

MOTTO

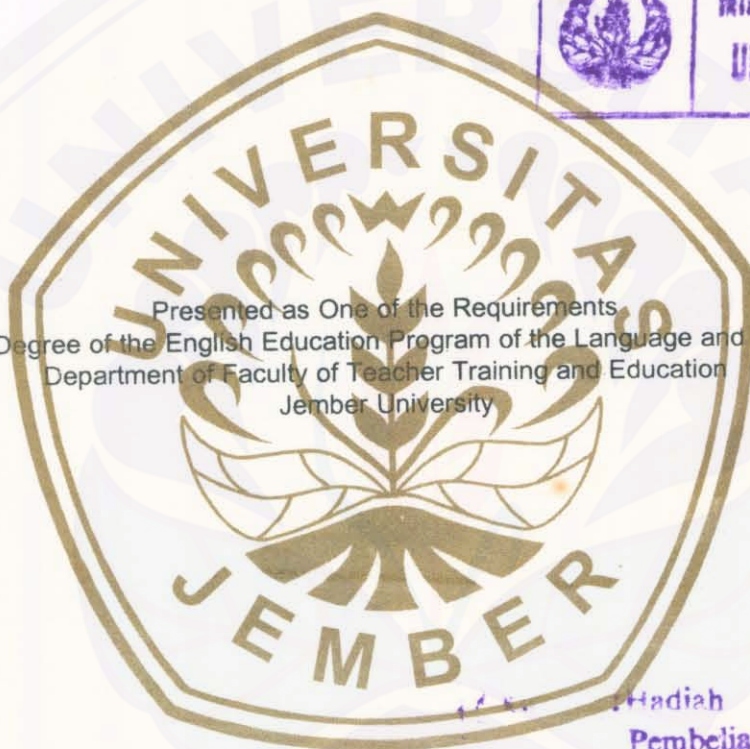
**USING FOLKLORE IN DEVELOPING STUDENTS'
INTEREST IN READING
(A DEVELOPMENTAL RESEARCH AT MAN BLITAR
IN THE ACADEMIC YEAR 2002/2003)**

THESIS



Milik OPT Perpustakaan
UNIVERSITAS JEMBER

Presented as One of the Requirements
to Obtain SI Degree of the English Education Program of the Language and Arts Education
Department of Faculty of Teacher Training and Education
Jember University



Hadiah
Pembelian

Terima : Tgl. 06 NOV 2003

No. Induk :

By :

Klass

4284

MAN

4

9

MOH. MANSUR
NIM. 970210401011

**ENGLISH EDUCATION PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
JULY, 2003**

DEDICATION

My sincere dedication is due to:

- ✧ My Endless love (Ayahanda Ali Khusnan) and My Eternal Flame (Ibunda Muhantini), There are not enough ink to paint your sacrifice,
- ✧ My Deepest Love (Dik Isti), We have so many loves to pass our long days,
- ✧ My wonderful Future (Dik Zainul), You should be the best in our life,
- ✧ My Little barbies (Adik Risma and Cindy), You are always in my dream.
- ✧ My Dear Princess ('Dik Dian), Thank's a lot for being part of my life
- ✧ My uncle and Family (Mbak Ika, Mas Hud and Mbah Ibu), Thank you for your attention to me during I studied in Jember,
- ✧ My Fellow on the '97 Level. Thank you for the memory
- ✧ My Almamater

THESIS

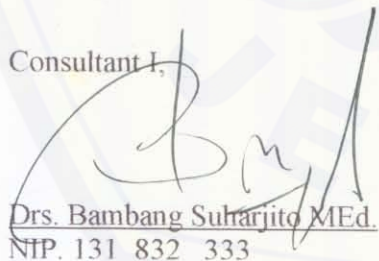
Presented as One of the Requirements to Obtain the Degree of S1 at the English Education Program of the Department of Language and Arts of the Faculty of Teacher Training and Education, Jember University.

By:

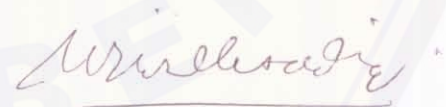
Name : MOH. MANSUR
Students Number : 970 210 401 011
Class Level : 1997
Department : Language and Arts
Program : English Education
Place of Birth : Blitar
Date of Birth : June, 9th 1980

Approved by Consultants,

Consultant I,


Drs. Bambang Sulharjito MEd.
NIP. 131 832 333

Consultant II,


Dra. Wiwiek Istianah, MKes. MEd.
NIP. 131 472 785

APPROVAL OF EXAMINATION TEAM

This thesis is approved and received by the Examination Committee of the Faculty of Teacher Training and Education, Jember University

Examined on : Saturday
Date : 5th July 2003
Place : Faculty of Teacher Training and Education,
Jember University.

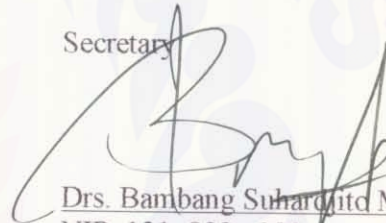
The Committee,

Chair Person



Dra. Hj. Aan Erlyana Fardhani. MPd.
NIP. 131 832 205

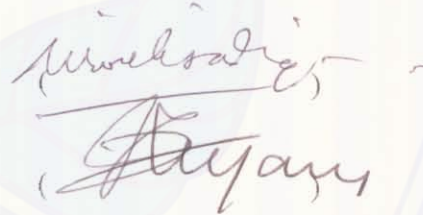
Secretary



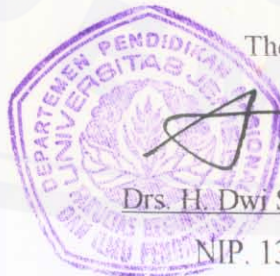
Drs. Bambang Suhardjito MED.
NIP. 131 832 333

The Members:

1. Dra. Wiwiek Istianah, MKes. MED.
NIP. 131 472 785
2. Drs. Sugeng Ariyanto, MA.
NIP. 131 658 398



The Dean,



Drs. H. Dwj Suparno, M.Hum

NIP. 131 274 727

ACKNOWLEDGEMENT

I am extremely grateful to Allah SWT Who always provides me strengths and guidance to accomplish this thesis. Besides, I would like to express my acknowledgement of permission given to the Dean and the first assistant Dean of the Faculty of Teacher Training and Education – Jember University.

It is with affection and appreciation that I wish to acknowledge my indebtedness to Mr. Bambang Suhardjito MEd., my first consultant for this thesis and Mrs. Wiwiek Istianah MKes. MEd., my second consultant for this thesis, who gave me brilliant insights, courteous advice, and any great assistance in finishing this thesis. Moreover, I would like to express my appreciation to Mr. Sugeng Ariyanto MA., my thesis examiner, who gave me valuable comments on this thesis. Last but not least I gratefully appreciated the chairwoman of my thesis examination Mrs. Aan Erlyana Fardhani, MPd. Who gave a lot of assistances.

Furthermore, I would like to express my formal acknowledgement to Mr. Hasyim Asy'ari, the Principal of MAN Blitar who have given me permission for conducting the research and I also wish to express my great appreciation to Mrs. Muslimatul Aqobah, (the English teacher of the Second Year Students of MAN Blitar) who let me get a lot of information for completing my research.

Last, I would like to thank my friends, especially at the English Education Department, and any people for giving any help and motivation in finishing this thesis.

I kindly welcome and appreciate any advice, comments, criticism and suggestion for the sake of this thesis perfection.

Jember, July 2003

The Writer

LIST OF CONTENTS

TITLE	i
MOTTO	ii
DEDICATION	iii
CONSULTANTS' APPROVAL	iv
APPROVAL OF EXAMINATION TEAM	v
ACKNOWLEDGMENT	vi
LIST OF CONTENT	vii
ABSTRACT	ix
I. INTRODUCTION	1
1.1 Research Background.....	1
1.2 Research Problems.....	3
1.3 Research Objective.....	4
1.4 Research Significances.....	4
1.5 Operational Definition of Variables	5
II. REVIEW OF RELATED LITERATURE	6
2.1 Reading Comprehension	6
2.2 Reasons for Reading	7
2.3 The Importance of Reading	8
2.4 Interest in Reading	9
2.5 The Concept of Folklore	10
2.5.1. Myth	10
2.5.2. Legend.....	10
2.5.3. Folktale.....	11
2.6 The Use of Folklore in Developing Students' Reading Interest	11
2.7 The Use of Folklore in SMU in Practice	12

III RESEARCH METHODS	15
3.1 Research Design	15
3.2 Research Area	16
3.3 Research Respondents	16
3.4 Data Collection Methods	17
3.4.1 Structured Questionnaire	17
3.4.2 Unstructured Interview	17
3.4.3 Observation	17
3.5 Data Analysis Method	18
IV. RESEARCH RESULT, AANALYSIS, AND DISCUSSION	19
4.1 Research Finding and Analysis	19
4.1.1 Questionnaire Result	19
4.1.2 Observation Result	21
4.1.3 Interview Result	23
4.2 Discussion	24
V. CONCLUSION AND SUGGESTIONS	28
5.1 Conclusion	28
5.2 Suggestion	28

REFERENCES

Appendices :

1. Questionnaire
2. The List of Interview Questions
3. The Name of Respondents
4. The Set of Folklore
5. The Letter of Permission

ABSTRACT

Moh. Mansur, 1997. Using Folklore in Developing Students' Interest in Reading (A Developmental Research at MAN Blitar in the Academic Year 2002/2003).

Thesis, English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University

Consultants : 1. Drs. Bambang Suhardjito, MEd.
2. Dra. Wiwiek Istianah, MKes. MEd.

This research was done from 28th January up to 28th February 2003. This research was a qualitative study, which described the use of folklore in developing students' interest in reading. The research problem was 'To what extent folklore develop students interest in reading?'. This research was intended to describe the use of folklore in developing students' interest toward reading. Therefore, a Developmental Research by using Case Study design was employed. The respondents of the research were 44 of the second year students of MAN Blitar, which were determined by using purposive sampling method. The research data were gained by using questionnaire, interview, and observation. The kinds of the main data were the students' interest toward folklore taken from the result of the questionnaire. The data were analyzed by descriptive-qualitative method by using percentage. The findings of the research showed that 79,5% respondents interested in reading folklore. In details, legends and folktales became their favorite reading passage, 45,5% respondents interested in reading legends and 39,2% respondents interested in reading folktales, while the rest (11,8%) choose myths. It can be concluded that the students showed a positive interest in the reading materials taken from folklore. Most of them (77,3%) also had willingness to read more English text in the form of folklore. To sum up, the reading materials taken from folklore as an alternative in the text form were needed by students to develop their interest in reading. Therefore, it is advisable for the English teachers to include such materials in order to fulfill students' interest with the materials that can be positively workable in creating an effective way to develop students' reading interest. By doing these various reading activities, the students are likely to be familiar with such kind of interesting materials. When the students' reading interest are developed, it is likely that this will influence their reading comprehension ability.

Key Terms : Folklore, Reading Interest, Students' interest, Students' need.

I. INTRODUCTION

There has been a lot of research dealing with reading. This research was to investigate the second year students' interest in reading folklore in Madrasah Aliyah Negeri (MAN) Blitar. This chapter focuses on research background, research problem, research objectives, research significances, and operational definition of variables, which will be presented respectively.

1.1 Research Background

That reading has not become the Indonesian students' interest is a real condition (Syarifudin, 2002:26). Generally we must admit that we prefer spending our time by doing nothing: by talking around, by fantasizing to spending it by reading. Personally, we can question ourselves how long we spend our time everyday on reading, what kind of reading materials we have read, how many titles of books we have read? When we let that condition last for good, then our human resources will be worth questioning. It is in line with the fact that Indonesian reading interest is very low (Kompas, May 3rd 1997). Some experts in education also agree that Indonesian reading interest is very low for some reasons. Abdullah, for example, states that the scale of reading interest in Indonesia is very low, in this case including the second year students of MAN Blitar, due to the failure of the school in conditioning the students to read (Kompas, May 7th 1997).

As a matter of fact, reading has been the most important skill to be developed in teaching and learning process. It is in line with the 1994 English Syllabus Guide for High School SMU (Sekolah Menengah Umum). According to the 1994 English Syllabus Guide, reading is emphasized rather than the other language skills and components (Depdikbud:1999). Reading comprehension is complex activities, which includes more than knowledge of vocabulary and syntax (Papalia, 1987:74). This means that in reading, students are required to comprehend the text more deeply. In this case, students not only understand the words and the sentences but also comprehend the meaning of the text. Because of its complexity, it needs a great interest for the students to read the English text. However, students seem discouraged to read English text. As stated by Kooy and Chiu (1998:82) this discouragement might

among others be caused by students' awareness of their limited proficiency in English. In fact, the proficiency itself is not enough to develop students' interest in reading. In line with them, Papalia (1987:74) says that proficiency is not enough to encourage students to read. They also need materials, which are interesting and motivating for them to read. So, it is important for a teacher to be aware of their students' interest in order to find suitable materials for them. In this case, the use of folklore might be applicable to cope with the students' discourages in reading a text.

Dealing with the advantages of folklore in encouraging students to read, Baynham (1986:113-120) has investigated the role of folklore in developing students' interest toward reading. His study implies that students who are treated by using folklore text seem to have great interest toward the text. Folklore itself, has been used by language teachers for a long time as reading text. It is due to the fact that the themes of folklore are universal and across culture. In addition, Baynham states that folklore, indeed, gives enjoyment by providing funny theme, unique characters, and many more interesting things to the students. As a result, students are encouraged to read more reading text. It means that the use of folklore might be an effective way to develop students' interest in reading.

Dealing with the English teaching learning process in Senior High Schools (SMU) in Indonesia, where English is taught as a foreign language, students usually still find it difficult to comprehend an English reading text. This might be caused by their lack of vocabulary, and especially their lack of interest in reading (Nababan, 1980:167). Moreover, as has been told at the beginning of this chapter, reading has not become the Indonesians' (students') habits yet. This, of course, discourages them to read a reading text. In order to solve that problem, it is important for the teacher to find a reading text, which suits their interest and motivates them to read more reading texts. This, hopefully, will help the students to make reading as one of their habits, beside chatting, fantasizing and so on. This habit might exist when the students themselves have interest in reading. It is stated by Woolfolk (1990:302) that when students have interest in doing something, in this case reading, they will direct them to have reading habit.

In relation to the students' interest in reading, Harris & Smith (1972:312) state that interest in reading implies personal interests. This means that students' interest in reading is different from one to another. One might have interest on Sport article but others might have interest on fictions. Moreover, they also state that an interest in reading is as natural as watching television. It means that the students' interest in reading is as enjoyable as watching television. For example, if they are interested in a certain program, they will probably follow the program continuously. It also happens in reading, when students are interested in a certain reading text, such as comics, folklore, and novels to mention a few, they will encourage themselves to continuing reading the reading materials series by series. Therefore the teaching of reading should reflect the students' interest.

In response to the idea above, the use of folklore in stimulating students' reading interest might be an interesting field to be explored. Senior High School students mostly like to imagine something extraordinary. Meanwhile folklore offers many amusing and fantastic stories, which the students like best as shown by Brusck's study on the materials, which attract students' interest in reading (1991: 156-163). These, of course, can be used by English teacher to stimulate their students to read and to teach English as well. Unfortunately, not all English teachers have used folklore in their English class preferring to use the texts in English textbooks provided by the schools and sometimes apply supplementary materials such as authentic materials. Unfortunately not many English textbooks provide folklore in the reading list. Whereas folklore, based on the researcher observation at MAN Blitar, is rarely used due to the teacher perspective that fiction is not appropriate in teaching. In order to know the extent folklore in developing students' interest in reading, a research in this topic will be done on the second year students of MAN I Blitar in the academic year 2002/2003.

1.2 Research Problems

Based on the research background above, this research problem is divided into one general problem and three specific ones.

1.1.1. General Problem

The general problem of this research is formulated as follows:

‘To what extent does folklore develop students’ interest in reading?’

1.1.2. Specific Problems

From the general problem, several specific problems are drawn as follows:

- a. How is the extent of myths in developing students’ interest in reading?
- b. How is the extent of legends in developing students’ interest in reading?
- c. How is the extent of folktales in developing students’ interest in reading?

1.3 Research Objective

The objectives of this research is to describe the extent folklore consists of myths, legends, and folktales in developing students’ reading interest at MAN Blitar, especially of the second year students.

1.4 Research Significance

The findings of this research will be expected to provide contributions to English teacher of MAN Blitar, the second year students of MAN Blitar, institution of MAN Blitar, and future researchers.

a. *For the English Teachers*

The findings of this research might be used as an input and motivation in order to develop new alternative in teaching reading (English) for MAN Blitar students, especially using folklore as the media.

b. *For MAN Blitar Students*

The findings of this research might help the second year students of MAN Blitar to learn English. By stimulating their interest in reading, hopefully, they can comprehend English as a foreign language besides Bahasa Indonesia. Moreover, they can get fun by reading some interesting and famous folklore from several countries in the world.

c. *For Institution of MAN Blitar*

The findings of this research hopefully will be an alternative in designing more appropriate teaching reading strategies for Senior High school, especially for the MAN Blitar.

d. *For Future Researchers*

The research findings might be needed as a reference for conducting further researches, particularly, on developing reading materials with different research techniques/strategies, especially, by using folk-stories as the media used.

1.5 Operational Definition of Variables

To avoid misunderstanding between the researcher and the readers, it is important to define the following key terms clearly:

- a. **Reading** is students' activity in comprehending the folklore as reading text.
- b. **Interest** refers to students' motivation. Motivation is the language learner's orientation to the whole process of learning a language (Ellis, 1985:117). In this research interest refers to students' response toward the folklore.
- c. **Folklore** is a set of stories told for generations orally and now has been published in the form of written materials (Thomson in Dundes, 1965:414). This study will determine only three of them; they are Legends, Myths, and Folk-tales.
 1. Myths refer to story, which is believed to be real and the characters are highly appreciated by the people (Bunanta, 1998:10).
 2. Legends refer to folklore about extraordinary people and sometimes supported by magical creature (Bunanta, 1998:10).
 3. Folktales refer to folklore that is assumed as never existing by the teller (Bunanta, 1998:10).

Further explanation about those three terms can be found in the next chapter.

- d. **Students** refer to the students of MAN Blitar, especially the second year students in the academic year 2002/2003, as the subjects of the research.

II. REVIEW OF RELATED LITERATURE

Of all language skills, reading has been the focus in teaching learning process for years. It is due to the policy of *Kurikulum 1994 untuk SMU* issued by the Indonesian government that each teaching learning activities, especially those related to language learning, should begin with reading (Depdikbud, 1994). Therefore, it is no doubt that many students are forced to have high capability in transforming ideas from reading text to their minds. The following section will present the discussion on the issues related to this topic. They include reading comprehension, reasons for reading, the importance of reading, interest on reading, the concept of folklore, the use of folklore in developing students' interest in reading, and the use of folklore in practice at SMU.

2.1. Reading Comprehension

Reading is always related to reading comprehension (Grellet, 1996:3). Therefore Grellet defines reading comprehension as the way a reader understands a written text to get information from the text as efficiently as possible. This means that when reading a text, a reader should be able to extract the information conveyed by the writer, then s/he will comprehend the text. Furthermore, Goodman (1988:12) defines reading comprehension as a receptive language process. This means that a reader gets something from his reading activity. It can be concluded, from the definitions above, that reading comprehension is an activity, which requires a reader to efficiently comprehend a text and get something from this activity such as, information, message, knowledge, and entertainment. A reader can be said comprehending the text when he is able to retell the information he got, mention detail information from the text, and rewrite the text in his own words.

Reading is the most important skill in learning English aside from listening, speaking, and writing. Reading skill can be practiced from low levels of language instruction up to the most complicated ones. Basically, Grellet (1996:1) points out that the main aim of reading is to grasp a written text, which means to extract desired information from that text as efficiently as possible.



In addition, Papalia (1987:74) says that reading comprehension needs more than knowledge of vocabulary and syntax. It means that when reading a text or passage, students not only know the meaning of difficult words and phrases but also comprehend the message of the writers. Therefore, students who depend on their previous knowledge only and ignore the message of the text and vice versa will not be able to comprehend the text (Aslanian, 1985:20). The disability to comprehend the text might be caused by students' lack of vocabulary, motivation, attention, and after all interest. In line with this, Papalia (1987:72) states that a reading material, which interests the students, will make them easier to comprehend. It can be concluded that when reading a text, students should be highly engaged to the text itself. Otherwise, they will not be able to comprehend the reading text since they need not only knowledge of vocabulary but also reading interest.

It can be concluded that reading comprehension is an activity in which the students should be able to convey the meaning of the text and to grasp the message in it.

2.2. Reasons for Reading

In its development, of the four English language skills, reading has been a crucial skill, particularly, in English as a second or foreign language (ESL/EFL) context. For many years, most English learners place reading as a primary reason for learning that language (Carrell et al., 1995). Moreover, Davies and Whitney (1979) state that there are three main reasons for reading, they are: (1) reading for grasping information that focuses on certain topics, such as people, places, directions, and notices; (2) reading for getting meaning that emphasizes functions, such as comprehending instructions, messages, and facts; and (3) reading for pleasure that focuses on texts, such as magazines, novels, and picture stories. In this case, folk stories can be part of reading for pleasure. In addition, Grellet states two main reasons for reading; 1) reading for pleasure and; 2) reading for information (1996:4). The former, might refer to reading novels, short stories, anecdotes and folk stories, while the last might refer to reading magazines, newspaper, advertisement, etc. In general, the purposes of reading can be grouped into: (1) getting general information from a

text, (2) getting specific information from the text, and (3) reading for pleasure or interest (Williams, 1986).

In teenagers' feature, the aim of reading is to get pleasure. It is supported by their interest in reading material such as comics, teen magazines, and stories rather than reading scientific book or business magazine. For instance, 12 up to 17 years old boy/girl, students of junior up to senior high school (SMP/SMU), including MAN students, do reading for fun. They try to find reading material such as teen magazines, or fictions such as legends and folktales/fairy tales. Teenage pupils positively like and want to understand this books (Ronnqvist and Sell, 1994:125). In line with this, Bruschi, in his study (1991:156-163) has found that reading text such as adventure stories, horror stories, comics, detective stories, animal stories, and folk tales are preferred by teenagers. Moreover, Hirvela and Boyle (1988:180) have found that students are eager to read stories of English fiction rather than literary ones. It means that stories, including folk stories, have important role in developing students' interest in reading particularly to get pleasure.

2.3. The Importance of Reading

Reading is very important in every discipline of knowledge. By reading, someone can get information, which in turn develops his/her knowledge. Carrell et al. (1995:1) have stated that reading is the most important skill in a second language, particularly English. Moreover, they also state that reading has been viewed as an active skill, rather than a passive process. It is in line with Grellet (1996:8) who has stated that reading is an active skill, which involves guessing, predicting, checking and asking oneself questions. It means that when reading, students should actively guess and predict the message in order to comprehend the text well.

Dealing with the importance of reading, Carrell et al. (1995:8) have pointed out that reading is the main reason why students learn the language, including English. In other words, reading is a very important skill to be mastered when someone is learning a language, particularly English for it require a learner to get information, which in turn help him master another language skills such as writing, speaking, and listening.

2.4. Interest in Reading

Interest is one dimension of motivation. According to Ellis (1985:117), motivation is the language learner's orientation to the whole process of learning a language. It means that interest could direct someone to do something in order to get his/her goal. Interest in reading is very important and needs to be developed so that the goal of reading will be achieved. It is in line with Woolfolk's opinion (1990:302) which says that interest will direct someone to do something, in this case reading, without being told.

Dealing with the development of interest in reading, Papalia (1987:72) states that when the reading passages concerned topics that interests the students, prediction of meaning will be facilitated. This means that the role of interesting topics in reading will enhance the students to comprehend the text easily. In addition to the importance of interest in reading, teacher's role is very dominant to increase students' interest in reading (Woolfolk, 1990:307). This means that when a teacher knows what students' interests are, should be able to arrange a supporting program in order to enhance students' interest in reading. Folklore in the form of reading passage has been suggested as an interesting material for its funny, magical, and imaginative story, unique characters, and interesting theme. Therefore, the use of folklore is advisable.

Williams (1986:42) adds that interest in reading is vital to increase motivation, which has significant factor in developing reading speed and fluency. It means that the existence of interest in reading is unchangeable. Without interest, it is difficult to comprehend a reading passage. In line with this, Papalia (1987:77) has suggested that students should be given the opportunity to relate their own lives, activities, and interest to the foreign language and to what is being read in the foreign language. It means that a teacher should give chance to the students to choose reading materials based on their interest. For example, students who are interested in stories should be given chance to read their favorite stories, students who are interested in sport article should be given chance to read the favorite sport team article, and many more examples.

2.5. The Concept of Folklore

Talking about folklore, we might imagine about something untrue, exciting, and funny. In general, almost all countries have their own folklore. Basically, the term folklore refers all narratives, written or oral, which came to be handed down for years (Thomson in Dundes, 1965:414). However, folklore also refers to some written literature such as fable, folktales, legends, and myths (Bunanta, 1998:9). In their development, the oral tradition becomes one of reading materials in order to be published and read by all people interested in reading stories. So, it is clear that folklore not only refers to story-telling but also to printed stories, which can be read by all people, consisting of fables, legends, myths, and folktales.

According to Dundes (1965:3), folklore consists of myths, legends, folk tales, jokes, etc, while Bunanta divides folk stories into myths, legends, and folk tales (1998:8). Therefore, in this study, only those three kinds of folk stories will be used to develop students' interest in reading.

2.5.1. Myths

The English word "myth" is derived from the Greek '*mythos*', meaning word or story (Hornby, 1987). Human beings have traditionally used stories to describe or explain things they could not explain otherwise. Ancient myths were stories by means of which our forebears were able to assimilate the mysteries that occurred around and within them.

According to Bunanta (1998:10), myth is story that is assumed to be real in past time. Some people even make it a sacred story. The characters of myth are gods or goddess or half human and half Gods. The setting of the story is in the never land. To know further about myth, the example of myth can be seen in appendix 4.

2.5.2. Legend

According to Dundes (1965:4) legend is a story from the past about a subject that was, or is believed to have been, historical. Legends concern people, places, and events. Usually, the subject is a saint, a king, a hero, a famous person, or a war. A legend is always associated with a particular place and a particular time in history. It is in line with Bunanta (1998:10) who defines legend as a folk story about extraordinary people and sometimes supported by magical creatures. The story is assumed to be

really happening at a certain time in the past. The example of a legend can be seen in appendix 4.

2.5.3. Folktale

Folktale or fairy tale is a folk story that assumed to be never existed by the teller. The setting of the story is free (Bunanta, 1998:10). It means that a folktale is a story that, in its plot, is pure fiction and that has no particular location in either time or space. However, despite its elements of fantasy, a folktale is actually a symbolic way of presenting the different means by which human beings cope with the world in which they live. Folktales concern peoples either royalty or common folk, or animals that speak and act like people. The example of a folktale can be seen in appendix 4.

2.6. The Use of Folklore in Developing Students' Reading Interest

The school reading program should include three distinct phases (Otto and Smith (in Norton, 1986:366-367)). They have conceptualized the three phases as (1) developmental reading; (2) functional reading; (3) recreational reading. The first and the second phases might refer to students' needs of basal knowledge such as science and social studies. While the last phase is that in which students gain personal satisfaction from their reading of storybooks, magazines, etc. It is also pointed out that recreational reading is naturally based on the students' interest. In teaching-learning process, interest is one of the dimensions of motivation (Woolfolk, 1990: 301). This is urgent for students to be interested in learning the subject, which they are engaged in. Moreover, they also have suggested that to stimulate the growth of students' interest toward reading, as well as to establish leisure-reading habits, the school curriculum should allow time for students to select and read materials for personal enjoyment.

In foreign language teaching learning process such as English, the position of reading is very important. However, the wrong treatment in accustoming reading to the students might result to nothing. Woolfolk (1991) has revealed in her study on this issue that interest in reading hold an important role in developing students' reading achievement. She gave her students interest inventory to find the reading materials that suit her students' interest. The application of folklore in enhancing students' reading interest hopefully is one of the ways to problems solving. By giving such reading

materials as folk stories, the teacher will hopefully stimulate their students to read more and more stories. At the end of the education, students of high school hopefully might try to develop their interest in reading, besides they might be able to obtain the ability to read not only scientific text book but also leisure reading materials which are written in English.

Baynham (1986:113) states that folklore has long been part of the repertoire of language teacher, and many simplified reading series. It is due to the fact that the themes of folklore are universal and across culture, so they make ideal reading in language learning process. It is supported by Papalia (1987:74-75), which states that reading materials such as magazine articles, short stories, jokes, folk stories, should be introduced first to the students in order to dig their interest in reading before they are introduced to textbooks of literary heritage.

It can be concluded that folklore, besides the other kind of stories and other interested materials, hold an important role in developing students' interest in reading. Based on this fact, teacher should realize the students' interest before judging appropriate reading texts to the students. As mentioned above, that this appropriateness will lead the students to read more reading text of their interest, which in turn will develop their reading comprehension ability.

2.7. The Use of Folklore as Reading Materials in SMU in Practice

Concerning MAN Blitar recent English Language Teaching condition, based on the observation, it was found that the teacher rarely used or gave reading materials other than those taken from English textbooks and more often the teachers only let the students to do the LKS (students' worksheet). The aim of giving this kind of LKS is to make the students active in self study, hence the teacher was not eager to give any other kinds of materials, including folklore, which has universal theme, universal characters, and universal background as the reading materials due to the lack of time for English subject or teachers should have finished the English materials within the allowed time. As a result, there was hardly time to read different kind of reading than those presented in the LKS and the English textbooks.

Dealing with this problem, this research tried to find an alternative solution in covering students' interest in reading by applying folklore as the reading for pleasure materials. There are many things can be done with folklore. The following is one example of lesson plan on myth, legend, and folktale adopted from *internet* (<http://infoave.com/lesson.htm>), that can be applied in the classroom:

Grade: this lesson plan is appropriate for eight grade (second year of SMP) or above in the countries where English is the first or the second language. In the countries where English is a foreign language, it is appropriate for Junior up to senior high school (first to second year students).

Goal: to provide an understanding of and the background knowledge for the concepts of these different types of literature.

Objectives:

1. Students will be able to compare and contrast characteristics of folktales, myths, and legends.
2. Students will be familiar with some literature representative of all three types.
3. Students will appreciate literature more by having some background knowledge and history as a foundation to understanding it.

Activities:

1. Character Visualization

Select a story to read or share with the class. In small groups or as a class, have students answer questions about the characters, as in the following example for the princess from 'Talaga Warna':

What does the princess wear?	Where does the princess live?	What does the princess look like?	What characteristics best describe the princess?	What are the results of her actions in the story?
------------------------------	-------------------------------	-----------------------------------	--	---

Students then draw and describe the personality of a character, and share their impressions.

2. Personalizing the Character

Students form small groups and brainstorm key words about a character, creating a concept map. An example follows for Prince Bandung Bondowoso (pronounced *bahn-doong bond-o-wo-so*) from 'Roro Jonggrang' (pronounced *row-row jong-grung*):

Using their group concept map, each student rewrites the story from their character's point of view. For example:

Hi, I'm Prince Bandung. I'm used to getting my own way. I fell in love with the most wonderful girl in my new kingdom but she didn't want to marry me. In my anger I turned her to stone. Now I wish I could have controlled my temper.



They recite and act out their account according to the personality of their character, i.e. through body language, tone of voice, non-verbal language etc.

3. Relationship between Characters.

Students identify the main characters in the story and place these in the center of a large piece of paper. Secondary characters are placed around the edges. Students link the characters by focusing on their personality traits and their changing relationships with each other. Students assume the identity of a character. They take turns to role-play their character in a new scenario. The rest of the class tries to guess the character's identity.

III. RESEARCH METHODS

This chapter presents the research methods applied in this research. They are the research design, area determination method, research participants, data collection method and data analysis method, which will be dealt in turn in the following section.

3.1 Research Design

This research was a descriptive qualitative study, which intended to describe a phenomenon namely the use of folklore in developing students' interest in reading. The design of this research was the developmental research in the form of case study. The aim of this research was to describe a phenomenon, namely the use of folklore in developing students' interest in reading at MAN Kota Blitar in the 2002/2003 academic year and in turn would improve students' interest in reading English text. A case study method was applied in this research. Dealing with the use of case study, Yin (1989) promoted Case study as one of the approaches that is often used in developmental research, especially for research question HOW and WHY. Merriam (in Bogdan and Biklen, 1992:62) claims that case study was a detailed examination of one setting, or single subject, a single depository of document, or one particular event. In conducting the research, the procedures below were applied:

- a. Formulating the problem, objective and methods of the research.
- b. Finding related literature and related research dealing with the problem.
- c. Observing the classroom atmosphere in teaching learning process.
- d. Analyze the situation of the classroom in order to find the most appropriate method in teaching English.
- e. Selecting a set of folk stories and rewriting them in the form of reading materials consisting of myths, legends, and folktales.
- f. Constructing the research instruments (a questionnaire and an interview guide)
- g. Determining the research participants by doing pre-interview with the English teacher first.
- h. Designing reading materials taken from folklore.
- i. Applying the material to the classroom.
- j. Observing the classroom activities.



- k. Collecting the data by distributing the questionnaire to the participants and doing interview to cross-check the data taken through questionnaire.
- l. Analyzing the collected data obtained through the questionnaire by using descriptive qualitative method by percentage formula.
- m. Discussing the research results.
- n. Drawing conclusion of the research results.
- o. Writing the research report

3.2 Research Area

The area of this research was chosen purposively because it enabled the researcher to get the data required in this study. According to Ali (1993:57) purposive method must be based on the previous knowledge about the population and the researcher must not be doubtful or vague about the information. So, the availability of the intended data was the main reason to determine the area.

This research was conducted at MAN Kota Blitar with the following consideration: first, the preliminary study showed that most of the students lack of interest in reading. It was supported by the pre-interview, which told the researchers about the recent condition at MAN Blitar especially dealing with the students visiting the library and their response to English class. Secondly, based on the information from the students, they could not enjoy English because the teacher rarely uses variation in teaching English such as discussion, debating or role playing, etc. It made most of the students bored and uninterested to English. Furthermore, the school enabled the researcher to conduct a research by granting permission for the research activities.

3.3 Research Respondents

The respondents of this research were 44 students of the second year students of MAN Blitar, which were chosen purposively. The second year students of MAN Blitar were chosen out of the first and the third year students due to consideration that the second year students had learnt English longer than those two other groups, so it was assumed that they have mastered English better. While the third year students

were focused to face the final examination, so it was difficult to conduct a research to these students.

3.4 Data Collection Method

In this research, structured questionnaire, observation, and unstructured interview were employed because they can provide deeper information on respondents' responses.

3.4.1. Structured Questionnaire

Structured questionnaire was used to investigate students' interest on the reading materials, especially dealing with folklore (Blaxter et. al., 1997). To support the data taken from the questionnaire, the crosscheck of the students' response to the questionnaire was conducted by interview. The questionnaire was structured, it was to ease the respondents in filling it out. The questionnaire was analyzed based on the frequency, so the result was in the form of percentage. Dealing with this matter, Anderson (1994:11-12) states that the only reasonable thing can be done to qualitative data is to count the number of items in different categories and perform the frequency in the form of percentage (usually to one decimal place). The questionnaire was written in Indonesian, but the answers were translated into English.

3.4.2. Unstructured Interview

Interview was used to measure the students' response toward folklore. In addition, interview was also used to crosscheck the students' response toward the questionnaire. It was done in order to avoid their misunderstanding toward the questionnaire. Moreover, it also intended to get deeper information from the students related to their response toward folklore. In other words, the interview was done to avoid students' dishonesty in answering the questionnaire. Beside that, the interview was also done with the teacher in order to know the recent condition of English Language Teaching at MAN Blitar.

3.4.3. Observation

In this study, observation was employed in order to get several information dealing with students' activities during reading the folklore given. There were two kinds of observations, participant observation and non-participant observation (Fraenkel and Wallen, 1996:451). Since this was a case study, non-participant

observation was applied. Fraeni and Wallen (1996:453) include case studies as one type of non-participant observation since the researcher did not participate in the activity being observed. This research was done in a month with a meeting in a week, so the researcher did four times observation.

3.5 Data Analysis Method

In analyzing the data gained, the non-statistical and statistical method were applied. The main data, in this research, was taken from the questionnaire. Therefore, descriptive qualitative by percentage method was employed in the data analysis. Arikunto (1998:23) states that to analyze qualitative data, quantitative method can be applied in order to ease the analyzing procedures. Therefore, this research analyzed the data by percentage (quantitatively) and interpret it qualitatively. To find the percentage, the formula below was applied in this research:

$$P = \frac{f}{N} \times 100\%$$

P = percentage

f = the number of individual

N = the total number of score

(Sudijono, 1994:40)

IV. RESEARCH RESULT, ANALYSIS, AND DISCUSSION

This chapter discusses the findings of the research on developing students' reading interest through folklore for the Second Year Students at MAN Kota Blitar in the Academic Year 2002/2003 and the discussion of such findings done by referring back to the review of related literature highlighted in Chapter II.

4.1. Research Finding and Analysis

The research which was conducted on 28 January – 28 February 2003 at MAN Kota Blitar has revealed some findings dealing with the use of folklore in developing students' interest in reading and their willingness to read more reading text as they were stimulated by using folklore. Before conducting the research, the researcher formulated the problem and collected supporting literature. The next step, the researcher observed the students reading interest toward the text and gaining the data about students' interest toward reading and folklore through questionnaire.

The final results of the research indicated that most of the students (79.5%) had interest in reading folklore supported by their responses through questionnaire and their activities during the writer gave them folklore in the form of reading text. Detailed information about the findings of the research are presented in the following explanation.

4.1.1. Questionnaire Result

The result of the questionnaire showed the students' interest development toward reading and folklore. In general, the students showed positive interest toward the folklore. They also had good interest toward reading activities. It was supported by their choice of books or reading text, which suit their interest. It means that when they were interested in the reading text/book they will have willingness to read it. The detail of questionnaire result can be seen in the following figures:

Do you have willingness to read reading text written in English?		
Yes	Rarely	No
77.3%	18.2%	4.5%



Do you always choose English reading text which suit your interest?		
Yes	Rarely	No
93.4%	4.6%	2%

How do you feel when you read English reading text, which interest you?		
Happy	Quite happy	Not Happy
75%	22.7%	2.3%

Can you focus on the reading text while you are reading it?		
Yes	Rarely	No
95.4%	4.6%	0%

Is the reading text you have read make sense in your mind?		
Yes	Not really	No
95.5%	4.5%	0%

Do your surrounding support your reading activities?		
Yes	Rarely	No
40.9%	34.1%	25%

Do you teacher's way of teaching interest you?		
Yes	Rarely	No
76%	29.5%	4.5%

Do your English teacher gives variation in teaching reading?		
Yes	Rarely	No
70.5%	29.5%	0%

Do your friend like to read English reading text?		
Yes	Rarely	No
25%	50%	25%

Do you have small study group outside the class?		
Yes	Rarely	No
0%	25%	75%

Are you interested in the folklore given to you?		
Yes, Interested	Quite interested	Not interested
79.5%	20.5%	0%

What kind of folklore do you like more?		
Myth	Legend	Folktale
11.8%	49.5%	38.7%

Do you have willingness to read more English reading text?		
Yes	Not really	No
77.3%	18.2%	4.5%

What kind of reading text do you want to read?				
Sport article	Novel	Folklore	Textbook	Others
16%	6.8%	61.4%	9%	6.8%

What kind of reading text do you read often?				
Sport article	Novel	Folklore	Textbook	Others
13.6%	2.2%	65.9%	18.3%	0%

From the table above, it can be concluded that 77,3% respondents had willingness to read a text written in English. They also intended to choose reading text that suit their interest (93.4%). Most of them (95.5%) can focus on the reading text they read eventhough their surroundings not really support them. Only 40.9% respondents said that their surrounding support them to do reading activities. Dealing with their English teacher way of teaching, 76% respondents said the teacher's way of teaching was interesting. 70.5% respondents said that the teacher always gave variation in teaching English. In term of the use of folklore in developing students' interest in reading, it was found that 79.5% reaspondents had interest toward folklore, 0% respondent uninterested to folklore. Legend and Folktales became their favorite reading texts. It was shown that 49.5% reaspondents choose legends as their favorite reading text, while 38.7% respondents choose folktales, while 11.8% respondents preferred to read myths.

4.1.2. Observation Result

A primary concern in this research is of students' interest toward reading passage. The idea of doing this developmental research project did not come to the researcher right away. He spent the first week interviewing the second year students of MAN Blitar dealing with their response to English especially about their reading activities. It is found that the situation was even more stressful than it had been imagined. The students had a bad interest toward English and this influence their interest toward reading texts. As a result they rarely read English reading texts out of the English textbook.

This research was done in a month, starting from 28th January up to 28th February 2003. The researcher, in collaboration with the English teacher, divided the meeting into four meetings. The observation was done in each meeting. From the four meetings, the researcher observed the students' interest improvement toward the folklore and found some information that was helpful to develop new strategies in teaching reading.

In the first meeting, the researcher, before giving the folklore, explained about the importance of English for their future and the importance of understanding and comprehending reading texts as well as possible. The students seemed eager in listening to the researcher explanation about how to comprehend a reading text, in this case folklore, quickly and correctly. Further, in the students' activities during their reading and comprehending the reading passage, they seemed did not know what to do. They sometimes looked confuse with the texts since they never got such kind of text before.

In the first meeting, the folklore (myth, legend, and folktale) entitled "*Jayabaya*", "*The Legend of Telaga Warna*" and "*Tom The Snowman*" were given to the students at once and they were asked to comprehend the text by answering the comprehension test following the reading text. They seemed to think hard to understand the text for they had very limited vocabulary. Some students' even work in-group to solve their difficulties in comprehending the passages. In this case, the researcher gave the reading passages to each student. However, in order to help the students solving their problems toward the reading passages, the researcher allowed them to work in groups. Although many students in the first meeting still find it difficult to comprehend the text but they were encouraged to read and understand it. Their interest toward reading and folklore was not disappointed either. In the first meeting the students could not finish reading the text, so the researcher allowed them to take it home and read it.

In the second meeting, the students had already known what to do. It was because they had already read the text at home. However, not all the students read the text at home. Some students still asked their fellows to comprehend the text. It was a little bit dissappointed because they were tended read and comprehend the text by themselves. At the second meeting, the students finally finished reading the three texts.

In the third meeting, the researcher gave the folklore (myth, legend, and folktale) entitled “*Nyi Roro Kidul*”, “*Timun Mas*”, and “*The Jealous Moon*”. When they were given the stories, they seemed happy like in the first and the second meeting. They even became more serious in reading the text and they showed great enthusiasm in reading it. The classroom looked silent with a little disturbing noise because the students had already involved with those kind of text, so they didn’t have to ask many questions. Moreover, it was also because the students were eager to know the content of the text completely by themselves. In this case, they showed great interest in reading the text because of their willingness to understand the text. The students could not finish reading the text at the third meeting, so they have to read it at home.

In the last meeting, the students had already read the text at home so they had already understand any unfamiliar words and also able to comprehend the text well. In this meeting, the students did not make a lot of comment other than read and answer the comprehension test given.

The observation did not end in the classroom. The researcher also observed the students reading activities outside the classroom as far as he could. The most possible thing to do was by observing the students visit to library. It was really supported the findings of the questionnaire. However, the researcher found that the students visit to library was increased eventhough not really significant. Moreover, the researcher also did observation informally a month after the research was done. Surprisingly, the students still remembered the reading texts given to them and asked for more. It assured the researcher that the students’ interest in reading has developed.

4.1.3. Interview Result

The interview was done before, during, and after the research. Before conducting the research, the researcher conducted interview with the English teacher dealing with teaching learning activities at MAN Kota Blitar. Dealing with the book choice to teach English, the teacher preferred to use LKS (students worksheet) as the material in teaching English. She gave some reasons dealing with this. First, the LKS was designed by the English teacher in collaboration with the other English teachers in the region of Blitar, so the English teacher knew exactly the content of the LKS and

how to administer it. The second, she tried to apply student-centered learning technique (CBSA), where the teacher didn't have to talk a lot in the class. It showed that the teacher rarely gave reading texts other than those taken from the LKS. She also pointed out that the response of the students was fairly good. It was reasonable, since the students had no more choice.

During the research, the researcher interviewed some students dealing with their interest toward the text. Here can be presented that most of the students had interest toward the text. It showed by their curiosity to understand the whole content of the text, either by referring to dictionary or by asking their friend. They also said that there were some unfamiliar words that made them difficult to comprehend the text. But in general they have willingness to comprehend it. It showed by their comprehension development, in which the students were asked to analyse the characters, the chronological event in the stories, and to describe the contrast character between the antagonis one and the protagonist one.

After the research, the researcher also interviewed some students dealing with their willingness to read more reading texts. The response was that they have great willingness to read more reading text, in this case folklore.

From the interview result, it can be concluded the students showed great enthusiasm toward folklore and more surprisingly, the have willingness to read folklore. However, it still needs more investigations whether folklore is really effective in improving students' interest toward reading or not.

4.3. Discussion

This part discusses the students' interest in the folklore reading materials and the students' test summary on folklore reading materials which showed their interest and comprehension development.

First, based on the students' response through questionnaire above, it is proven that 79.5% of the respondents showed a positive interest in the folklore reading materials. This interest is accompanied by the following reasons. First, they wish to have such materials in order to stimulate their interest in reading. It is true that those materials might motivate students to read such materials because all students want to start their stimulate their reading activities by finding material that fulfill their interest

(Hirvela and Boyle, 1988). In doing so, a students-centered approach is badly needed to match students' interest toward English reading text. For instance, those who are interested in sport should be given sport-related reading materials so that they can cope with such materials. Second, they often find English reading materials were difficult to be understood just because they did not interested on that materials, especially for students with low vocabulary. In an attempt to this, English teachers are demanded to provide materials, which are interesting to students as alternative materials in the class so that they will realize that English is not scaring. This occurs because students with low interests in English require such materials to stimulate their reading interest (Brusch, 1991). To sum up, the respondents are keen on the folklore reading materials designed by the researcher written in English. This is an onset of learning language based upon their interest because interest is one of the main features in a learning process. Therefore, the use of folklore can be an alternative of bringing students into good reading interest.

Dealing with the students' willingness to read more reading text after being taught by using folklore, the questionnaire showed that 77.3% respondents had positive willingness to read more reading text. In this case, most of them (61.4%) wanted to read folklore, 11,8% respondents preferred to read myths, 49.5% respondents preferred to read legends and 38.7% respondents wanted to read folktales. It supported the idea that folklore was a good material to stimulate students' reading interest.

Second, from the observation result can be concluded that the use of folklore would help the students to have interest in reading. Although some of them were still visibly confused in comprehending the text but they tried hard to understand the text by asking their friend or the researcher about the difficult words. It seemed that the students had positive interest in reading folklore. However, it required more data and further investigation to ensure.

The phenomena that happened in the first observation were that the students did not pay much attention to the text given. It might because the texts were not usual ones given by their teacher. Moreover, they were not accustomed to read such kinds of text without being helped by the teacher. As a matter of fact, the teacher always gave unfamiliar words before she asked the students to read the text. The researcher had noted some problems that made the students had low encouragement even though they

showed positive interest toward the text. The most common problem was that most of the students had very limited vocabulary, and they had low motivation to find out the meaning of these unfamiliar words by themselves, either by inferring from the clues in the text or from the dictionary. It was showed by the condition that some students worked by themselves because they already had a dictionary. However, some students prefer to wait for their friend comprehension rather than comprehending the text by themselves.

During the second observation, the researcher also noted some anecdotal records dealing with students' interest toward the folklore. At the second meeting they were eager to read the text. However, some students still found discussed the text with their fellows. It showed that they had willingness to comprehend the text, but it was not a good atmosphere in a class because they could disturb the students who were busy with themselves. Besides, the researcher also found some students who were work alone in comprehending the text. Dealing with those students' activities, the researcher tried to get information from them about their interest toward the text. It told the researcher that they actually interested on such kind of reading passages. However, the problems were that they got difficulties in understanding them.

The third observation has shown the researcher how folklore works in developing students' interest in reading. They have already had willingness to comprehend the text. The interesting point here was that they were eager to work alone and had already brought their own dictionary. While the last observation assured the researcher that the students' interest in reading had been developed.

It gave the researcher more responses that folklore could motivate the students, made them interested and encouraged to read it. It is in line with Baynham's opinion that folklore was a good material to motivate and improve students' interest toward reading (1986). It is clear that folklore could help the students' improve their interest in reading. Moreover, it is said that when the students had interest toward the text, they would have willingness to develop their comprehension skill (Woolfolk, 1990). Therefore, using folklore could help the teacher encourage their students to read. In this case, folklore played an important role in developing students' reading interest in that way.

The phenomena did not come by chance. The researcher had to do a lot of effort in improving students' interest toward reading. In order to prove his investigation results, the researcher came to the school once again several weeks after the research conducted. It was found that the students still remember the texts given to them and surprisingly they showed the researcher those texts. It is amazing that they still bring the texts after several weeks. This assured the researcher that the students had changed their attitude toward reading especially reading folklore.

Last, the interview also reflected some discussion that the students had willingness to read folklore written in English for some reasons. First, folklore is easy to be understood for its limited vocabulary. Moreover, the published folklore distributed in Indonesia has already completed with the meaning of unfamiliar word at the end of the books. Second, the students had curiosity toward the folklore. Most of the folklore given to the students were from Indonesia stories, so the students has already had picture in their mind about the story. However, they had curiosity when the text was written in English. Third, the theme, characters, the stories and setting of folklore were beyond imagination that made the students interested in reading such fiction (Brusch, 1991, Ronnqvist and Sell, 1994).

Dealing with the teacher, she also had to make a lot of effort in order to develop her students' reading interest since reading in Senior High School is very important (Carrell et.al, 1995, Grellet, 1996). She can use a lot of materials that suit their students' interest. Folklore as an interesting material can be used as an alternative solutions to cope with students' interest in reading.

These findings have proven that folklore could be developed as reading materials to develop students' reading interest. It is very important because interest in reading will help the students to comprehend the text easier (Papalia, 1987). The core aim of this activity is to create a good reading interest among students in MAN Blitar. In this case the students should be given opportunity to relate their own reading interest in order to stimulate their willingness to read. The use of interest inventory might be useful for the teacher in order to find the most appropriate reading materials for the students. This technique had been applied by Woolfolk (1991) to stimulate her students' interest in reading. By investigating their favorite books, their hobbies, their

favorite TV program, and many more, the teacher can find reading materials that suit his/her students' interest.

Apart from those findings, this research still needs a lot of weaknesses where the use of folklore is really an effective way to improve students' interest in reading. Therefore, other research design, such as experimental design, can be used to investigate this matter.



V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based upon the findings, analysis, and discussion on Chapter IV, some core points can be drawn as follows:

- a. Based on the students' response through questionnaire, 79.5% respondents had interest in reading folklore.
- b. 11.8% respondents choose myths as the most interesting reading text.
- c. 49.5% respondents choose legends as their favorite reading text.
- d. 38.7% respondents prefer to read folktales
- e. Dealing with students' interest in reading development after given the reading text taken from folklore, their interest showed positive developments. It is proved by their willingness to read more folklore. 77.3% respondents had willingness to read more reading text. 61.4% of them wanted to read more folklore.

Therefore, the folklore reading materials are badly needed to design alternative materials in which students have a specialist interest and the English teachers should be active in making such materials.

5.2 Suggestions

- a. For English Teachers

It is indispensable for English teachers to design reading materials based on students' interest in which those materials are meant to develop their interest in reading in the future.

- b. For Students of MAN Blitar

They should try to develop their reading interest by developing their reading activities. The use of folklore might be just as stimulant to develop their reading interest. Therefore, the students should have to develop their reading interest by reading what they wish to read.

29 A



c. For Other Researchers

It is crucial for other English Language Teaching researchers to conduct further researches on any areas dealing with how to develop students' interest toward reading. The use of folklore can also be developed to get better materials or activities in English Language Teaching process in which these researches can be developed widespread based on students' area subjects.



REFERENCES

- Ali, M. 1993. *Strategi Penelitian Pendidikan*. Bandung: Angkasa.
- Anderson, A.J.B. 1994. *Interpreting Data; A First Course in Statistics*. London: Chapman & Hall.
- Arikunto, S. 1998. *Prosedur Penelitian; suatu pendekatan praktek*. Jakarta: Rineka Cipta.
- Aslanian, Y. 1985. *Investigating the Reading Problems of ESL Students*. *ELT Journal* 39/1: 20-7.
- Baynham, M. 1986. *Bilingual Folk Stories in the ESL Classroom*. *ELT Journal* 40/2: 113-120.
- Blaxter, L. Hughes, C. Tight, M. 1997. *How to Research*. Philadelphia: Open University Press.
- Bogdam, RC. and Biklen, SK. 1992. *Qualitative Research for Education*. Boston: Allyn and Bacon Inc.
- Brusch, W. 1991. *The Role of Reading in Foreign Language Acquisition; designing an experimental project*. *ELT Journal* 45/2: 156-163.
- Bunanta, M. 1998. *Problematika Penulisan Cerita Rakyat Untuk Anak di Indonesia*. Jakarta: Balai Pustaka.
- Carrell, P.L.; J. Devine,; and D.E. Eskey. 1995. *Interactive Approaches to Second Language Reading*. Cambridge: Cambridge University Press.
- Davies, E. and N. Whitney. 1979. *Reasons for Reading*. London: Heinemann Educational Books, Ltd.
- Depdikbud. 1999. *Kurikulum Sekolah Menengah Umum*. Jakarta: Depdikbud.
- Dundes, A. 1965. *The Study of Folklore*. Englewood Cliff. NJ. Prentice Hall, Inc.
- Ellis, Rod. 1985. *Understanding Second Language Acquisition*. Oxford: Oxford University Press.
- Fraenkel, JR. and Wallen, NE. 1996. *How to Design and Evaluate Research in Education*. 3rd Edition. New York: McGraw-Hill Inc.
- Goodman, K. 1987. *The Reading Process*. In Carrel et. al. *Interactive Approaches to Second Language Reading (ed)*. Cambridge: Cambridge University Press.
- Grellet, F. 1996. *Developing Reading Skills*. Cambridge: Cambridge University Press.

- Harris, LA. and Smith, CB. 1972. *Reading Instruction Through Diagnostic Teaching*. New York. Rinehart and Winston.
- Hirvela, A. and Boyle, J. 1988. **Literature Courses and Student Attitudes**. *ELT Journal* 42/3: 179-184.
- Hornby, A.S. 1987. *Oxford Advanced Learner's Dictionary of Current English*. London: Oxford University Press.
- Kompas. May 3rd 1997. **Budaya Gemar Membaca Masyarakat Indonesia Memang Masih Rendah**. Jakarta: PT. Kompas Media Nusantara.
- May 7th 1997. **Minat Baca Rendah Akibat Tradisi Membaca di Sekolah tidak Beres**. Jakarta: PT. Kompas Media Nusantara.
- Kooy, M. and Chiu, A. 1998. **Language, Literature, and Learning in the ESL Classroom**. *English Journal*. November 1998/78 – 83.
- Nababan, SUS. 1992. *Metodologi Pengajaran Bahasa*. Jakarta: PT. Gramedia Pustaka Utama
- Norton, D. E. 1986. *The Effective Teaching of Language Arts*. Ohio: A Bell & Howell Company.
- Papalia, A. 1987. **Interaction of Reader and Text**. In Rivers, W.M. *Interactive Language Teaching (ed)*. Cambridge: Cambridge University Press.
- Ronnqvist, L. and Sell, R.D. 1994. **Teenage Book for Teenagers: reflections on literature in language education**. *ELT Journal* 48/2: 125.
- Sudijono, A. 1994. *Pengantar Statistik Pendidikan*. Jakarta: Rajawali Press.
- Syarifuddin. 2002. *Reading, the Need of Achievement*. Hello Magazine no. 159. Semarang: Widya Niti Bhasa Foundation.
- Williams, R. 1986. **'Top Ten' Principles for Teaching Reading**. *ELT Journal* 40/1: 42-5.
- Woolfolk, Anita E. 1990. *Educational Psychology*. New Jersey: Prentice Hall. Englewood Cliffs.
- Yaniar, R. 2000. *Fauna Folktales. Studies of Asia Learning Emphasize*. <http://www.geocities.com/RainForest/Vines/2000/fable.html>.
- Yin, R.K. (1989). *Case study research: Design and methods* (Revised Edition). London: Sage (<http://www.ub.utwente.nl>).

7. Apakah cara mengajar guru bahasa Inggris anda menarik dan menyenangkan?
 - a. Ya
 - b. Jarang
 - c. Tidak
8. Apakah guru bahasa Inggris anda selalu memberikan materi yang bervariasi?
 - a. Ya
 - b. Jarang
 - c. Tidak
9. Apakah teman-teman anda (baik yang akrab maupun tidak) suka membaca buku-buku/bacaan berbahasa Inggris?
 - a. Ya
 - b. Jarang
 - c. Tidak
10. Di luar jam sekolah, apakah anda selalu membuat kelompok kecil untuk belajar bahasa Inggris?
 - a. Ya
 - b. Jarang
 - c. Tidak
11. Apakah anda merasa senang dengan bacaan cerita yang telah anda dapatkan?
 - a. Senang
 - b. Cukup senang
 - d. Tidak senang
12. Dari ketiga materi bacaan yang telah anda dapatkan, bacaan mana yang paling berkesan di benak (pikiran) anda?
 - a. I (mitos)
 - b. II (legenda)
 - c. III (dongeng)
13. Apakah anda memiliki keinginan untuk membaca cerita-cerita lain yang ditulis dalam bahasa Inggris?
 - a. Sangat ingin
 - b. Ingin
 - c. Cukup ingin
 - d. Tidak ingin
14. Bacaan berbahasa Inggris apa yang paling anda inginkan untuk dibaca?
 - a. Artikel olah raga
 - b. Cerita (dongeng, legenda, mitos)
 - c. Novel
 - d. Buku teks bahasa Inggris yang ada di sekolah
 - e. Lain-lain (sebutkan)
15. Buku berbahasa Inggris apa yang paling sering anda baca?
 - a. Artikel olah raga
 - b. Cerita (dongeng, legenda, mitos)
 - c. Novel
 - d. Lain-lain

Appendix 2

The List of Interview Questions

NO	The Data Taken	Data Resources
1.	What books do you use in teaching English, especially for reading? Why do you use those books?	The English Teacher
2.	What kinds of reading materials do you give to the students? Please, mention them in details.	
3.	How do you choose the materials for reading activities?	
4.	How students respond to the texts? Are they interested in such texts or not?	
5.	What make the students interested in the reading text you gave?	
6.	What make the students not interested in the reading text?	

NO	The Data Taken	Data Resources
1.	Do you enjoy your reading time? Why?	The Students
2.	What kind of English reading texts do you like to read?	
3.	Do you always enjoy reading English texts of your interest?	
4.	How do you develop your reading skill?	
5.	How do you improve your reading skill?	
6.	When your reading text is enjoyable, do you want to read more?	
7.	When you read more reading texts, will you choose the same kind of reading text?	

The Name of Participants

NO.	NAMES	Class
1.	Ahmad Syaifudin	2 A
2.	Anes Mukhlasin	2 A
3.	Andrik Masruroh	2 A
4.	Dewi Lailatul Kh.	2 A
5.	Elik Setyawati	2 A
6.	Eni Rahayu	2 A
7.	Farida Nurdiana	2 A
8.	Fatkhur Rahman	2 A
9.	Herna Winarsih	2 A
10.	Hery Nuryahman	2 A
11.	Ibnu Bawairul A.	2 A
12.	Imam Syafi'i	2 A
13.	Istotin Finiyah	2 A
14.	Khoiru Nikmah	2 A
15.	Khusnatul Ismiyah	2 A
16.	Lilik Khusnawati	2 A
17.	Moch. Faizin	2 A
18.	Mohammad Farhan	2 A
19.	M. Arif. M.	2 A
20.	M. Baitur Rohman	2 A
21.	M. Ghusnul Ma'arif	2 A
22.	M. Khoirul A.	2 A
23.	M. Munir	2 A
24.	M. Yahmin Rosidi	2 A
25.	Nelly Hidayah	2 A
26.	Nikmatul Mukharomah	2 A
27.	Nizatul Muhtadi'in	2 A

28.	Reni Nurjanah	2 A
29.	Rofa' Alfathanudin	2 A
30.	Rubitah	2 A
31.	Ruri Indar W.	2 A
32.	Sayidati Nadhifatin Nisfi Laili	2 A
33.	Siti Muyasaroh	2 A
34.	Siti Sholihah	2 A
35.	Suci Christina W.	2 A
36.	Sulistriani	2 A
37.	Ulfatin Muniroh	2 A
38.	Ulum Riah	2 A
39.	Umu Alfa Khasanah	2 A
40.	Usman Khafifudin	2 A
41.	Uswatul Khasanah	2 A
42.	Yuliaty	2 A
43.	Yuswanto	2 A
44.	Widia Astuti	2 A

COLLECTION OF SELECTED
FOLKLORE
(MYTHS, LEGENDS, AND FOLKTALES)



COLLECTED AND REWRITTEN BY
M. MANSYUR

FOR STUDENTS OF MAN BLITAR

JAYABAYA

Retold by Mario Rustan



Jayabaya was born in 1135 in the kingdom of Kediri, East Java. He was famous as a prophet-king. During his reign, he ordered Sedah and Panuluh, Mpu (teachers) and writers as well in the kingdom, to write his stories. He lived only for 24 years but left us 'Jangka Jayabaya,' a book of Jayabaya's prophecy.

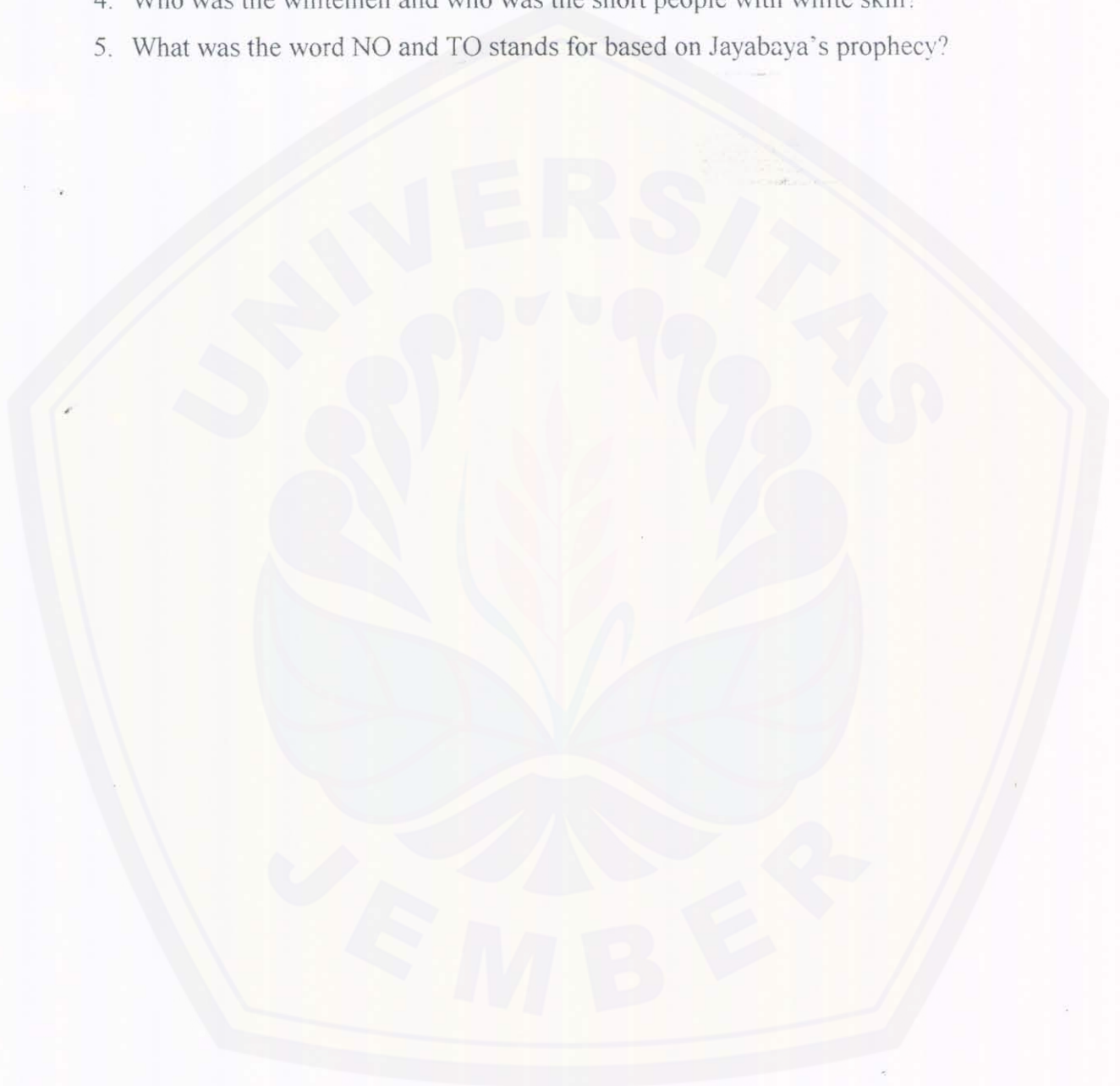
One of the most famous prophecies is about the colonization of Indonesia and the Second World War. Jayabaya said, "There will be a time, the kingdom will be overtaken by strange people coming from nowhere, with white skin, magic sticks that could kill people from the distance. They will conquer and rule our kingdom for very long time, until a number of short people with yellow skin come from north, drive out the whitemen. This new foreigners also will rule our kingdom, but just as long as a corn's life (3 1/2 years)."

Indonesia had been the colony of Netherlands since 17th century and during the Second World War, in March 1942, Japanese took over the country. Then they went out in August 1945, just as Jayabaya said. And the other one that became a hot topic in Indonesia a few years ago, is the names of Indonesian leaders.

He said, "The upcoming kings, have name like this word, '**Notonegoro**' (rule the state)." The first President of Indonesia (1945-1966) was Sukarno, **NO** on the last two letters. The second President of Indonesia (1967-) is Soeharto, **TO** on the last two letters. That's why everyone is predicting who will be the third president.

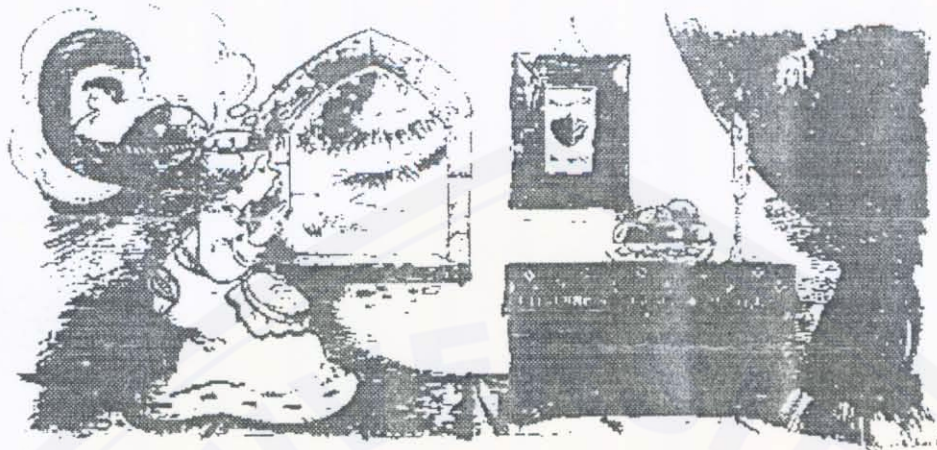
Exercise 1

1. When was Jayabaya born?
2. What was the name of prophecy book written by Jayabaya?
3. What was the most important thing told by the prophecy book?
4. Who was the whitemen and who was the short people with white skin?
5. What was the word NO and TO stands for based on Jayabaya's prophecy?



The legend of Talaga Warna

Retold by Renny Yaniar



Once upon a time, there was a kingdom in West Java. The kingdom was ruled by a king. People called their king His Majesty Prabu. Prabu was a kind and wise king. No wonder if that country was prosperous. There's no hunger in this kingdom.

It was a very happy condition. But it was a pity that Prabu and his queen hadn't got any children. It made the royal couple felt very sad. Some old men and women who was respected by Prabu suggested the king to adopt a child. But Prabu and the queen didn't agree. "No, thank you. But for us, our own daughter or son is better than adopted children."

The queen was very sad. She often cried. That was why Prabu decided to go. He went to the jungle. There he prayed to God. Everyday he begged for a child. His dream came true. A few months later, the queen got pregnant. All people in the kingdom felt happy. They sent many presents to the palace to express their happiness.

Nine months later a princess was born. People sent their presents again as a gift to a little princess. This baby grew as a beautiful teenager then.

Prabu and Queen loved their daughter so much. They gave what ever she wanted. It made Princess a very spoiled girl. When her wish couldn't be realized, she became very angry. She even said bad things often. A true princess wouldn't do that. Even though the princess behaved badly, her parents loved her, so did the people in that kingdom.

Digital Repository Universitas Jember

Day by day, the princess grew more beautiful. No girls could be compared with her. In a few days, Princess would be 17 years old. So, people of that kingdom went to palace. They brought many presents for her. Their presents gift were very beautiful. Prabu collected the presents. There were really many presents. Then Prabu stored them in a building. Some times he could take them to give to his people.

Prabu only took some gold and jewels. Then she brought them to the goldsmith. "Please make a beautiful necklace for my daughter," said Prabu. "My pleasure, Your Majesty," the goldsmith replied. The goldsmith worked with all his heart and his ability. He wanted to create the most beautiful necklace in the world because he loved his princess.

The birthday came. People gathered in the palace field. When Prabu and queen appeared, people welcomed them happily. Prabu and his wife waved to their beloved people.

Cheers were louder and louder when the princess appeared with her fabulous pretty face. Everybody admired her beauty. Prabu got up from his chair. A lady gave him a small and glamorous pillow. A wonderful necklace was on it. Prabu took that necklace. "My beloved daughter, today I give this necklace to you. This necklace is a gift from people in this country. They love you so much. They presented it for you to express their happiness, because you have grown to a woman. Please, wear this necklace," said Prabu.

Princess accepted the necklace. She looked at the necklace in a glance. "I don't want to accepted it! It's ugly!" shouted the princess. Then she threw the necklace. The beautiful necklace was broken. The gold and jewels were spread out on the floor

Everybody couldn't say anything. They never thought that their beloved princess would did that cruel thing. Nobody spoke. In their silence people heard the queen crying. Every woman felt sad and began crying too. Then everybody was crying.

Then there was a miracle. Earth was crying. Suddenly, from the under ground, a spring emerged. It made a pool of water. The palce was getting full. Soon the place became a big lake. The lake sank all of the kingdom.

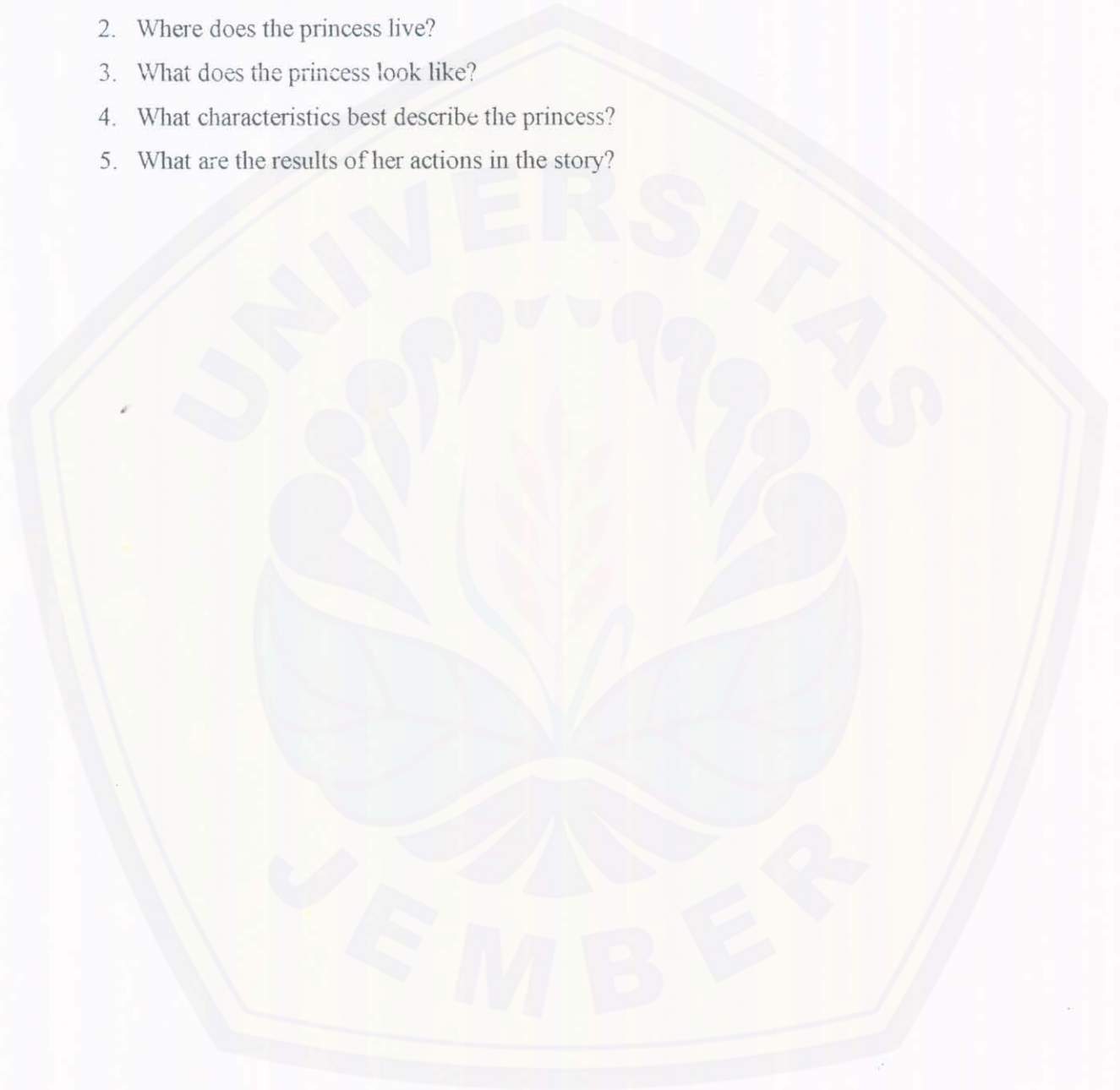
Nowadays the water on that lake is not as full as before. There is only a small lake now. People called the lake "Talaga Warna". It is mean "Lake of Colour". It's located in West Java. On a bright day, the lake is full of color. So beautiful and

Digital Repository Universitas Jember

amazing. These colors come from shadows of forest, plants, flowers, and sky around the lake. But some people said that the colors are from the princess's necklace, which spreads at the bottom of the lake.

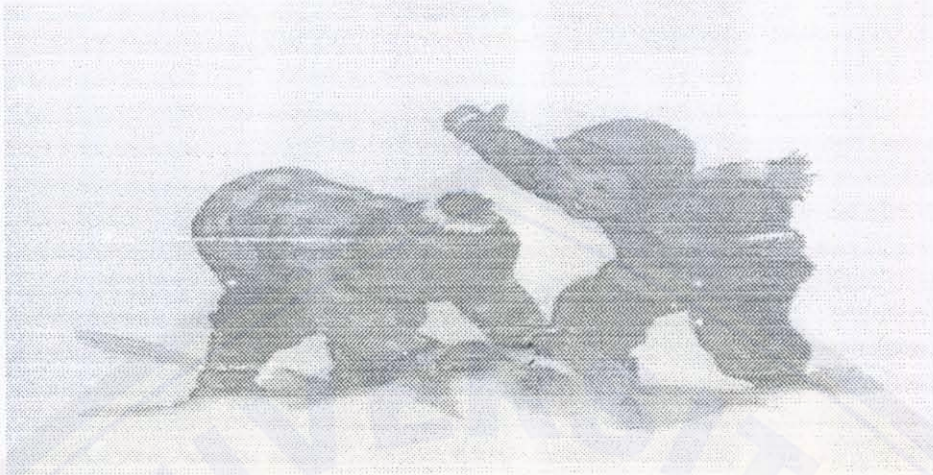
Exercise 2

1. What does the princess wear?
2. Where does the princess live?
3. What does the princess look like?
4. What characteristics best describe the princess?
5. What are the results of her actions in the story?



Tom The Snowman

by Renny Yaniar



Tom stood proudly in a vast snow field. His big and tall body was made from snow. A striped shawl circled around his neck. His eyes and nose were made from two black balls and a red ball. His smiling lips were made by a rope. His hand was holding a broom. His head was wearing a hat. Wow, Tom looked great!

Tom saw some lights in the distance. Those lights were from Jan and Hendrik's home, two brothers who created him. Jan and Hendrik named that snowman Tom. Tom was very happy! Because at first, he was only some snow packs. Snow which was stepped by many kids. Jan and Hendrik changed him to a snowman. Now his name was Tom.

"Thanks Jan, thanks Hendrik," mumbled Tom. He kept on looking at the house of those kids. It was late at night already. Tom saw row of pine trees. Those were covered with snow. He saw the stars in the sky too. The stars smiled. They seemed talking to Tom. "It's late Tom. Sleep now. Have a nice dream!" Then Tom closed his eyes.

Suddenly Tom's body shook. And then the wind blew his hat. Then his broom, his shawl, his eyes, his nose, and his mouth. Tom wanted to scream.

But he couldn't. Then Tom's snow body flew and scattered to the ground. Tom the snowman hadn't got his form anymore.

Tom was very sad. All night long he cried. "hu hu hu... I want to be a snowman! I want to be a snowman!" Tom kept on crying till morning.



His crying was heard by four birds. The birds were flying. "Hey snow, why are you crying?" asked a bird. "hu hu hu... I am sad!" "Why are you sad?" asked the birds all together. "Actually I was a snowman. Last night the storm destroyed my body. You know, I want to be a snowman always. I want to see the kids playing in the snow field. I want to play with them," told Tom.

Then he told the birds about everything that happened to him. The birds agreed to help Tom. Then the birds flew. They brought Tom's striped shawl. They brought it to Jan and Hendrik's home. Coincidentally they met that boys in the street.

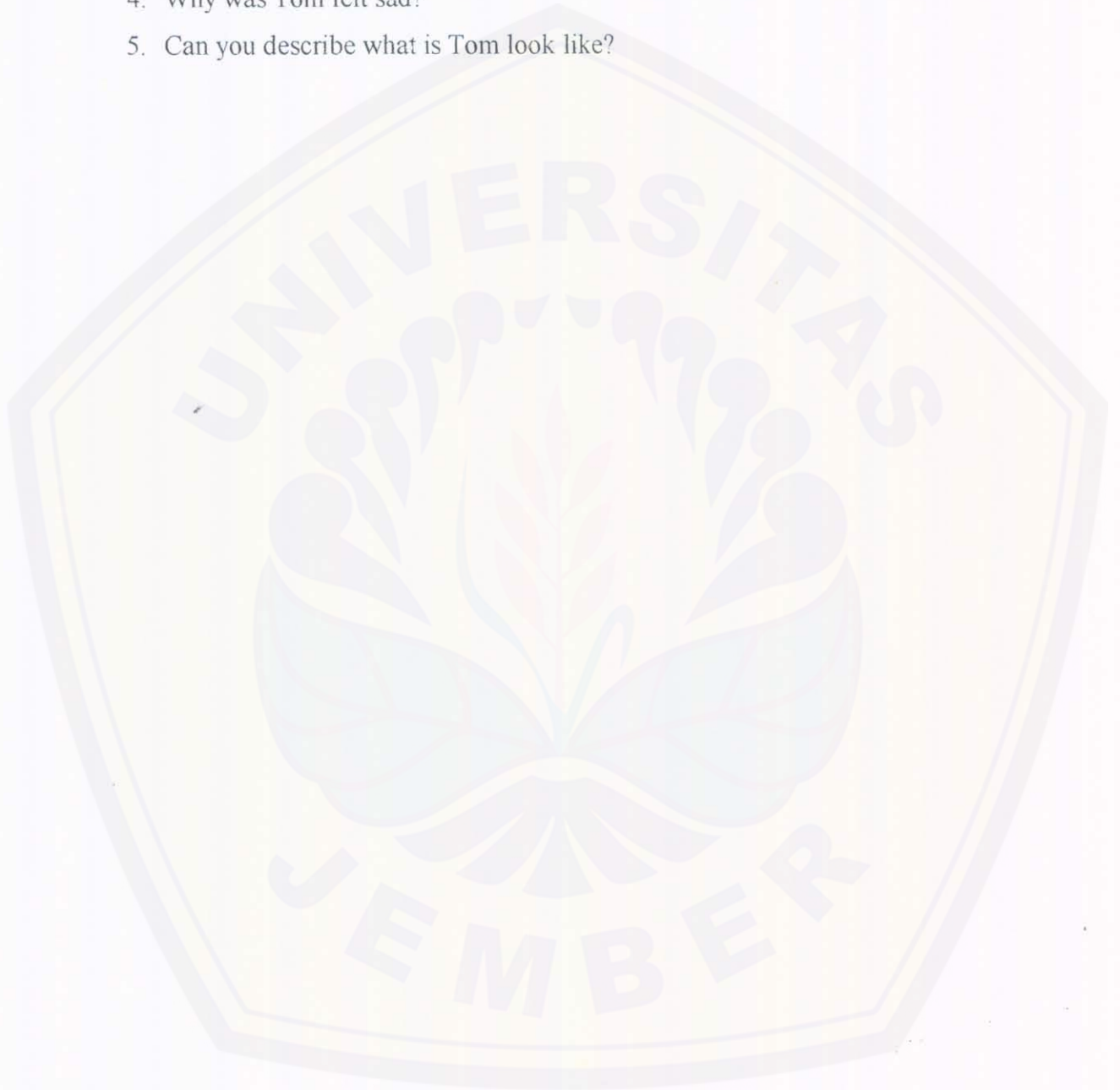
Jan and Hendrik were preparing their ski equipment. The birds dropped the shawl in front of Jan and Hendrik. They were very shocked. "Hey, it is Tom's!" shouted Jan. He was amazed. "Maybe something happened to Tom. You remember Jan, there was a storm last night," said Hendrik. "Lets go there!" replied Jan.

They brought their ski equipment. They ran to Tom's place. "Poor Tom," Hendrik muttered. "Let's make a new Tom. A stronger Tom," asked Jan. Hendrik nodded.

They were singing some songs while making the new snowman. A few hours later Tom had stood again. Handsomer than before. Tom was very happy. His mouth never stopped smiling. Now he could see the kids who were learning to ski. They were so cute and funny. They could see the kids throwing the snowballs. Not only that! Tom could see the cute rabbits. They had just woken up. They were amazed to see Tom. "Thanks birds. Thanks Jan and Hendrik!" mumbled Tom happily.

Exercise 3

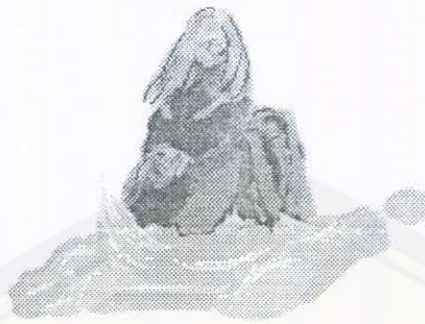
1. Why was Tom very happy?
2. Who were Jan and Hendrik?
3. What did Jan and Hendrik do to Tom?
4. Why was Tom felt sad?
5. Can you describe what is Tom look like?



NYI RORO KIDUL

(story by Renny Yaniar)

This is the precise story of "The Queen in Southern Sea."



Pajajaran kingdom lied in West Java from 1333 AD to 1630 AD and it was conquered by the Islamic kingdom of Mataram from Central Java.

Pajajaran's greatest ruler was Prabu (King) Siliwangi. He had a bride in his harems and a very beautiful daughter was born between he and the bride. The girl was called Dewi Kadita and the beauties of Dewi Kadita and her mother made other harems jealous, and they had a conspiracy against them.

The harems used some kind of black magic to make the bodies of Dewi Kadita and her mother to be filthy and they turn to be so ugly and disgusting. Prabu Siliwangi got angry against the mother and the daughter and forced them to get out of the palace, as they were thought to be bad luck for the kingdom. They were wandering around the country and one day the mother died. Dewi Kadita was walking in deep sadness, until she reached the Southern Shore (the shore of Indian Ocean)

She sat above a rock in a stove shape and when she was sleeping, she had a vision that she must have to jump into the water to help herself out of the curse.

When she woke up, with no second thought, Dewi Kadita jumped into the sea. She returned to a beautiful lady as she was but then she realized that she was not a human anymore. She turned into a supernatural form of life. Since then, she ruled all creatures in the southern coast of Java Island, and she was known as Nyi Roro Kidul (Javanese of "Lady of South Sea"). To avenge her father, she became the primary

bride for Mataram kings , the rival of Pajajaran kingdom. It's believed for centuries, even until now.

The river of Bengawan Solo, which started from the mystical mountain of Merapi in Central Java and leads to Indian Ocean, is said as the tunnel used by Nyi Roro Kidul to access Java.

And she traps males in green costume who are walking on the shore. They are swallowed by the wave and missing or dead but he will become her guard or (maybe) male.

Exercise 4

1. Who was Dewi Kadita?
2. Who use black magic to Dewi Kadita?
3. What did Dewi Kadita see in her dream?
4. Why did Nyi Roro Kidul become the primary bride of Mataram king?
5. How did Nyi Roro Kidul trap her males?

Timun Mas

retold by Renny Yaniar

Long long time ago, there was a farmer couple. They were staying in a village near a forest. They lived happily. Unfortunately, they hadn't had any children yet.

Every day they prayed to God for a child. One day a giant passed their home. He heard what they were praying. Then the giant gave them a cucumber seed.

"Plant this seed, then you'll get a daughter," said the giant. "Thank you, Giant," said the couple. "But in one condition, in her 17-th birthday, you must give her to me," said the Giant. The couple wanted a child so much that they agreed without thinking first.

Then the couple planted the cucumber seed. Each day they took care the growing plant so carefully. Months later, a golden cucumber grew from the plant. The cucumber was getting heavier and bigger each day. When it was ripe, they picked it. Carefully they cut out the cucumber and how surprised were they when they found a beautiful baby inside. They were so happy. They named the baby Timun Mas, or Golden Cucumber.

Years were passing by and Timun Mas had grown into a beautiful girl. Her parents were very proud of her. But their happiness turned to fear when her 17th birthday came. The giant returned to ask for their promise. He was going to take Timun Mas away.

The farmer tried to be calm. "Just a moment, please. Timun Mas is playing. My wife will call her," he said. Then the farmer came to his daughter. "My child, take this," as he was giving her a little bag to Timun Mas. "This will help you from the giant. Now, run as fast as you can," he ordered. So Timun Mas ran away.

The couple was very sad about her leaving. But they didn't want the giant to eat Timun Mas. Meanwhile, the giant had been waiting for too long.

Digital Repository Universitas Jember

He became impatient. Somehow he knew that the couple had lied to him. So he destroyed their house and ran for Timun Mas.

The giant was chasing Timun Mas and he was getting closer and closer. Timun Mas then took a handful of salt from her little bag. She spread out the salt behind her. Suddenly a wide sea appeared between them. The giant had to swim to reach her

Timun Mas was still running, but now the giant almost caught her. Then she took some chilly and threw them to the giant. The chilly suddenly grew into some trees and trapped the giant. The trees grew some thorns as sharp as a knife. The giant screamed painfully. At the mean time, Timun Mas could escape again.

But the giant was very strong. Again he almost caught Timun Mas. So Timun Mas took the third magic stuff, the cucumber seeds. She threw the seeds and suddenly they became a wide cucumber field. The giant was very tired and hungry so he ate those fresh cucumbers. He ate too much that he felt sleepy and fell asleep soon.

Timun Mas kept on running as fast as she could. But soon she was very tired herself. To make things worse, the giant had woken up! Timun Mas was so scared. Desperately she then threw her last weapon, terasi (a kind of shrimp pasta). It did a miracle again. The pasta became a big swamp. The giant fell into it but his hands almost reached Timun Mas. Suddenly the lake pulled him to the bottom. The giant panicked and he couldn't breathe. At last he was drown.

Timun Mas was very relieved. She was safe now. Then she returned to her parents' house. Her parents were of course very happy to see their daughter safe and sound. "Thanks God. You have saved my daughter," they cried happily. From then on, Timun Mas lived happily with her parents with no fear anymore.

Exercise 5

1. Who gave the farmer cucumber seeds?
2. Why were the giant chasing for Timun Mas?
3. What did the chilly become?
4. What did the pasta become?
5. How was Timun Mas at the end?



The Jealous Moon

Retold by Renny Yaniar



Sky was decorated with moon and stars. They shone beautifully. It's very nice they could see the beautiful nature from the high place. Earth looked so quiet. Almost in every houses's terrace people sat and chatted. They looked at the night sky. The Moon was very happy. Then she said to the stars. "Look, they are admiring me." "Admiring you? Don't be so sure. Maybe they are admiring us," said a little star.

"But from the earth, I looked bigger and beautiful than you!" said the Moon. "Huh, you are so arrogant," grumbled a star to his friend.

"It is okay if she is arrogant. But note this, she cannot defeat the Sun," said another star. "What?" The Moon shocked.

"Yes. You cannot defeat the Sun. Why? Because the Sun has more fans than you. In the morning when Sun rises, people want to see that. When the Sun's going up the sky, people are sunbathing to make their body healthy. People love the Sun. But besides that, people respect her. Eventhough she shines strongly, people never grumble. They only have to find the shady place.

Digital Repository Universitas Jember

The Sun gives dries million wet clothes a day. Actually we like the Sun. Because she's very wonderful," told the star.

"She isn't arrogant too!" continued a star. Moon didn't talk anymore. She's very upset. Is it right that the Sun is as great as they said? All night long she could not rest. She kept on thinking how to defeat the Sun.

Finally, the Moon had an idea. Morning Came. The Sun walked to the Moon. "Good morning, Moon. It is time to me to work. Now you can take a rest." "No!" "Why?" asked the Sun amazed. "I want to work in a day time too."

"Moon, daytime is my worktime. You must take some rest. So you can work to night freshly," said the Sun. "No! Actually I want to compete with you," said the Moon. "Compete me? How?" the Sun was confused.

"The stars said that you were greater than me. I wonder if is it true that you are the greatest?" "But how do we know that?" ask the Sun. "I will keep staying here with you. Then we'll see who is the greatest. We'll see you or me who is liked by people," told the Moon.

"Ha ha ha," Sun laughed. She felt it was funny. "Moon, in the morning time people cannot see you. Because my light is stronger than you. So what the use of it?" Moon didn't care. She kept staying with the sun.

But then she felt disappointed. All day long she was there. Nobody greeted her. They only greeted the sun. "Hu hu hu, nobody likes me. The stars were right. Sun was greater than me," Moon cried sadly. "Mmm you know now, that Sun is very great," said some stars which circled her. "Now, take some rest, Moon. Night will come."

"No! I don't want that! Nobody likes me. There is no use I am there," replied Moon sadly. "Moon, listen to us. Sun is not as great as you thought. But we love the sun because she isn't arrogant. I like you too if you aren't arrogant. Actually between you and the sun, you aren't comparable. Why? Because you have own speciality. Please, don't cry again," one star cheered up Moon.

Digital Repository Universitas Jember

Moon stopped crying. What the star said was right. She musn't be arrogant. "Moon, look!" said a star. On the earth some kids waved. "Yes, they want you to light their place. They are going to play," said another star.

"But uaaaah...." Moon yawned. "Moon is sleepy because all day long she didn't sleep. Never mind. To night she can take some rest," said a star.

That night Moon didn't work. She was sleeping soundly. Never mind, that night sky wasn't decorated with the moon. The most important was that the Moon had realized her fault. She wasn't arrogant anymore. And she were always there every night then.

Exercise 6

1. Why was the moon so arrogant?
2. With whom did the moon jealous?
3. What did the moon do against the sun?
4. Why was the moon crying?
5. How was the end of the story?

Prince Raden Putra was married to a princess named Dewi Limaran. One day when Dewi Limaran was walking in the palace garden, she saw a snail among her lovely flowers and she had one of her servants pick it up and throw it away. The Snail was actually an old witch who had disguised herself as a snail. The witch was very angry, so she cursed Dewi Limaran and changed her into a golden snail and threw it into the river. The stream carried it far away from the palace.

On the side of a big forest, there lived a poor widow. Her living was only fishing. One day it was a particularly bad day, as she didn't catch any fish. Again and again she spread her net, but nothing got caught into it. At last she pulled up the net to go home. Suddenly she saw something shining at the bottom of it. It was only a snail. Nevertheless she picked it up and took it home. Its shell shone like gold the old woman had never seen such a snail before.

At home she put it in an earthen pot. She then went to bed and soon was fast asleep, as she was very tired. The next morning when she woke up, she found to her amazement that the floor had been swept clean and there was some food on the table. She wondered who had done all this. She thought she was dreaming, but she was not. She thought and thought but could not think of anybody who could have been so generous to her.

Some days passed. She then got an idea. The next morning she took her basket and went out as usual, but shortly she returned to her hut and hid herself. Suddenly she heard a soft movement inside the earthen pot and saw the snail creeping out of it. It grew bigger and bigger and in a moment a lovely young girl stood where the snail had been. The empty shell fell to the ground behind her. Quickly the young girl swept the floor. Then she took rice, vegetables, meat, eggs etc. out of the pot and began cooking.

When the old woman saw all this, she noticed that it was not an ordinary snail she had caught, but a person who lived under a spell, and she knew what she had to do to break it.

She crept stealthily to the empty shell, took it, and then rushed out of the hut to throw it into the river. Now she had broken only a part of the spell, and the rest of it must still be broken before she could return to her husband.

The young girl then made herself known to the old woman.

"I shall pray to the gods that the prince might be led to his place," said the old woman.

Many years passed by and by

The king persuaded his son to look for another bride, but at first Prince Raden Putra refused, as he could not forsake his wife. In the end, however, the prince asked

Digital Repository Universitas Jember

his father if he could go out to find a bride, but one who was a look-alike of his former wife. An Old Faithful servant accompanied him on his trip.

They went from town to town and from village to village until one day were travelling through a big forest and they lost their way. Finally the men came to a big river and not far from it they saw a hut. They went to it to ask for some food and drink, as they were hungry, thirsty and dead tired. The old woman welcomed them warmly. Raden Putra found the meal served by the old woman excellent. She told him that her daughter had prepared it. Raden Putra then asked whether he might meet and thank her daughter. The old woman had no objections and called her daughter to come out. The young girl appeared and knelt down in front of Raden Putra with her head bent.

When Raden Putra saw her, he caught his breath in great surprise as the young girl looked exactly like his former wife princess Dewi Limaran. "You are the bride I'm looking for!" he cried out. But the girl shook her head and said that she had made a promise: when a man wanted to marry her, he had to obtain the holy gamelan (Javanese orchestra) from heaven which could make music without being touched.

Raden Putra was willing to try and went out into the forest. He then fasted and meditated. After a hundred days the gods heard and granted his wish.

On their wedding day the holy gamelan played its heavenly music. It was so beautiful that every person who heard it felt happier than ever.

The young girl then revealed her secret, that she was Dewi Limaran herself. The music of the gamelan had broken the evil witch's spell.

The old woman had been invited to remain in the place. Now she had everything she wanted and sorrow had left her forever.

(Story by Renny Yaniar, 2001)

The Wolf and the Dog The Fable

Once there was a wolf that was nearly dead with hunger. He was very thin, so that the outline of his bones could be seen clearly beneath his thinning coat of hair. With hardly enough energy to walk, the wolf had little hope of finding food. As he lay beneath a large tree, a dog out for a walk noticed him. Seeing how thin and hungry-looking the wolf was the dog felt sorry for him and said, "You are in terrible shape! You look as if you haven't eaten for many days."

"You're right," said the wolf. "I haven't eaten because you and your friends are doing such a good job of guarding the sheep. Now I am so weak that I have little hope of finding food. I think I will surely die."

Then why not join us? Asked the dog. "I work regularly and I eat regularly. You could do the same. I will arrange it. You can help me and the other dogs guard the sheep. In that way, we won't have to worry about your stealing the sheep any more and you won't have to worry about going hungry any more. It's a good deal for both of us."

The wolf thought it over for a few minutes and then decided that the dog was right. So they went off together toward the ranch house where the dog lived. But, as they were walking, the wolf noticed that the hair on a certain part of the dog's neck was very thin. He was curious about this, for the dog had such a beautiful coat every where else. Finally, he asked the dog about it.

"Oh, don't worry about that," said the dog. "It's the place where the collar rubs on my neck when my master chains me up at night."

"Chained up!" cried the wolf; "Do you mean that you are chained up at night? If I come to live with you, will I be chained up at night too?"

"That's right," answered the dog. "But, You'll get used to it soon enough. I hardly think about it anymore."

"But, if I am chained up, then I won't be able to walk when I want to take a walk or to run where I want to run," the wolf said. "If I come to live with you, I won't be free anymore." After saying this, the wolf turned and ran away.

"The dog called after the wolf, saying, "Wait! Come back! I may not be able to do everything I want to do, but I'm healthy, well fed, and I have a warm place to sleep. You are too worried about keeping alive to enjoy life. I'm more free than you are."

(Story by Renny Yaniar, 2001)



DEPARTEMEN AGAMA
MADRASAH ALIYAH NEGERI KOTA BLITAR
Jl. Jati No. 78 Blitar Telepon (0342) 801041

SURAT KETERANGAN

Nomor: MA.m.16/PP.01.1/082/2003

Yang bertanda tangan dibawah ini Kepala MAN Kota Blitar menerangkan bahwa

Nama : M Mansyur
NIM : 970210401011
Jurusan/Program : PBS/ Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
UNIVERSITAS JEMBER
Alamat : Ringin Anom Rt 01/V Sumberjati, Kademangan
Blitar Kupos 66161

Telah melaksanakan penelitian di MAN Kota Blitar dalam rangka menyelesaikan Skripsi dengan Judul "*Using Floklore in improving students reading interest at the second year students of MAN Blitar in the Academic year 2002 / 2003* " mulai tanggal 28 Januari sampai 28 Pebruari 2003.

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.

Blitar, 17 Maret 2003

Kepala



Drs. H. Hasyim As'ari, M.Pd

KODYANIB 150 221 338

RESEARCH MATRIX

Title	Problems	Variable	Indicators	Data Sources	Research Method
Using Folklore in Developing Students' Interest in Reading (A Developmental Study at the Second Year Students of MAN Blitar in the academic year 2002/2003)	To what extent Folklore Develop Students' Interest in Reading on the Second year students of MAN Blitar?	The Use of Folklore in Developing Students' Interest in Reading	<ol style="list-style-type: none"> Students' interest in reading myth Students' interest in reading Legends Students' interest in reading Folktales 	<ol style="list-style-type: none"> Respondents The Second year students of MAN 1 Blitar Informants The English teacher of MAN Blitar Documentation 	<ol style="list-style-type: none"> <i>Research Design</i> Case Study <i>Research Area</i> Purposive method MAN Blitar <i>Respondent</i> Purposive method <i>Data Collection</i> Primary : Questionnaire Secondary : Interview <i>Data Analysis</i> Primary Data: Descriptive-Statistical $P = \frac{f}{N} \times 100\%$ P = Percentage f = The number of individual N= The Total number of respondents

