An Analysis of English Students' Ability in Writing Fairy Tales at
SMAN 1 Lareh Sago Halaban

A THESIS

*Submitted as a Partial Fulfillment of the Requirements to Obtain Bachelor of
Education (B.Ed) in English Language Education*

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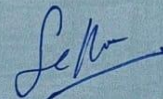
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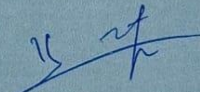Disetujui oleh,

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**An Analysis of English Students' Ability in Writing Fairy Tales at
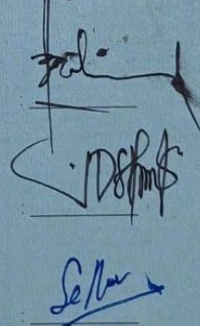SMAN 1 Lareh Sago Halaban**

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ABSTRACT

Annisa (2024). An Analysis of Elective English Students' Ability in Writing Fairy Tales at SMAN 1 Lareh Sago Halaban. Thesis. Padang: English Language and Literature Department. Faculty of Languages and Arts. Universitas Negeri Padang

The purpose of this study is to find out the students ability in writing fairy tales in terms of content, organization, vocabulary, language features, and mechanics. In this research, the researcher used a quantitative research. The researcher chose the design because the researcher wants to analyze the elective English students' ability in writing fairy tales at SMAN 1 Lareh Sago Halaban. The instrument used in this a research was writing test. The population of this study was 207 elective English students; the sample of the writing test was 36 students. The sample of this research was chosen by using cluster random sampling. Writing test was used to find out the students ability in writing fairy tales, especially in the aspect of content, organization, vocabulary, language features, and mechanics. Data were analyzed by combining Weigle's assessment theory and Harris's writing scale. The result of this research was show that average scores of the student's writing test were 74,30. It means that the ability of the students were in the "Good" level. More specifically, in the aspects of content, organization, vocabulary and language features, the students are at the "Good to average" level, but in the mechanics aspect the students are at the "Fair to poor" level.

Keywords: Fairy Tales, Ability in writing fairy tales, Elective English Students

ABSTRAK

Annisa (2024).An Analysis of Elective English Students' Ability in Writing Fairy Tales at SMAN 1 Lareh Sago Halaban. Skripsi. Padang: Jurusan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Tujuan dari penelitian ini adalah untuk mengetahui kemampuan siswa dalam menulis dongeng dalam hal isi, organisasi, kosakata, fitur bahasa, dan mekanika. Dalam penelitian ini, peneliti menggunakan penelitian kuantitatif. Peneliti memilih desain tersebut karena peneliti ingin menganalisis kemampuan siswa bahasa Inggris tingkat lanjut dalam menulis dongeng di SMAN 1 Lareh Sago Halaban. Instrumen yang digunakan dalam penelitian ini adalah tes menulis. Populasi penelitian ini adalah 207 siswa bahasa Inggris tingkat lanjut; sampel tes menulis adalah 36 siswa. Sampel penelitian ini dipilih dengan menggunakan cluster random sampling. Tes menulis digunakan untuk mengetahui kemampuan siswa dalam menulis dongeng, terutama dalam aspek konten, organisasi, kosakata, fitur bahasa, dan mekanika. Data dianalisis dengan menggabungkan teori penilaian Weigle dan skala menulis dari Harris. Hasil penelitian ini menunjukkan bahwa skor rata-rata tes menulis siswa adalah 74,30. Artinya kemampuan siswa berada pada level "Baik". Lebih khusus lagi, pada aspek konten, organisasi, kosakata dan ciri bahasa, siswa berada pada level "Baik sampai sedang", namun pada aspek mekanika siswa berada pada level "Cukup sampai kurang".

Kata Kunci: Dongeng, Kemampuan menulis dongeng, Mata Kuliah Pilihan Bahasa Inggris

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Finally, I am fully aware that there are many shortcomings in this study. In return, I sincerely welcome criticism and suggestions from readers to improve the quality of my thesis.

Padang, August 2024
The researcher,

Annisa

TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

CHAPTER 1

INTRODUCTION

A. Background of the Problem

Kurikulum Merdeka is an educational concept introduced in Indonesia which aims to provide freedom to schools and teachers in designing curriculum and learning according to class needs and the context of each school. *Kurikulum Merdeka* is more flexible than the previous curriculum because it is more interactive and collaborative. As stated by Wiguna and Tristaningrat (2022), they said that the *Kurikulum Merdeka* is more interactive and relevant in following the developments of our current era. This is an added value and makes the *Kurikulum Merdeka* is better to be implemented than other curricula.

Based on *Kurikulum Merdeka*, class ten is in phase E while classes eleven and twelve are currently in phase F. Phase F is a high class level in the *Kurikulum Merdeka* where in this phase students can choose their preferred major according to the their interests and talents. In this phase, students will receive two English language subjects according to their class major. For example, economics majors will get English lesson twice in a week namely mandatory English and elective English. So, besides getting mandatory English classes, elective English students also get additional times in learning English.

In the mandatory English class, students will learn various materials such as opinion, descriptive text, and analytical exposition in the first semester. Meanwhile in elective English they will learn more deeply about several types of narrative texts, namely legends, fairy tales and fantasy. This elective English subject is designed to develop students' language skills to a more advanced level. According to Wiguna and Tristaningrat (2022) they said that because it is based on the *Kurikulum Merdeka*, the learning material also focuses on culture, therefore narrative texts are studied more deeply even though they have been studied generally in the tenth grade. With two meetings for elective English students, they are expected to be more proficient in English subjects. This is because they are exposed to it more often than classes who do not study elective English.

Regarding the skills they learn in mandatory or elective English class, there are several skills that must be managed in order to master English. Putra (2017) said that there are four skills in teaching English at every level of education that must be mastered. These skills are reading, listening, writing and speaking. One of those skills is writing where writing is categorized as one of the productive aspects of this language skill which is used to communicate in order to connect one person to another through lettering. Writing is one of the most important components in language, writing ability is an activity used to communicate with each other by understanding and reading through written language

(Sari, 2020). By having a good ability in writing, we can convey and obtain information and also understand its meaning with the other person. By writing we can relate socially by channeling the contents of our hearts and minds even we don't speak orally.

More specifically, based on the syllabus in grade eleven, students are expected to be able to write and create their own texts by understanding the purpose, linguistic features and generic structure of texts, which is the goal of writing in senior high school. With this, teachers can see how the students writing skills are and the extent of their students' insight and creativity. Elective English students are in the eleventh grade where they are taught several types of narrative texts such as legends, fairy tales and fantasy in the first semester. According to Hasibuan and Handayani (2019) they said that, narrative text is an imaginative text that aims to entertain the readers. By learning to write narrative texts, students can express their ideas and imagination through writing freely. However, sometimes students do not pay attention to the writing mechanism so that the written work they produce is still unsatisfactory.

In this research, the writer only focuses on one text, namely fairy tales. Traditional stories that often contain elements of fantasy, such as fairies, witches, giants and other mythical creatures are called fairy tales. According to Giawa (2022) she stated that "Fairy tales are a piece of prose fiction that can be read and some of the people can watch it from the television". Fairy tales have three generic structures, namely orientation,

complication, and resolution (Taufiq, 2021). When reading fairy tales, students need to understand what the text is, what its generic structure is, and what its language features are. Students must be able to write fairy tales appropriately by repeatedly practice by themselves.

Fairy tales are considered as the most difficult topic by students due to grammar and difficulties in understanding genre conventions. There are several studies that have researched fairy tales using different methods. The first was experimental research conducted by Winda Sari in 2020 regarding students' ability in writing fairy tales based on tangled cartoon media. Another research is classroom action research conducted by Igamawati Giawa (2022) regarding improving the students' ability in writing narrative text by using fairy tales stories. However, the number of similar studies is still limited. This is deeply regretted because writing fairy tales is important because it can increase students' creativity, analytical skills, insight and imagination.

According to the researcher's preliminary observation in SMAN 1 Lareh Sago Halaban, not all classes in phase F study elective English. Only classes F5 to F10 study elective English, which means there are six classes studying elective English. This also causes elective English students have longer exposure to learn English than students who do not study elective English. Nevertheless, in fact, the teachers said that the elective English students still experienced some obstacles in writing, for example, in conveying ideas, language features that include generic

structure, organization, vocabulary and mechanics. The students are still confused about writing these things so that students are not confident in their ability to write fairy tales. However, according to the teacher who taught phase F there, in several assignments writing other types of text, the students still got grades that were not optimal yet.

Based on the explanation above, the researcher is interested in explore more deeply the abilities of elective English students in writing fairy tales. With the condition of students who have longer exposure to learn English, it is assumed that they should have more competence in English. If the elective English students' abilities are still weak, it means that elective English classes need to be evaluated. The researcher will investigate elective English students' abilities concerning content, organization, vocabulary, languages features, and mechanics in writing fairy tales, which is a little variation between this research and previous research.

B. Identification of the Problem

In light of the aforementioned context, the researcher recognized some issues that can be examined. The first one is the way of teacher when they teaching writing. The second one is media and teaching methods. Next, student motivation when they learning. The last one is students' ability to create specific topics and text.

C. Limitation of the Problem

By providing an explanation of how the problem was identified above, the researcher focuses on students' ability to create specific topics in this context, namely the elective English students' abilities when writing fairy tales that will be analyzed based on Weigle's theory which are content, organization, vocabulary, languages features, and mechanics.

D. Research Question

Based on the background of the research above, the problem of this research formulated as follows: "How is the elective English students' ability in writing fairy tales in terms of content, organization, vocabulary, languages features, and mechanics?"

E. Purpose of the Research

The purpose of this study is to find out the students ability in writing fairy tales in terms of content, organization, vocabulary, languages features, and mechanics.

F. Significance of the Research
1. For students

The researcher hopes that this study will help the students to identify their abilities and obstacles when they write fairy tales. So that the students are aware of the steps they should take to increase their ability to write fairy tales even better.

2. For teachers

   The author hopes that this research can be a reference for teachers who are involved in teaching fairy tales to develop the ability of teachers to deal with the same problems when teaching at school. The teacher will know the extent of elective English students' abilities in writing fairy tales. So that teachers will aware and try to find more appropriate methods and theories for teaching fairy tales.

3. For the future researchers

   It is hoped that the findings of this research will attract the curiosity of other academics about the difficulties and challenges faced by students when writing fairy tales according to the ability of the elective English students. It would be helpful if additional researchers in the future could consider and find how best to teach fairy tales in schools

G. Definition of the Key Terms

1. Fairy Tales: traditional stories that often feature fantastical elements like magic, mythical creatures, and enchantments.

2. Ability in writing fairy tales: the ability or the competence of the students when writing fairy tales.

3. Elective English Students: the students who studying elective English that usually have a high level of proficiency in English because they have longer exposure to learn English.