeri Model Babakansirna Bogor.

Table 3.1
The Data of the Students at MTs Negeri Model Babakansirna Bogor
20010/2011

<table>
<thead>
<tr>
<th>Class</th>
<th>Number of Students</th>
<th>Unit Locals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 / VII</td>
<td>418 Students</td>
<td>9 Locals</td>
</tr>
<tr>
<td>2 / VIII</td>
<td>417 Students</td>
<td>9 Locals</td>
</tr>
<tr>
<td>3 / IX</td>
<td>240 Students</td>
<td>6 Locals</td>
</tr>
<tr>
<td>Total</td>
<td>1.075</td>
<td>27 Units</td>
</tr>
</tbody>
</table>
2. Curriculum and syllabus of MTs Negeri Model Babakansirna Bogor.

Curriculum is important thing in teaching learning process. It is guiding of learning activities, it is contains the purposes which is tried to reach by school. Traditionally, curriculum has means the subject taught in the school, on the course of study.

Besides curriculum, the syllabus also has an important part in teaching learning process. A syllabus is a document which consists, essentially, of a list. This list specifies all the things that are to be thought in the courses for which the syllabus was designed.\(^\text{30}\)

MTs Negeri Model Babakansirna Bogor refers to KTSP curriculum which broadly gives chance to the school to manage their own curriculum. KTSP stand for Kurikulum Tingkat Satuan Pendidikan (Education Unit Curriculum). It is developed based on unit education, potencies, and characteristic of students. And this school also used curriculum and syllabus 2006.

3. The English Course Books

Course book is one important part in teaching-learning material. Below are some advantages of using a course book:

1. A course book provides a clear framework; teacher and learners know where they are going and what is coming next, so that, there is a sense of structure and progress.

2. In many places the course book as a syllabus; if it is followed systematically, a carefully planned and balanced selection of language content will be covered.

3. The course book provides texts and learning tasks which are likely to be of an appropriate level for most of the class. This of course saves time for the teacher who would otherwise have to prepare his or her own.

4. The learner can use the course book to learn new material, review, and monitor progress with some degree of autonomy. A learner without a course book is more teacher-dependent.³¹

In teaching and learning English, the English teacher at MTs Negeri Model Babakansirna Bogor used English text book Effective English for Junior High School Students Year VII.

4. The way of the English Teacher does the Teaching

The first way did the English teacher in the first class of MTs Negeri Model Babakansirna Bogor is gives reading passage about folktales in their textbook. the teacher read it first and and then each student is called on to read a few lines from the passage. After they finished reading, the teacher asks them if any question. After that the teacher asked to translate into Bahasa Indonesia and the teacher helps them with new vocabulary items. The activities in class are used Indonesian language and English language.

If the students no more question, the teacher asks them to answers of the comprehension questions.

After the students finished with their task, the teacher asked the students one by one to read the question and their answer. If the answer correct, the teacher asked the other student for the next question, but if the answer incorrect, the teacher asked the other student for the correct answer, or the teacher his self gived the right answer.

In the last time of studied, the teacher asked the students to find out difficult word from the passage, and look up the dictionary for the meaning at home and then learning by heart that word until next learning.

³¹ Penny Ur, A Course in Language Teaching, Practice and Theory … , p. 184
5. The Profile of English Teacher

MTs Negeri Model Babakansirna Bogor has four English Teachers. For the first grade teacher is Mr. Hofi. Mr. Hofi was teaching English at MTs Negeri Model Babakansirna Bogor since 1995 until now. Below is profile and his qualification:

Name : Mr. Hofiyudin
Address : Jl. Raya Sadeng No. 8 RT 19/04 Bogor
Place / Date of Birth : Bogor, February 18, 1970.
Sex : Male
Religion : Moslem
Nationality : Indonesia
Marital Status : Married

Experience in Teaching:
- English Teacher at MTs Negeri Model Babakansirna Bogor (1995 – Now)
CHAPTER IV
RESEARCH METHODOLOGY AND FINDINGS

A. Research Methodology

1. Objective of the Study

This research was carried out in order to prove whether there was an improvement of motivation in learning English of the first year students of MTsN Model Babakansirna Bogor before folktales were introduced in the teaching of English and after it.

2. Place and Time of Study
   a. Location

This study was conducted in MTsN Model Babakansirna Bogor which was located on Jl. Raya Sadeng Bogor.

b. Schedule

There were two schedules of doing the research.
   1. The schedule of the experiment of learning English by using folktales.

<table>
<thead>
<tr>
<th>No</th>
<th>Date</th>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Friday, 2nd June 2010</td>
<td>07.00-08.20</td>
<td>The Foolish Dog</td>
</tr>
<tr>
<td>2.</td>
<td>Monday, 5th June 2010</td>
<td>10.00-11.20</td>
<td>Three Animal Friends</td>
</tr>
<tr>
<td>3.</td>
<td>Friday, 9th June 2010</td>
<td>07.00-08.20</td>
<td>The Disobedient Fish</td>
</tr>
</tbody>
</table>

2. The data taken were scheduled as follows,
Table 3.2
The Schedule of The Data Taken of Motivation in Learning English of the First Year Student of MTsN Model Babakansirna Bogor

<table>
<thead>
<tr>
<th>No</th>
<th>Date</th>
<th>Time</th>
<th>Data Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Friday, 2\textsuperscript{nd} June 2010</td>
<td>07.00-08.20</td>
<td>- Students’ motivation in learning English before folktales were introduced in the English learning class (x)</td>
</tr>
<tr>
<td>2.</td>
<td>Friday, 9\textsuperscript{th} June 2010</td>
<td>07.00-08.20</td>
<td>- Students’ motivation in learning English after folktales were introduced in the English learning class (y)</td>
</tr>
</tbody>
</table>

3. Population and Sample Taking

Population is a set (or collection) of all elements possessing one or more attributes of interest. The population of this research was beginner students of MTs Negeri Model Babakansirna Bogor. There were 27 students in the 1\textsuperscript{st} year. This number of students then, was taken to be the sample of the research. Since, in the 1\textsuperscript{st} year there was only one class consisted of 27 students represented as the beginner students, the sample was, then, said to be the population sample.

4. Instrument of Research

This instrument of research, which contains four alternatives of answer, namely: Strongly Agree (sangat setuju), Agree (setuju), Disagree (tidak setuju), Strongly Disagree (sangat tidak setuju).\textsuperscript{32}

\textsuperscript{32} James Dean Brown and Theodore S. Rodgers, \textit{Doing Second Language Research}, (Oxford University Press), p. 120
Table 3.3
Scales of the Option

<table>
<thead>
<tr>
<th>Option</th>
<th>Negative Question</th>
<th>Positive question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>

5. Technique of Data Collection

The data was gained by using two questionnaires. The questionnaires were given prior and after the experiment of giving English folktales in teaching of English learning class. The questionnaire given prior to the experiment was used to know the students' motivation in learning English before folktales were introduced in the English learning class (x) and the questionnaire given after the experiment was used to measure the students' motivation in learning English after folk tales were introduced in the English learning class (y). Each questionnaire consisted of 20 items about the motivation and in this case it concern about students' motivation. The 20 items are divided into two categories, the positive and negative question. 12 positive questions and 10 negative questions.

Table 3.4
Indicator of the Questionnaire

<table>
<thead>
<tr>
<th>No.</th>
<th>Indicator</th>
<th>Item number of Positive Statement</th>
<th>Item number of Negative Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Attention</td>
<td>2, 6, 12</td>
<td>9, 11, 15</td>
</tr>
<tr>
<td>2.</td>
<td>Relevance</td>
<td>4, 10</td>
<td>18, 20</td>
</tr>
<tr>
<td>3.</td>
<td>Confidence</td>
<td>1, 17</td>
<td>3, 5, 13</td>
</tr>
<tr>
<td>4.</td>
<td>Satisfaction</td>
<td>7, 14, 19</td>
<td>8, 16</td>
</tr>
</tbody>
</table>

The compare questionnaires can be seen in the appendices
6. Technique of Data Analysis

   The data gained from the result of the questioner is analyzed descriptively to answer the research problems. The analyses are:
   a. To know whether there is a difference between variable x and y, central tendencies (mean, median, and mode) were computed.
   b. To know whether the difference is significant, t-test is conducted.

B. Research Finding

1. The Data Gained

   a. The students’ motivation in learning English before folktales were introduced in the English learning class (x) can be seen in table 3.5.
   b. The students’ motivation in learning English after folktales were introduced in the English learning class (y) can also be seen in table 3.5.

<table>
<thead>
<tr>
<th>Student’s (n)</th>
<th>Score of Students’ Motivation in Learning English Before Folktales Were Introduced in the English Learning Class (x)</th>
<th>After Folktales Were Introduced in the English Learning Class (y)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>65</td>
<td>71</td>
</tr>
<tr>
<td>2</td>
<td>61</td>
<td>66</td>
</tr>
<tr>
<td>3</td>
<td>61</td>
<td>66</td>
</tr>
<tr>
<td>4</td>
<td>64</td>
<td>69</td>
</tr>
<tr>
<td>5</td>
<td>64</td>
<td>69</td>
</tr>
<tr>
<td>6</td>
<td>62</td>
<td>67</td>
</tr>
<tr>
<td>7</td>
<td>63</td>
<td>68</td>
</tr>
<tr>
<td>8</td>
<td>61</td>
<td>66</td>
</tr>
<tr>
<td>9</td>
<td>61</td>
<td>66</td>
</tr>
<tr>
<td>10</td>
<td>64</td>
<td>69</td>
</tr>
<tr>
<td>11</td>
<td>61</td>
<td>66</td>
</tr>
<tr>
<td>12</td>
<td>62</td>
<td>68</td>
</tr>
<tr>
<td>13</td>
<td>62</td>
<td>67</td>
</tr>
<tr>
<td>14</td>
<td>65</td>
<td>70</td>
</tr>
<tr>
<td>15</td>
<td>62</td>
<td>67</td>
</tr>
<tr>
<td>16</td>
<td>61</td>
<td>68</td>
</tr>
<tr>
<td>17</td>
<td>63</td>
<td>66</td>
</tr>
<tr>
<td>18</td>
<td>61</td>
<td>66</td>
</tr>
<tr>
<td>19</td>
<td>61</td>
<td>66</td>
</tr>
</tbody>
</table>
2. Data Analysis

These data were analyzed descriptively to know the difference between X and Y. To describe whether there was a difference between variable X and variable Y, the frequency distribution, the central tendency, the percentage, and the dispersion were computed.

a. Frequency Distribution

The frequency distribution was calculated based on the data in table 3.5. The result of the calculation is presented in the following tables. They show the frequency distributions of both variables. The frequency distributions illustrated were gained by counting the frequencies of the same scores emerged which were ordered from the highest to the lowest.

Table 3.6
Frequency Distribution of the Students’ Motivation in Learning English
Before Folk Tales Were Introduced in the English Learning Class (X)

<table>
<thead>
<tr>
<th>X</th>
<th>F</th>
<th>FX</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>65</td>
<td>2</td>
<td>130</td>
<td>62.3</td>
</tr>
<tr>
<td>64</td>
<td>4</td>
<td>256</td>
<td>62.3</td>
</tr>
<tr>
<td>63</td>
<td>5</td>
<td>315</td>
<td>62.3</td>
</tr>
<tr>
<td>62</td>
<td>7</td>
<td>434</td>
<td>62.3</td>
</tr>
</tbody>
</table>
Table 3.7

Frequency Distribution of the Students’ Motivation in Learning English
After Folktales Were Introduced in the English Learning Class (y)

<table>
<thead>
<tr>
<th>Y</th>
<th>F</th>
<th>FY</th>
<th>Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>71</td>
<td>1</td>
<td>71</td>
<td>67.4</td>
</tr>
<tr>
<td>70</td>
<td>1</td>
<td>70</td>
<td>67.4</td>
</tr>
<tr>
<td>69</td>
<td>4</td>
<td>276</td>
<td>67.4</td>
</tr>
<tr>
<td>68</td>
<td>6</td>
<td>408</td>
<td>67.4</td>
</tr>
<tr>
<td>67</td>
<td>6</td>
<td>402</td>
<td>67.4</td>
</tr>
<tr>
<td>66</td>
<td>9</td>
<td>594</td>
<td>67.4</td>
</tr>
<tr>
<td>N = 27</td>
<td>1821</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Where:
F = Frequency of student’s motivator
Y = Mean of y

b. The Central Tendencies
The central tendency can be defined as the propensity of a set of numbers to cluster around a particular value. Three statistics are often used to find central tendency: mean, mode, and the median

1. Mean

Mean is used to determine the average score of the students’ motivation. Mean is the sum of all the values in a distribution divided by the number of value. The formula of mean is as follows.

\[ \text{Mean} = \frac{\sum \text{values}}{\text{number of values}} \]

---

\[ x = \frac{\sum x}{N} \]

Where:

\[ x = \text{Mean} \]

Based on table 3.5, the mean of variable \( x \) is:

\[ x = \frac{\sum x}{N} = \frac{1684}{27} = 62.3 \]

Whereas the mean of variable is:

\[ y = \frac{\sum y}{N} = \frac{1821}{27} = 67.4 \]

By comparing both means, it can be concluded that \( y \) was higher than \( x \) (67.4 > 62.3). This means that the students' motivation in learning English after folk tales were introduced in the Learning English class (\( y \)) was better than the students' motivation in learning English before folktales were introduced in the English learning class (\( x \)).

2. Median

Median is used to determine the mid point of the students' motivation. The median is the point in the distribution below which 50% of the values lie and above which 50% lie.\(^{34}\) To get the median, we must put the scores in order from the highest to the lowest.

\(^{34}\) James Dean Brown and Theodore S. Rodgers, p. 128
Table 3.8
Students score in the Mid Point

<table>
<thead>
<tr>
<th>Student</th>
<th>x</th>
<th>y</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>65</td>
<td>71</td>
</tr>
<tr>
<td>2</td>
<td>65</td>
<td>70</td>
</tr>
<tr>
<td>3</td>
<td>64</td>
<td>69</td>
</tr>
<tr>
<td>4</td>
<td>64</td>
<td>69</td>
</tr>
<tr>
<td>5</td>
<td>64</td>
<td>69</td>
</tr>
<tr>
<td>6</td>
<td>64</td>
<td>69</td>
</tr>
<tr>
<td>7</td>
<td>63</td>
<td>68</td>
</tr>
<tr>
<td>8</td>
<td>63</td>
<td>68</td>
</tr>
<tr>
<td>9</td>
<td>63</td>
<td>68</td>
</tr>
<tr>
<td>10</td>
<td>63</td>
<td>68</td>
</tr>
<tr>
<td>11</td>
<td>63</td>
<td>68</td>
</tr>
<tr>
<td>12</td>
<td>62</td>
<td>68</td>
</tr>
<tr>
<td>13</td>
<td>62</td>
<td>67</td>
</tr>
<tr>
<td>14</td>
<td>62</td>
<td>67</td>
</tr>
<tr>
<td>15</td>
<td>62</td>
<td>67</td>
</tr>
<tr>
<td>16</td>
<td>62</td>
<td>67</td>
</tr>
<tr>
<td>17</td>
<td>62</td>
<td>67</td>
</tr>
<tr>
<td>18</td>
<td>62</td>
<td>67</td>
</tr>
<tr>
<td>19</td>
<td>61</td>
<td>66</td>
</tr>
<tr>
<td>20</td>
<td>61</td>
<td>66</td>
</tr>
<tr>
<td>21</td>
<td>61</td>
<td>66</td>
</tr>
<tr>
<td>22</td>
<td>61</td>
<td>66</td>
</tr>
<tr>
<td>23</td>
<td>61</td>
<td>66</td>
</tr>
<tr>
<td>24</td>
<td>61</td>
<td>66</td>
</tr>
<tr>
<td>25</td>
<td>61</td>
<td>66</td>
</tr>
<tr>
<td>26</td>
<td>61</td>
<td>66</td>
</tr>
<tr>
<td>27</td>
<td>61</td>
<td>66</td>
</tr>
</tbody>
</table>
As the mid point score of $x$ was 62, the median of variable $x$ was 62. Whereas, the median of variable $y$ was 67.

3. Mode

Mode is that value in a set of numbers that occurs most frequently. In a way, the mode the simplest of the three central tendency statistics discussed here because it requires no computation.

As it could be seen in table 3.8 above. The mode of the students’ motivation in learning English after folktales were introduced in the English learning class ($y$) was 66 (emerged 9 times), whereas the mode of the students’ motivation in learning English before folktales were introduced in the English learning class ($x$) was 61 (emerged 9 times).

c. Dispersion

Dispersion is a distribution from the central score. The dispersion comprises of the range and the standard deviation.

1. Range

Range is used to determine the spread score of the student’s motivation. The range is the measuring the spread out of the score based on the difference between the highest and the lowest score.

The formula to get the range is:

$$R = H - L$$

Where:
- $R$ = Range
- $H$ = Highest Score
- $L$ = Lowest Score
/Table 8 helps us compute the range student’s motivation

The range of variable $x$ was:

$$R_x = 65 - 1$$

$$= 4$$
The range of variable \( y \) was:
\[ R_y = 71 - 66 \\
= 5 \]

From this computation, it could be seen that the range of the students’ motivation in learning English before folktales were introduced in the English learning class (x) was 4 and the range of the students’ motivation in learning English after folktales were introduced in the English learning class (y) was 5. This indicates that the range of the students’ motivation in learning English after folktales were introduced in the English learning class (y) was broader than the student’s motivation in learning English before folktales were introduced in the English learning class (x).

2. Standard Deviation

Standard deviation is the essential on average of the degree in which a set of the degree to which a set of score deviates from the mean. Standard Deviation is formulated as follows:
\[
SD = \sqrt{\frac{\sum (x - \bar{x})^2}{N}}
\]
Where:
SD = Standard Deviation
N = Number of the Student

<table>
<thead>
<tr>
<th>Students</th>
<th>( x )</th>
<th>Mean (x)</th>
<th>( (x - \bar{x}) )</th>
<th>( (x-x)^2 )</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>65</td>
<td>62.3</td>
<td>2.7</td>
<td>7.29</td>
</tr>
<tr>
<td>2</td>
<td>61</td>
<td>62.3</td>
<td>-1.3</td>
<td>1.69</td>
</tr>
<tr>
<td>3</td>
<td>61</td>
<td>62.3</td>
<td>-1.3</td>
<td>1.69</td>
</tr>
<tr>
<td>4</td>
<td>64</td>
<td>62.3</td>
<td>1.7</td>
<td>2.89</td>
</tr>
<tr>
<td>5</td>
<td>64</td>
<td>62.3</td>
<td>1.7</td>
<td>2.89</td>
</tr>
</tbody>
</table>

35 James Dean Brown and Theodore S. Rodgers, p. 128
Based on table 3.8. The standard deviation of students’ motivation in learning English before folktales were introduced in the English learning class was calculated as follows:

\[
SD = \sqrt{\frac{\sum (x - \bar{x})^2}{N-1}} = \sqrt{\frac{44.43}{27}} = \sqrt{1.645} = 1.28
\]

<table>
<thead>
<tr>
<th>Students</th>
<th>y</th>
<th>Mean (y)</th>
<th>(y-y)</th>
<th>(y-y)^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>71</td>
<td>67.4</td>
<td>3.6</td>
<td>12.96</td>
</tr>
<tr>
<td>2</td>
<td>66</td>
<td>67.4</td>
<td>-1.4</td>
<td>1.96</td>
</tr>
<tr>
<td>3</td>
<td>66</td>
<td>67.4</td>
<td>-1.4</td>
<td>1.96</td>
</tr>
<tr>
<td>4</td>
<td>69</td>
<td>67.4</td>
<td>1.6</td>
<td>2.56</td>
</tr>
<tr>
<td>5</td>
<td>69</td>
<td>67.4</td>
<td>1.6</td>
<td>2.56</td>
</tr>
</tbody>
</table>
Based on table 3.10. The standard deviation of students’ motivation in learning English after folktales were introduced in the learning English class was calculated as follows:

\[
SD = \sqrt{\frac{\sum(y - \bar{y})^2}{N}}
\]

\[
= \sqrt{\frac{50.72}{27}}
\]

\[
= \sqrt{1.878}
\]

\[
= 1.37
\]

The central tendencies and the dispersion can be listed as follows:

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>67</td>
<td>67.4</td>
<td>-0.4</td>
<td>0.16</td>
</tr>
<tr>
<td>7</td>
<td>68</td>
<td>67.4</td>
<td>0.6</td>
<td>0.36</td>
</tr>
<tr>
<td>8</td>
<td>66</td>
<td>67.4</td>
<td>-1.4</td>
<td>1.96</td>
</tr>
<tr>
<td>9</td>
<td>66</td>
<td>67.4</td>
<td>-1.4</td>
<td>1.96</td>
</tr>
<tr>
<td>10</td>
<td>69</td>
<td>67.4</td>
<td>1.6</td>
<td>2.56</td>
</tr>
<tr>
<td>11</td>
<td>66</td>
<td>67.4</td>
<td>-1.4</td>
<td>1.96</td>
</tr>
<tr>
<td>12</td>
<td>68</td>
<td>67.4</td>
<td>0.6</td>
<td>0.36</td>
</tr>
<tr>
<td>13</td>
<td>67</td>
<td>67.4</td>
<td>-0.4</td>
<td>0.16</td>
</tr>
<tr>
<td>14</td>
<td>70</td>
<td>67.4</td>
<td>2.6</td>
<td>6.76</td>
</tr>
<tr>
<td>15</td>
<td>67</td>
<td>67.4</td>
<td>-0.4</td>
<td>0.16</td>
</tr>
<tr>
<td>16</td>
<td>68</td>
<td>67.4</td>
<td>-1.4</td>
<td>1.96</td>
</tr>
<tr>
<td>17</td>
<td>66</td>
<td>67.4</td>
<td>0.6</td>
<td>0.36</td>
</tr>
<tr>
<td>18</td>
<td>66</td>
<td>67.4</td>
<td>-1.4</td>
<td>1.96</td>
</tr>
<tr>
<td>19</td>
<td>66</td>
<td>67.4</td>
<td>-1.4</td>
<td>1.96</td>
</tr>
<tr>
<td>20</td>
<td>67</td>
<td>67.4</td>
<td>-0.4</td>
<td>0.16</td>
</tr>
<tr>
<td>21</td>
<td>68</td>
<td>67.4</td>
<td>0.6</td>
<td>0.36</td>
</tr>
<tr>
<td>22</td>
<td>66</td>
<td>67.4</td>
<td>-1.4</td>
<td>1.96</td>
</tr>
<tr>
<td>23</td>
<td>67</td>
<td>67.4</td>
<td>-0.4</td>
<td>0.16</td>
</tr>
<tr>
<td>24</td>
<td>68</td>
<td>67.4</td>
<td>0.6</td>
<td>0.36</td>
</tr>
<tr>
<td>25</td>
<td>68</td>
<td>67.4</td>
<td>0.6</td>
<td>0.36</td>
</tr>
<tr>
<td>26</td>
<td>67</td>
<td>67.4</td>
<td>-0.4</td>
<td>0.16</td>
</tr>
<tr>
<td>27</td>
<td>69</td>
<td>67.4</td>
<td>1.6</td>
<td>2.56</td>
</tr>
</tbody>
</table>

\[
N = 27 \quad \Sigma x=1821 \quad \Sigma (y - \bar{y})^2 = 50.72
\]
Table 3.11
The Central Tendencies and the Dispersions of the Student’s Motivation in Learning English before Folktales were Introduced in the English Learning Class (x) and Students’ Motivation in Learning English after Folktales were Introduced in the English Learning Class (y)

<table>
<thead>
<tr>
<th>No</th>
<th>Variable</th>
<th>Mean</th>
<th>Median</th>
<th>Mode</th>
<th>Range</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>x</td>
<td>62.3</td>
<td>62</td>
<td>61</td>
<td>4</td>
<td>1.28</td>
</tr>
<tr>
<td>2</td>
<td>y</td>
<td>67.4</td>
<td>67</td>
<td>66</td>
<td>5</td>
<td>1.37</td>
</tr>
</tbody>
</table>

e. The Significance of the Different Variables

To compute the t-value we must calculate the distribution of sampling.

1. The Distribution of Sampling

The distribution of sampling is a tool to measure the accuracy of students’ motivation in both experiments. The distribution of sampling consists of the total students (N), the mean (x/y), and the standard deviation (SD).

The formula for the distribution of sampling:

\[ \infty_{x-y} = \sqrt{ \frac{(N_y - 1) S_y^2}{(N_y - 1) + (N_y - 1)} } + \sqrt{ \frac{1}{N_y} } \]

\[ = \sqrt{ \frac{27 - 1). 1.37^2}{1.28^2} } + \sqrt{ \frac{1}{27} } \]

\[ = \sqrt{ \frac{48.7994 + 42.5984}{27} } \]

\[ = \sqrt{1.75765} \]

\[ = 1.32 \]

\[ = 0.3564 \]

This finding is used to count the t-value

2. The t-value

The significance of the different variables can be seen by finding the t-value. The t-value can be counted as follows:

\[ t \text{-counted} = \frac{y - x - 0}{\infty_{x-y}} \]
3. \[ t_{\text{table}} = \frac{1 - (a)}{1 - 0.01} = 1.67 \] (see the statistical t-table in the appendices)

4. Consolidation

To know the significance the t-counted should be compared with the t-table.

To compare t-counted and t-table, we must count the degree of freedom (df – degree of freedom). In this computation one-tailed method is used with \( a = 0.05 \). The formula to get the degree of freedom is

\[ \text{df} = (N_y - 1) + (N_x - 1) \]

where:

\[ \text{df} = \text{degree of freedom} \]

The degree of freedom was calculated as follows:

\[ \text{df} = (27 - 1) + (27 - 1) \]
\[ = 26 + 26 \]
\[ = 52 \]

In the df of 52 the t-table was found to be 1.67.

Comparing both t-values, we found that t-counted was higher than the t-table (14.57 > 1.67) in the level of significance of 5% (\( a = 0.05 \)).

5. Criteria of the Test

Hi is accepted if t-counted < t-table
Ho is rejected if t-counted > t-table

It means that the experiment conducted had had a very significant effect. It was proved by t-counted > t-table. That was 14.57 > 1.67.

6. Interpretation

Based on the consolidation above, the writer concluded that learning English through folktales was able to improve motivation in
learning English of the first year students of MTs Negeri Model Babakansirna Bogor, since the students’ motivation in learning English after folk after ware introduced in the English learning class was found to be higher (y = 67.4) than the students’ motivation in learning English after folktales were introduced in the English learning class (x = 62.3) and this difference was proven to be significant (t-counted = 14.57 > t-table = 1.67)
Based on the data described previously, we can draw some conclusion. The students’ motivation in learning English before folktales were introduced in the English learning class was different from students’ motivation in learning English after it was introduced. We also can see that there was an improvement in the students’ motivation in learning English after folktales were introduced in the English learning class. In developing learning English, the teacher should give various techniques to increase the students’ motivation in learning English. One of the technique suggested is the use of folktales, since the writer had proven that it can improve the students’ motivation in learning English because the story of folktales are fun, memorable, and can be found anywhere. In this way the students will be more interested in learning English.
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Appendix 3

Reading Materials First meeting
Choose the correct answer a. b. c. or d!

The Foolish Dog

A dog once took a large piece of meat from a butcher's shop; the butcher did not give it to him. He took it himself, he stole it. The bad dog ran a way with the meat between his teeth, he ran quickly because he did not want the butcher to catch him and take the meat away from him.

On his way he carne to a river, he went near it and looked into the water of course he saw himself there with the piece of meat in his mouth but he did not say. That is myself in The water. Oh no! He said to himself that is another dog with a nice piece of meat. I want that meat and I will have it to. He opened his mouth to take the other piece of. Meat of course, when he did so the piece of meat fell into the river and so instead of two pieces, the foolish dog got none.

1. Where did a dog take a large piece of meat?
   a. in a market  b. in a butcher's shop
   c. in a shopping center  d. in a cake's shop

2. Did the butcher give it?
   a. no, it isn't  b. yes, it is  c. yes, he did  d. no, he didn't

3. He took it himself. What is the meaning of "it"?
   a. butcher's shop  b. dog  c. a large piece of meat  d. butcher

4. Where did the dog put the meat?
   a. between his teeth  b. under the tree
   c. between his foot  d. in a butcher's shop

5. How did the dog run?
   a. slowly  b. strongly  c. quickly  d. fast

6. Where did the dog go with the meat?
   a. under the tree  b. in a way
   c. in a market  d. to a river
7. Did the dog see his face in the water?
   a. yes, he did      b. no, he didn't      c. no, he did      d. no, it isn't

8. Why did the dog open his mouth?
   a. to take a fish    b. to take the other piece of meat
   c. he want drink a   d. he didn't eat a meat

9. Where did the meat fall?
   a. into the river    b. into a ravine    c. into a well    d. into his mouth

10. Did the dog finally get the meat at last?
    a. no, it isn't    b. yes, he did    c. no, he didn't    d. yes, it is
Second Meeting

THREE ANIMAL FRIENDS

One fine morning, in the wild forest lived three animal friends. A monkey is hanging on the tree. A rabbit and a turtle are sitting on the grassland exactly under the monkey. They wanted to travel away from some food. So, they started walking together.

Monkey and rabbit could travel fast, but the turtle didn't. This made monkey impatient and said "turtle is very slow, we should leave her." But rabbit propose not to leave turtle. "Mr. Monkey, please don't leave her, we are friends." "So, what can we do?" asked monkey angrily. "You are strong, you can hold her on your back, then we can walk fast." Said rabbit. Monkey held the turtle and went on traveling.

Three animals just arrived in front of the cave when suddenly there was sound of a tiger. "mm...hmm....." "a tiger, we must hide into the cave" said monkey. The three animals entered the cave.

They remained in the cave for along time, because they were not sure whether the tiger still in front of it. The smart rabbit asked monkey to check it, but the monkey couldn't reach the hole. “I’ve got an idea" said rabbit. "What is it?" replied monkey. "Hold the turtle on your back and let her peep from the hole" asked rabbit. "O..k...comes on turtle." Said monkey. The turtle could see easily and said "the tiger has gone, we are safe." "Thank you turtle you help us. I can't do anything." Said rabbit. "Not at all, I bother you much" said turtle. "Oh turtle, I am so sorry for what I did to YOU." Then three animals came out of the cave and continued the traveling.

Choose: the correct answer a, b, c, or d based on the story above!

1. Where does the story take place?
   a. in the ocean   b. in the wild forest   c. in the river   d. in the wall
2. Flow many animals in the story above?
   a. 3   b. 4   c. 5   d. 6
3. Which animal hanging on the tree?
   a. turtle      b. rabbit      c. monkey      d. tiger
4. Where did they go?
   a. they wanted to travel away for some food.
   b. in the forest
   c. in the jungle
   d. they wanted to travel away for some drink
5. Which animal didn't travel fast?
   a. monkey      b. tiger      c. rabbit      d. turtle
6. Who are the characters?
   a. monkey, rabbit, turtle and tiger      b. monkey, rabbit and turtle
   c. monkey and rabbit              d. turtle
7. Where was they heard sound of a tiger?
   a. in front of the cave
   b. in the jungle
   c. in the river
   d. in the forest
8. Did rabbit and monkey leave turtle?
   a. yes, they did
   b. no, they didn't
   c. yes, it does
   d. no, it doesn’t
9. Which animal hold turtle on the back?
   a. dog      b. tiger      c. rabbit      d. monkey
10. Which animal safe from the tiger?
    a. turtle      b. tiger      c. monkey      d. rabbit
Third meeting

Choose the correct answer a, b, c, or d!

The Disobedient Fish

One fine morning, there were four family of fish swimming in a nice, blue and clean ocean. They are mother fish, Nosi, Lily, Sebastian, and Finto. They swam gladly around and caught the planktons they found. All the children follow their mother except one named Lusi. She tried to swim alone and explored the sea world. Suddenly, mother fish realize this and she asked her other children, "Wait, where is Lusi?" "She swam away, Mom" answered Nosi."Oh, never. Lusi.....Lusi....." Mother fish shouted at her. Then Lusi answer "Take it easy Mom, I'm O.K." "Look! I can swim alone and away from you." "Honey, please come back. Swim here with us." Mother fish persuade Lusi, but Lusi didn't want to obey her mother. As Lusi swam further and further, there was a big shark. It approached Lusi. "Ha..Ha..Ha...a delicious food"." Said the shark. "No...no.....please leave me alone!" Finally the shark caught her and swallowed her.

1. Where does the story take place?
   a. in a ocean    b. in a forest    c. in a river    d. in a wall
2. Who are the characters?
   a. mother fish   b. Nosi and Lily
   c. mother fish, Nosi, Lily, Sebastian, and Finto d. Sebastian and Finto
3. How many fish are there in the story above?
   a. 4    b. 5    c. 6    d. 7
4. Which fish swam alone?
   a. Finto   b. Sebastian   c. Lily   d. Lusi
5. Was Lusi following her mother?
   a. yes, she was   b. no, she wasn't
   c. yes, it has   d. no. it hasn't
6. Was Lusi's mother realizing that Lusi had gone?
   a. yes, she was   b. no, she wasn't
   c. yes, it had   d. no. it hadn't
7. Where was Lusi swimming at that time?
   a. she swam to the seashore  
   b. she swam to a river bank
   c. she wasn't swam anywhere  
   d. she swam away from her mother

8. Did Lusi obey her mother?
   a. no, she didn't  
   b. yes, she did
   c. no, she isn't  
   d. yes, she is

9. Which fish approached Lusi?
   a. dolphin  
   b. turtle
   c. big shark  
   d. squid

10. Did the shark catch and swallow Lusi?
   a. yes, he is  
   b. no, he isn't
   c. yes, he did  
   d. no, it isn't
Appendix 4

Questionnaires

Questionnaire before folk tales were introduction in the Learning English class.

I. Petunjuk

2. Bacalah setiap pertanyaan dengan cermat.
3. Beri tanda (✓) pada pilihan jawaban yang telah tersedia.
4. Tidak ada jawaban benar atau salah, maka dari itu tidak perlu menyontek atau bertanya kepada teman.

II. Identitas Responden

Hari/Tanggal : 
Tempat : 

Keterangan Pilihan Jawaban:

1. = sangat setuju
2. = setuju
3. = tidak setuju
4. = sangat tidak setuju

<table>
<thead>
<tr>
<th>Pernyataan</th>
<th>Pilihan Jawaban</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Guru benar-benar bisa membuat kami menjadi tertarik terhadap materi pelajaran bahasa inggris.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>2. Semua yang saya pelajari dalam pelajaran Bahasa inggris ini akan bermanfaat bagi saya.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>3. Saya yakin bahwa saya akan berhasil dalam pelajaran Bahasa inggris ini.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>4. Pelajaran ini kurang menarik bagi saya</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>5. Saya harus belajar dengan giat agar berhasil dalam pelajaran ini.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>6. Guru membuat suasana menjadi tegang.</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>
8. Keberhasilan saya dalam belajar inggris tergantung pada usaha saya sendiri.
9. Saya merasa dengan belajar bahasa inggris, saya mendapat banyak manfaat.
10. Saya merasa senang setiap mengikuti pelajaran Bahasa inggris ini.
11. Setiap belajar Bahasa inggris, rasa ingin tahu saya semakin bertambah.
12. Isi pelajaran Bahasa inggris ini sesuai dengan harapan saya.
13. Saya merasa puas yang dengan apa yang saya peroleh dari pelajaran Bahasa inggris ini.
14. Guru selalu melakukan hal-hal yang menarik.
15. Para siswa berperan aktif di dalam kelas.
17. Saya tidak merasa bahwa saya akan mendapat banyak manfaat dari pelajaran Bahasa inggris ini.
18. Saya sering melamun di dalam kelas.
19. Ketika saya mengikuti pelajaran bahasa inggris, saya yakin bahwa saya dapat berhasil jika saya berusaha dengan keras.
20. Saya merasa kecewa dengan pelajaran Bahasa Inggris ini.
Appendix 5
Questionnaire after folk tales were introduction in the English reading class.

**QUESTIONNAIRE 2**

**I. Petunjuk**
2. Bacalah setiap pertanyaan dengan cermat.
3. Beri tanda (✓) pada pilihan jawaban yang telah tersedia.
4. Tidak ada jawaban benar atau salah, maka dari itu tidak perlu menyontek atau bertanya kepada teman.

**II. Identitas Responden**

| Hari/Tanggal : |
| Tempat : |

**Keterangan Pilihan Jawaban:**

1. = sangat setuju
2. = setuju
3. = tidak setuju
4. = sangat tidak setuju

<table>
<thead>
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<th>Pernyataan</th>
<th>Pilihan Jawaban</th>
</tr>
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<tbody>
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<td>1. Guru benar-benar bisa membuat kami menjadi tertarik terhadap materi pelajaran bahasa inggris.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>2. Semua yang saya pelajari dalam pelajaran Bahasa inggris ini akan bermanfaat bagi saya.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>3. Saya yakin bahwa saya akan berhasil dalam pelajaran Bahasa inggris ini.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>4. Pelajaran ini kurang menarik bagi saya</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>5. Saya harus belajar dengan giat agar berhasil dalam pelajaran ini.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>6. Guru membuat suasana menjadi tegang.</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>
8. Keberhasilan saya dalam belajar inggris tergantung pada usaha saya sendiri.
9. Saya merasa dengan belajar bahasa inggris, saya mendapat banyak manfaat.
10. Saya merasa senang setiap mengikuti pelajaran Bahasa inggris ini.
11. Setiap belajar Bahasa inggris, rasa ingin tahu saya semakin bertambah.
12. Isi pelajaran Bahasa inggris ini sesuai dengan harapan saya
13. Saya merasa puas yang dengan apa yang saya peroleh dari pelajaran Bahasa inggris ini.
14. Guru selalu melakukan hal-hal yang menarik.
15. Para siswa berperan aktif di dalam kelas.
17. Saya tidak merasa bahwa saya akan mendapat banyak manfaat dari pelajaran Bahasa inggris ini.
18. Saya sering melamun di dalam kelas.
19. Ketika saya mengikuti pelajaran bahasa inggris, Saya yakin bahwa saya dapat berhasil jika saya berusaha dengan keras.
20. Saya merasa kecewa dengan pelajaran Bahasa Inggris ini.
INCREASING STUDENTS’ MOTIVATION IN LEARNING ENGLISH BY
USING FOLKTALES

(A Pre Experimental Study at the first Grade Students of MTs Negeri Babakansirna Bogor)

A “Skripsi”
Presented to Faculty of Tarbiyah and Teachers Training
in Partial Fulfillment of the Requirements
for the Degree of S.Pd, in English Language Education

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JAKARTA
2010
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ABSTRACT

Febriani, Reni. 2010, “Increasing Students’ Motivation In Learning English by Using Folktales” (A Case Study at the first year of MTs Negeri Model Babakansirna Bogor), ’Skripsi’, English Educational Departement, Faculty of Tarbiyah and teachers Training, Syarif Hidayatullah Jakarta.

Advisor : Drs. Syauki M.Pd

Key words: Motivation, Learning English, and Folktales.

This research is purposed to find out whether there was a significant difference between the students’ motivation in learning English before and after folktales were introduced at the first grade of MTs Negeri Model Babakansirna Bogor. The writer assumed that the students’ motivation in learning English after folktales were introduced was better than the students’ motivation in learning English before folktales were introduced. This research is using descriptive quantitative approach, the technique of collecting data are questionnaire and reading comprehension test. The finding of the research states that the students’ motivation in learning English of MTs Negeri Model Babakansirna Bogor after folktales were introduced was better than the students’ motivation in learning English before folktales were introduced. The result shows that the students’ motivation of learning English of MTs Negeri Babakansirna Bogor after folktales were introduced (y = 67.4) was better than the students’ motivation in learning English before folktales were introduced (x = 62.3). whereas the t-counted was found to be higher than the t-table (14.57 > 1.67) in degree of freedom 52 . This means that the difference was proven to be significant. The writer also gives suggestion to the teacher that they should give various techniques to increase the students’ motivation in learning English.
**ABSTRAK**


Pembimbing: Drs. Syauki, M.Pd

**Kata Kunci:** Motivation, Learning English, dan Folktales

Penelitian ini bertujuan untuk mengetahui apakah ada perbedaan yang signifikan antara motivasi siswa dalam belajar Bahasa Inggris sebelum dan sesudah dongeng dikenalkan pada siswa kelas VII MTs Negeri Model Babakansirna Bogor. Penulis berpendapat bahwa motovasi siswa dalam belajar Bahasa Inggris setelah dongeng dikenalkan lebih baik daripada motivasi siswa dalam belajar Bahasa Inggris sebelum dongeng dikenalkan. Penelitian ini menggunakan pendekatan quantitative dengan metode deskriptif. Teknik pengumpulan datanya dengan menggunakan angket. Temuan penelitian ini menyatakan bahwa motivasi siswa dalam belajar Bahasa Inggris setelah dongeng dikenalkan lebih baik daripada motivasi siswa dalam belajar Bahasa Inggris sebelum dongeng dikenalkan. Hasil penelitian ini menunjukkan bahwa motivasi siswa dalam belajar Bahasa Inggris setelah dongeng dikenalkan (y = 67.4) lebih baik daripada motivasi siswa dalam belajar Bahasa Inggris sebelum dongeng dikenalkan (x = 62,3). dimana t-counted ditemukan lebih tinggi daripada t-table (14.57 > 1.67) dalam derajat kebebasan 52. Hal ini berarti perbedaannya terbukti signifikan.
ACKNOWLEDGEMENT

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Jakarta, August 2010

Reni Febriani
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