

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

Alyssa Arvi Amalia<sup>1)</sup>, Ernati<sup>2)</sup>

Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Bung Hatta

Email: [arviamaliaa@gmail.com](mailto:arviamaliaa@gmail.com), [Ernati@bunghatta.ac.id](mailto:Ernati@bunghatta.ac.id)

## ABSTRACT

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. 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 split-half method. The reliability of the test is 0.41 in which  $r$  calculated is bigger than  $r$  table. It means that the test is reliable. Then the test is valid in terms of content because the materials of test is in line with the syllabus and curriculum of SMAN 1 Payakumbuh. The result of this research, showed that 64 (88.88%) students who have high ability, and 8 (11.11%) students who have low ability in comprehending cultural and moral values of folktales. It means all students of SMAN 1 Payakumbuh have high ability in comprehending cultural and moral values. This is supported by the fact that 71 (98.6%) students who have high ability and 1 (1.38%) student who have low ability in comprehending cultural value of folktales. 68 students (94.44%) had high ability and 4 students (5.55%) had low ability 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 suggested 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 text of reading comprehension.

**Keywords : Cultural Value, Moral Value, Folktales**

## INTRODUCTION

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 language and a compulsory subject that must be learn from junior high school up to senior high school even 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.

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, because they can help students in life, moreover, they can guide 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' Ability in Comprehending Cultural and Moral Values of Folktales at SMAN 1 Payakumbuh". Several types of research have been done by the researcher which is relevant to this study. The first, Susilowati & Yatin (2014) in their research, "The Effectiveness of Using Javanese Folktales to Improve Reading Comprehension of Narrative Text (A Case of The Eight Grade Students of MTs NU Demak in The Academic Year 2013/2014)". The objectives of this study are to explain how is teaching reading comprehension using Javanese Folktales can improve students' comprehension of texts and to find out the significant difference in reading achievement between the student who is taught using a short story and folktales. The analysis of data showed that the student's achievement on the pre-test was (65.1) for the control group and (62.6) for the experimental group. However, in the post-test, they showed different mean scores. The mean score of the control group was (65.5) and that of the experimental group was (80.2). Based on the result, it could be seen that the task gave a significant improvement in the student's reading achievement. Based on observation, Javanese Folktales could motivate the students to read

the material. Besides that, it also helps the students to understand the material and improve their vocabulary.

The second, Mustikarini (2009) conducted research entitled "The Use of Illustrated Folktales "The Careless Jaka Tarub" to Improve the Students' Ability to Understanding Narrative Reading Text (An Experimental Research at the Eight Year Students of MTs Abadiyah Gabus-Pati in the Academic Year of 2009/2010)". The objectives of this study were: 1) to know ability students' in understanding of narrative texts and 2) to find out the effective using folktales to teach narrative reading. The result of the pre-test and post-test showed that the average score of the pre-test for the experimental group was higher than the control group. After the treatment, the average score of the post-test for the experimental group was (78.00), and the average score of the post-test for the control group was (64.93). After the test of significance, the t-test score (4.359) was higher than t-table (1.66). It means that the experimental group's understanding of narrative texts was better than the control group. Besides using the test, this study was also using a questionnaire. From the result of the questionnaire, it can be seen that the use of illustrated folktales "The Careless Jaka Tarub" was effective to teach narrative reading because of some reasons: 1) the students like to read English story books, 2) the students were interested in the illustrated pictures of the story "The Careless Jaka Tarub", 3) the students could understand the story easily from the illustrated pictures, 4) the students knew the meaning of the words in the story from the illustrated pictures, 5) the students enjoyed reading the story "The Careless Jaka Tarub" more than the story from other countries.

The third, Sari (2016) conducted research entitled "The Effectiveness of Using Illustrated Folktales "The Princess Farmer" to Teach Reading Comprehension of Narrative Text (A Quasi-Experimental Research at the Tenth Year Students of SMK Diponegoro Juwana in the Academic Year of 2015/2016)". This study aims to find out whether or not the use of illustrated folktales "The Princess Farmer" is effective to teach reading comprehension of narrative text at the tenth grade students of SMK Diponegoro Juwana in the academic year 2015/2016. The result of the post-test showed that the average score of the experimental group was (90.25) and the average score of the control group was (82.75). It can be seen that the average score of the experimental group was higher than the average score of the control group. To determine the significance of the score between the two groups, a t-test was done. The result of the t-value was (3.02). Those researchers also produced results in which pictures, games, and stories were effective in supporting material for attracting students' interest in the lesson. All of the above research used experimental research as the method for solving the problems. Those materials are needed to help students in increasing their interest in English.

Although the writers of those studies used different supporting material, the result of the studies showed that the subjects of the research were more motivated and they made better achievements because they engaged in the teaching process and did the tasks given by the teachers.

## **METHOD**

This research design is descriptive design. According to Yusri (2020), descriptive research is a research method that examines the status of a group of people, an object, a condition, a system thought, or a class of events in the present with the purpose to make a systematic, factual and accurate description, description or painting of facts, characteristics, and relationship between phenomena investigated. This aims to know tenth grade students' ability in comprehending of cultural and moral values in folktales at SMAN 1 Payakumbuh. The population in this study is tenth grade students of SMAN 1 Payakumbuh. It consists of two departments, IPA and IPS. The total population is 481 students.

This study used stratified cluster random sampling techniques to collect data. In this study, the researcher used reading test, a kind of multiple-choice test as the instrument. The multiple choice test used because the researcher wanted to know the ability of tenth grade students of SMAN 1 Payakumbuh in comprehending and finding moral and cultural values in folktales.

The researcher asked the students to read folktales text. Then, they chose the appropriate answer for each item. There are 30 questions for asking about cultural and moral values. Fifteen (15) items are for finding cultural values and fifteen (15) items are for finding moral values. The researcher gave 90 minutes to do the test.

Reliability means the stability of the test score. Reliability shows whether the instrument is reliable and can be used as a device to collect the data. To analyze the reliability of the test, the researcher used the split-half method. In the split half method, there is general agreement that the split-half method is split into odd and even numbered questions and scores (Ajayi, 2017). According to Kolawole (2011), the sum of scores of odd-numbered questions is 1,3,5,7, and of individual testees were correlated with their corresponding scores in even-numbered questions which are 2,4,6,8 and 10.

## **FINDING**

After the researcher analyzed the data and converted the score, she found that the highest score was 100 and 33 for the lowest score. Students' understanding is categorized as high ability if the score is  $\geq 78$  and it is categorized as low ability if their score is lower than 78. Then she calculated the percentage of students who had high and low ability

in comprehending cultural and moral values. The result showed that 64 students (88.88%) had high ability and 8 students (11.11%) had low ability. Percentage of students who had high and low ability in comprehending cultural value. The result showed that 71 students (98.6%) had high ability and 1 students (1.38%) had low ability. Percentage of students who had high and low ability in comprehending moral value. The result showed that 68 students (94.44%) had high ability and 4 students (5.55%) had low ability.

Tabel 1 The Classification of Students' Ability in Comprehending Moral Values of Folktales

Ability	Number of Students	Percentage
High Ability	68	94.44%
Low Ability	4	5.5%
Total Number of Students	72	100 %

## DISCUSSION

In this section, the researcher discusses tenth grade students' ability in comprehending cultural and moral values of folktales at SMAN 1 Payakumbuh. The result showed that 64 students (88.88%) had high ability and 8 students (11.11%) had low ability. The total of students who have high scores is greater than students who get low scores. This shows that they have high ability in comprehending cultural and moral values. It means that students have high ability in comprehending cultural and moral values of folktales.

The researcher discusses tenth grade students' ability in comprehending cultural value of folktales at SMAN 1 Payakumbuh is high. The result showed that 71 students (98.6%) had high ability and 1 students (1.38%) had low ability. The total of students who have high score is greater than students who get low score. This shows that they comprehend cultural values of folktales.

The researcher discusses tenth grade students' ability in comprehending moral value of folktales at SMAN 1 Payakumbuh is high. The result showed that 68 students (94.44%) had high ability and 4 students (5.55%) had low ability. The total of students who have high score is greater than students who get low score. This shows that they comprehend moral values of folktales.

## CONCLUSIONS AND SUGGESTIONS

Based on the result in chapter 4, the researcher concluded as follows:

1. The students' ability in comprehending cultural and moral Values of Folktales is high. It showed that there were 64 (88.88%) students who had high ability, and 8 (11.11%) students who had low ability.
2. The students had high ability in comprehending cultural value of Folktales It was supported by the fact that 71 students (98.6%) were found high ability and 1 (1.38%) students had low ability.
3. The students had high ability in comprehending moral value of folktales It was supported by the fact that 68 students (98.6%) were found high ability and 4 (5.55%) students had low ability.

## BIBLIOGRAPHY

- [1] Mahu, D.-P. (2012). Why Is Learning English So Beneficial Nowadays? *Journal*, 2(4), 374–376.
- [2] Carin, A. A., Sund, R. ., & Lahkar, B. K. (2018). Improving Writing Skill In recount Text By using Guided Writing At The Second Semester of The Eight Grade of SMPN 2 Tanjung Sari Lampung Selatan in *The Academic* 2017/2018. *Journal of Controlled Release*, (3), 1–13.
- [3] Susilowati, & Yatin. (2014). "The Effectiveness of Using Javanese Folktale to Improve Reading Comprehension of Narrative Text. 2014. <http://repository.unissula.ac.id/1913/>
- [4] Mustikarini, R. (2009). The Use of Illustrated Folktales " The Careless Jaka Tarub " To Improve The Students ' Ability in Understanding NarrativelReading Text Languagues and Arts Faculty.
- [5] Sari, B. N. (2016). *Journal of English Language Teaching* The Effectiveness of Using Illustrated Folktales " The Princess Farmer " To Teach Reading Comprehension of Narrative Text A Quasi Experimental Research at the Tenth Year Students of SMK Diponegoro Juwana in the Academic. *Journal of English Language Teaching*, 5(1), 1–6.
- [6] Yusri, A. H. (2020). Analysis of Sentences The Cultural Value of English AS.
- [7] Ajayi, B. K. (2017). a Comparative Analysis of Test Re-Test and Equivalent Reliability Methods. *International Journal of Education and Research*, 1(6), 209–216. <http://www.ijern.com/journal/June-2013/37.pdf>
- [8] Kolawole, E.(2011). Principles of Test Construction and Administration, Lagos,

Bolabay Publications Nig. Ltd. International  
Journal of Education Learning and Development,  
2(2), 50-58.