

**USING FOLKTALE SPEAKING PROMPT IN TELLING
NARRATIVE TEXT**

PAPER

Submitted as Partial Fulfillment for Getting Strata One (S₁)



By

Bayu Eka Elpranata

54572.2010

Advisor:

Dra. An Fauzia Rozani Syafe'i, M.A

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF PADANG**

2015

HALAMAN PERSETUJUAN MAKALAH

Title : Using Folktale Speaking Prompt in Telling Narrative Text

Nama : Bayu Eka Elpranata

NIM/BP : 54572.2010

Program Studi : Pendidikan Bahasa Inggris

Jurusan : Bahasa dan Sastra Inggris

Fakultas : Bahasa dan Seni

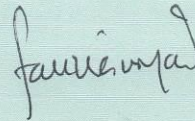
Padang, Februari 2015

Menyetujui,
Ketua Jurusan
Bahasa dan Sastra Inggris

Dosen Pembimbing



Dr. Kurnia Ningsih, M.A
NIP. 195406261982032001



Dra. An Fauzia Rozani Sy. M. A.
NIP. 19660424 199002 001

HALAMAN PENGESAHAN LULUS UJIAN MAKALAH

Title : Using Folktale Speaking Prompt in Telling Narrative Text

Nama : Bayu Eka Elpranata

NIM/BP : 54572. 2010

Program Studi : Pendidikan Bahasa Inggris

Jurusan : Bahasa dan Sastra Inggris

Fakultas : Bahasa dan Seni

Dinyatakan Lulus Setelah Dipertahankan di Hadapan Tim Penguji Makalah

Jurusan Bahasa dan Sastra Inggris
Fakultas Bahasa dan Seni
Universitas Negeri Padang

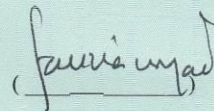
Padang, Februari 2015

Tim Penguji

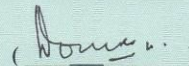
Nama

Tanda Tangan

1. **Dra. An Fauzia Rozani Sy. M. A.**



2. **Drs. Don Narius, M.Si**



3. **Havid Ardi, S.Pd. M.Hum**





UNIVERSITAS NEGERI PADANG
FAKULTAS BAHASA DAN SENI
JURUSAN BAHASA DAN SAstra INGGRIS
Jl. Belibis, Air Tawar Barat, Kampus Selatan FBS UNP, Padang, Telp/Fax: (0751) 447347

SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan di bawah ini:

Nama : Bayu Eka Elpranata
NIM/TM : 54572.2010
Program Studi : Pendidikan Bahasa dan Sastra Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : FBS UNP

dengan ini menyatakan, bahwa Tugas Akhir saya dengan judul *Using Folktale Speaking Prompt in Telling Narrative Text* adalah benar merupakan hasil karya saya dan bukan merupakan plagiat dari karya orang lain. Apabila suatu saat terbukti saya melakukan plagiat maka saya bersedia diproses dan menerima sanksi akademis maupun hukum sesuai dengan hukum dan ketentuan yang berlaku, baik di institusi UNP maupun masyarakat dan negara.

Demikianlah pernyataan ini saya buat dengan penuh kesadaran dan rasa tanggung jawab sebagai anggota masyarakat ilmiah.

Diketahui oleh,
Ketua Jurusan Bahasa dan Sastra Inggris

Dr. Kurnia Ningsih, MA.
NIP. 19540626 198203 2 001

Saya yang menyatakan,



Bayu Eka Elpranata

ABSTRAK

Bayu Eka Elpranata, 2015. "Using Folktale Speaking Prompt in Telling Narrative Text". Paper. Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Makalah ini bertujuan untuk menjabarkan penggunaan **Folktale Speaking Prompt** dalam pengembangan kemampuan berbicara narasi siswa Sekolah Menengah Pertama. **Speaking** atau berbicara adalah suatu perkataan yang bertujuan untuk menyampaikan sesuatu kepada pendengar. **Narrative** adalah suatu perkataan yang menceritakan suatu cerita atau kejadian di masa lalu. **Folktale** adalah adat istiadat tradisional dan cerita rakyat yang diwariskan secara turun temurun, tetapi tidak dibukukan.

Pada tahap awal, siswa dibentuk dalam sebuah kelompok diskusi. Kemudian siswa tersebut dibagikan beberapa *Speaking Prompt* yang akan dibahas bersama siswa dan guru. Setelah siswa dibagikan *Folktale Speaking Prompt* tersebut, mereka akan mulai memahami dan mendalami bagaimana susuna cerita dan menceritakan crita rakyat yang ada di dalam *Prompt* tersebut. Setelah siswa paham bagaimana menceritakan sebuah cerita rakyat di dalam *Prompt* tersebut, barulah siswa menceritakannya di depan kelas. Pada saat siswa berada di depan kelas, siswa tidak dibenarkan untuk membawa teks yang sudah mereka buat di kertas lain, siswa hanya membawa *Speaking Prompt* tersebut kedepan kelas. Jadi, setiap siswa tersebut diharuskan mampu menecritakan sebuah cerita rakyat berdasarkan *Prompt* tersebut sesuai dengan kalimat siswa itu sendiri. Setiap siswa diharapkan mampu mengembangkan kemampuan berbahasa Inggris mereka melalui penceritaan sebuah cerita rakyat didepan kelas, karena hal tersebut berpengaruh terhadap cara pengucapan bahasa Inggris siswa sekolah Menengah Pertama. Jika siswa mampu menceritakan cerita rakyat tersebut menggunakan *Folktale Speaking Prompt* dengan baik dan sukses, berarti kita sudah bisa dikatakan mampu juga untuk mengembangkan kemampuan berbahasa Inggris siswa Sekolah Menengah Pertama Melalui Cerita Rakyat.

Key words: speaking, folktale, speaking prompt, narrative.

ACKNOWLEDGMENTS

In the name of Allah, The Beneficent, The Merciful. The writer would like to say *Allhamdulillahirabbilalamiin*, praise is upon to Allah SWT, the Lord of the Universe who has given the writer love, blessing of knowledge, ideas, health, strength and protection in completing this paper entitled “Using Folktale Speaking Prompt in Telling Narrative Text”. Greetings and *shalawat* are also sent to the final prophet, Muhammad, the leader and the greatest man in the world.

In accomplishing this paper, the writer has worked with great number of people contributed who deserved special mention. It is pleasure to convey the writer’s deepest appreciation to them all in this humble acknowledgment. The first grateful goes to the first examiners, Mr. Drs. Don Narius, M. Si, who has examine the writer and also to Mr. Havid Ardi, S. Pd, M. Hum. Grateful thanks also go to his beloved parents, Mr. Djoko Prasetyo and Mrs. Elfiarida, S. Pd, for their love, care, pray and support (emotionally and financially). Next, the writer also thanks to his brothers, Fadjri Dwi Prabowo and Muhammad Taqwa for their pray and support.

The writer would like to express her sincere gratitude to his advisor, Dra. An Fauzia Rozani Syafe’i, M.A who has given a great deal of time, guidance and valuable advice in writing this paper.

Then, it is a pleasure to express the writer's gratitude for all of his friends in English Department 2010 who cannot mentioned personally for motivating, and supporting mentally.

Padang, January 2015

BAYU EKA ELPRANATA

TABLE OF CONTENT

HALAMAN PERSETUJUAN MAKALAH

HALAMAN PERSETUJUAN LULUS UJIAN MAKALAH

ABSTRAK	i
ACKNOWLEDGEMENT	ii
TABLE OF CONTENT	iv
LIST OF FIGURES	vi

CHAPTER I: INTRODUCTION

1.1 Background of the Problem	1
1.2 Limitation of the Problem	4
1.3 Formulation of the Problem	4
1.4 Purpose of the Problem	4

CHAPTER II:REVIEW OF RELATED LITERATURE

2.1 The Nature of Speaking	5
2.2 Teaching Speaking	6
2.2.1 Function	8
2.3 The Nature of Folktale	11
2.3.1 Definition	11
2.3.2 Types of Folktale.....	14

2.3.3.Characteristic of Folktale	15
2.4 The Nature of Speaking Prompt.....	17
2.5 The Nature of Narrative Text.....	19
CHAPTER III: DISCUSSION	
3.1 Preparation	22
3.1 Preparation of the Material.....	22
3.2 Preparation of the Media.....	23
3.2 Implementation of Using Folktale Speaking Prompt in Telling Narrative Text...	25
CHAPTER IV: CONCLUSION AND SUGGESTION	
4.1 Conclusion	30
4.2 Suggestion.....	31
BIBLIOGRAPHY	33

LIST OF FIGURES

Figure 1 (Picture Story).....	24
Figure 2 (Characteristic of Narrative Text).....	26
Figure 3 (Students' Grouping)	28

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Speaking has main role to communicate and interact with each other. It is one of the most important skills in daily life. Every person needs to communicate with others through speaking. It is also an important role in making a social interaction with another people in order to gain information. Thus, every person should have a good speaking skill to be able to speak English around the world.

Speaking in narrative is important and must be mastered by the junior high school students. It is because the genre of narrative text is one of the most commonly read or listens.

Narrative has been and continues to be such a popular genre. There is a belief that it is a genre that students 'pick up' and speak 'naturally'. Knapp and Watkins (2005) also state that narrative has a powerful social role beyond that of being a medium for entertainment. It is a powerful medium for changing social opinions and attitudes. Beside to entertain the reader, narrative contains a message or moral value that can be learned by the students. So it is needed for the students to master this genre.

Narrative text is synonymous with folktale story. It has orientation, complication and resolution. The focus is on characters that have problems, adventures or experiences and will end with the resolving of the problems. This type of text has the purpose to entertain and engage the readers to an imaginative experience. Therefore the speakers should be able to interest the listeners with their speaking.

Nevertheless, based on the theory, there are some problems that they face while learning speaking a narrative text. The first problem is they have difficulties in finding ideas of story they are going to speak. If the teacher asks them to tell a story in front of the class they just keep silent because they do not have any idea to speak. Second, students find out it is difficult in speaking about the main conflict (complication) of the story which is the most dominant part in narrative text. Complication is made up of a series of events that present a problem or conflict. This is the difficulty that the students usually face in speaking narrative text. They tend to speak common conflict that will not entertain the listener. Third, they are difficult to speak the proper main conflict of the story, for instance, they often speak the conflict of the story with just a good event or just bad event. According to Schaefer (2001) a true conflict has a little good and a little bad mixed up in it. A story with just bad event or good event will be boring. The main purpose of narrative is to entertain the listeners in speaking. So the students must be able to find a good idea of the story that they are going to speak.

There is an effort that teachers have made to make the students interested and easy in speaking narrative, in this case is by making a performance of narrative text. This efforts and activities are created in order to make the students able to speak a good narrative text.

In order to cope with the problems that are explained before, there is an interesting media in teaching speaking narrative text that this paper will be discussed. This paper recommends using *the folktales* that will be used in speaking prompt as a media to help students in speaking a narrative text. The folktale speaking prompt is an interesting media in telling narrative textthat will be arranged based on the characters, plot (conflict/problem and resolving) and setting of the story.

According to Taylor (2000:9) folktales have certain characteristics that make it relatively easy for learners to listen and read. Those characteristics include time-ordered story structure, repetition, predictability, simple grammar, concrete vocabulary, concrete ideas, and illustrations that provide support for the text. Those characteristics can make the narrative text become easy to learn by the students and also reduce the students' difficulties in telling narrative text when they tell or perform the story in front of the class.

1.2 Limitation of the Problem

Based on the problem above, this paper limited to the use of folktale speaking prompt in telling narrative text.

1.3 Formulation of the Problem

The problem of this paper can be formulated into the following question:
“How can English learners usefolktalespeaking prompt in telling narrative text”?

1.4 Purpose of the Paper

The purpose of this paper is to explain how to usefolktalespeaking prompt in telling narrative text.

CHAPTER IV

CONCLUSION AND SUGGESTION

4.1 Conclusion

From the explanation above, it can be concluded that using folktale speaking prompt in telling narrative text can improve the students' speaking ability in telling narrative text. The prompt is picture story; some pictures that arrange chronologically based on the plot of the story. Before using it, the students may take a note in different paper, because that note will help the students to remember every single event in that story. But, in front of the classroom, the students may not bring the note. They just bring the picture story and then tell the story based on their own words that they already wrote in the different paper. They should remember what they have written in that note. So, the students can improve their speaking ability and without bring any note and just bring the picture story to the front of the classroom.

The procedure of how English learners are using folktale speaking prompt in telling narrative text as follows:

1. The teacher chooses the appropriate pictures for the students.
2. The students observe the picture and they may ask questions about the pictures.

3. The teacher writes the students' questions on the whiteboard and guides them to discuss and answer the questions together.
4. The teacher explains about the definition, social function, language features, and generic structures of the narrative text.
5. The teacher divides the students into several groups and each group discuss about the pictures given.
6. The teacher chooses several students to practice to tell the narrative text in front of the class.
7. The teacher may chooses another students to practice in front of their friends if it had much time
8. The teacher concludes today's material with the students together and gives the students some task about the material for the next meeting.

4.2 Suggestion

Teaching process that is not supported by good technique will not run well so choosing appropriate technique is very needed in teaching process. Using folktale speaking prompts in telling narrative text will make class more enjoyable and lively so the students will be motivated to speak in the classroom. Regarding to apply the folktale speaking prompts in telling narrative text, writer gives some suggestions as follow:

1. Before starting the performance, the teachers have to make sure that the students have understood the folktale.
2. The teachers have to make sure that all of students involve and participate in the performance.
3. Teacher use applicable language so it will be easy to be understood by the students.
4. Teachers always keep control students activities while they working in groups.

BIBLIOGRAPHY

- Anderson, Mark and Kathy Anderson. 1997. *Text Types in English 1*. Sydney: Mac Millan Education Australia PTY LTD.
- Anderson, Mark and Kathy Anderson. 2003. *Text Types in English 2*. Sydney: MacMillan Educational Australia PTY LTD.
- Brown, G and Yule, G, 1983. *Teaching the Spoken Language: An Approach Based on the Analysis of Conversational English*. Cambridge: Cambridge University Press.
- Brown, H. Douglas, 2004. *Language Assessment: Principles and Classrooms Practice*. White Plains, NY: Longman, 2004.
- Dymock, S, 2007. *Comprehension Strategy Instruction: Teaching Narrative Text Structure Awareness*.
- Harmer, J, 2002. *The Practice of English Language Teaching*. Oxford: Oxford University Press.
- Kirmali, M. H., & Frieman, B. B. (1997). *Diversity in Classrooms: Teaching Kindness through folktales*. International Journal of Early Childhood, 29(2), 39-4.
- Knapp, P and Watkins, M, 2005. *Genre, Text, Grammar*. UNSW Press, 2005.
- Luoma, Sari, 2004. *Assessing Speaking*. New York: Cambridge University Press.
- O' Hair, D, et al, 2010. *A Pocket Guide to Public Speaking*. Bedford/ St. Martin's, Jul 26, 2010.
- Richards, J. C. 2008. *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.
- Richard, Renandya. 2002. *Methodology in Language Teaching*. Cambridge: University Press.
- Smaldino, Sharon E, 2005. *Instructional Technology and Media for Learning & Clips from the Classroom Package (8th Edition)*. Prentice Hall.
- Taylor, E. K. (2000). *Using Folktales*. Cambridge: Cambridge University Press.