

**TENTH GRADE STUDENTS' ABILITY IN COMPREHENDING
CULTURAL AND MORAL VALUES OF FOLKTALES AT SMAN 1
PAYAKUMBUH**

THESIS



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PADANG

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*Submitted to Fulfill a Partial Requirement for Getting S-1 Degree at the English
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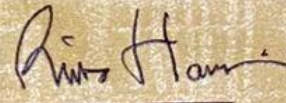
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ABSTRACT

Amalia, Alyssa Arvi. 2023 “Tenth Grade Students’ Ability in Comprehending Cultural and Moral Values of Folktales at SMAN 1 Payakumbuh”

Advisor : Dra. Ernati, M.Pd

The purpose of this research is to know tenth grade students ability in comprehending cultural and moral values of folktales at SMAN 1 Payakumbuh. This research method is a descriptive method. The population of this research is tenth grade students of SMAN 1 Payakumbuh. Stratified Cluster random sampling technique were used in this research to collect the data and the sample was class IPA 2 and IPS 4 which consist of 72 students. The instrument for collecting the data in this research is reading test a kind of multiple choice test. The researcher gave students 90 minutes to answer the question. To make the test reliable, the writer used splid-half method. The reliability of the test is 0.41 in which r calculated is bigger then r table . It means that the test is reliable. Then the test is valid in terms of content because the materials of test according with the syllabus and curriculum of SMAN 1 Payakumbuh

The result of this research, showed that 64 (88.88%) students who have high abilities, and 8 (11.11%) students who have low abilities in comprehending culutral and moral values of folktales. It means all students of SMAN 1 Payakumbuh has high ability in comprehending cultural and moral values. This is supported by the fact that 71 (98.6%) students who have high abilitiy and 1 student who have low ability (1.38%) in comprehending cultural value of folktales. 68 students (94.44%) had high ability and 4 students had low ability (5.55%) in comprehending moral value in folktales.

Based on the result, it can be concluded that the students’ability in comprehending cultural and moral values of folktales is high. It is suggested to the teacher to give reward to the student who has high ability in comprehending cultural and moral values of folktales. The teacher must give continue support to improve their ability in comprehending cultural and moral value of folktales.

For students, it is sugessted to work hard to maintain their ability in comprehending cultural and moral value of folktales. The further researchers are expected to do research on the other kind of aspect reading comprehension.

Key words: cultural value, moral value, folktales,

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CHAPTER I

INTRODUCTION

This chapter presents the background of the problem, identification of problem, limitation of the problem, formulation of the problem, research question, purposes of the research, significance of the research, and definition of key terms.

1.1 Background of the Problem

Learning English is important because it has become an international language. According to Mahu (2012), when someone joins a study abroad program, learning English will help him develop his English skills inside and outside the classroom. In addition, English included in formal education as a subject taught in schools. In Indonesia, English has function as the first foreign 2 language and a compulsory subject that must be learn from junior high school up to senior high school even at to university. According to Carin, A. A., Sund, R. ., & Lahkar (2018), that currently English is the most widely study foreign language in the world. The student who learn English expect to get four skills. They are listening, speaking, reading and writing.

Comprehending English is a difficult thing for students if they do not know, especially in comprehending reading text. Reading is very important in the language ability for teaching and learning process. Reading consists of two related processes: word recognition and understanding. Word recognition refers to the process of understanding how written symbols correspond to one's spoken language. Comprehension is the process of understanding connected words, sentences, and texts.

There are many kinds of reading such as narrative, recount, report, descriptive, explanation, analytical exposition, hortatory exposition, procedure, news item, and so on.

Sudarwati and Rahmat (2007) state that narrative text is a text that tells a story. The aim is to amuse the reader with a real or imaginary experience in a different way. There are many types of narrative such as imaginary, factual, or a combination of both. They may include fairy stories, mysteries, science fiction, romance, horror stories, adventure stories, fable, myths, and folktales.

Folktales is a story or legend forming part of an oral tradition (Wells & Morris 2000). A folktales is a type of traditional story that tries to explain something or is meant to help people behave well in the world. Such stories usually are fiction-based with magical or supernatural elements. Nation (1991) states that Folktales is the story that can make students interested in studying English, they can make their imagination. Folktales have positive values that can build a student's character. There are several positive values contained in folktales such as cultural value, moral value, religious value, educational value, and social value. Students should know that folktales are loaded with cultural and moral values because the story belongs to a cultural nation. Introducing folktales is close to student life and will encourage interest in student learning.

Based on the experience of teaching practice at SMAN 1 Payakumbuh for in 18nd august 2023 for three months, it was found that many students had difficulty in reading English text. First, students said they did not understand some of the vocabulary in folktales which made them confused and made students lazy to read it. Second, sometimes students make mistakes and also mispronounce two words that have similar pronunciations. In other words, they cannot distinguish the pronunciation of the two words.

Related to teaching practice experience, the researcher knows that students have problems comprehending folktales, especially in understanding moral and cultural values in folktales. Moral values and cultural values in folktales are very important. Moral values and cultural values are important because they can help students in life, moreover, they can direct

students' lives in a better direction. For this reason, students must comprehend moral values and cultural values in the folktales they read.

Based on the description above, the researcher is interested in conducting research entitled "Tenth Grade Students Comprehension on Cultural and Moral Values in Folktales at SMAN 1 Payakumbuh".

1.2 Identification of the Problem

According to Ganie *et al.* (2019), the problems that appeared in reading comprehension in English Text were divided into four major problems, which were: Problems from the student itself, problems from the teacher, external Problems, and .

First, the problem come from the students themselves. Most students are unable to understand the meaning of the text they read. They are not familiar with the vocabulary in the text. This was following Hasibuan (2018) that students still ,have problems getting information from the text and there are some reasons why students are unable in reading tasks because of vocabulary, lack of catching the main idea, difficulty pronouncing, and uninterested to read and they were still difficult to get reading comprehension before.

Second, the other problem was with the teacher. These problems are due to mainly the teachers' strategy of teaching. Some researchers found that teachers did not apply any method to comprehension of the reading text. A teacher just read, led the student read, and told them to finish some questions in the textbook. This was following Soemantri (2011) who states that traditional teaching still applied in many classroom teaching. Soemantri (2011) also states that the lecture technique was uninteresting while others state that it was monotonous. This was following Suwandy *et al.* (2018) that students seldom participate in classroom interaction due to their lack of conversation as the signals of their interactions with each other and the teacher.

The third problem is caused by external factors, that are from the environment. In Indonesia, English still acted as a foreign language and it makes it difficult for students to improve their basic English knowledge. Indonesian students seldom hear people speak English, they seldom used it in conversation, reading books in English, and all of that, Indonesian students did not familiar with English. This attitude makes English hard to learn and they think it was less useful hence their motivation to improve.

The fourth problem is that moral values and cultural values are not applied in life. Even though folktales have been taught at school as a subject, students are still lazy to understand the contents of folktales. even though the folktales they read contain moral and cultural values that are useful for students' life lessons. Students consider reading folktales only to learn during class hours but do not take good things about folktales. According to Susani (2017), cultural and social values that exist in Indonesia need to be taught to students in learning, considering that currently, technological advances have an impact on the possibility that students are reluctant to know cultural and moral values. So that one way is with the media folktales.

1.3 Limitation of the Problem

Concerning the identification of the problem above, this problem is limited to tenth-grade students' ability in comprehending cultural and moral values of folktales at SMAN 1 Payakumbuh. This research focuses on tenth grade students about how students understanding cultural values and moral values in folktales at SMAN 1 Payakumbuh.

1.4 Formulation of the Problem

Based on the background of the problem above, The researcher formulates the problem in this research is "How is the tenth grade students ability in comprehending cultural and moral values of folktales at SMA Negeri 1 Payakumbuh"?

1.5 Research Questions

The formulation of the problem in this research is:

1. How is the tenth grade student's ability in comprehending the cultural values of folktales at SMAN 1 Payakumbuh?
2. How is the tenth grade student's ability in comprehending moral values of folktales at SMAN 1 Payakumbuh ?

1.6 Purposes of the Research

In accordance with the formulation of the problem, this study aims to find out the tenth grade student's ability in comprehending cultural and moral values in folktales. The specific purposes of this research are:

1. To find out the tenth grade students' ability in comprehending cultural values of folktales at SMAN 1 Payakumbuh.
2. To find out the tenth grade students' ability in comprehending moral values of folktales at SMAN 1 Payakumbuh.

1.7 Significance of the Research

This research is beneficial for teachers, students, and researchers. For English teachers, she can use this study as a reference to make students comprehend cultural and moral values in folktales. For students, students can use the result of the study as a guide to make their motivation and reading English textbook better. The researcher can use this study as a reference to enlarge knowledge about English and will help other researchers to conduct further research on the same topic

1.8 Definition of Key Terms

To avoid misunderstanding of the key terms used in this study, it is necessary to define them as follows:

1. Reading comprehension is the understanding of cultural and moral values in a folktale that is carried out by the reader.
2. Folktales is a type of traditional story that tries to explain something or it means to help people behave well in the world.
3. Cultural values are the elements of life that exist in a folktale, containing traditions and matters relating to customs.
4. Moral values are the elements of life that exist in a folktale, containing the values of attitudes, manners, and relationships between characters in the story.