

Integrating Culture (Folklore) to Improve Student Writing: A Case Study of Javanese Students

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Students in Java, especially at Madrasah Aliyah Al Maarif Singosari, had difficulty in learning English, especially in writing. They could not write narrative text well, and they also had difficulties in expressing their ideas in written form. This happened because of many factors, such as the methods of teaching English being monotonous and the media presented not suiting their background. The researcher gave a pre-test and he got a mean writing score of 61.18, the score being under the minimum school standard, as the school standard for writing is 70.00. The objective of this study is to improve students' writing skills in narrative text. So the researcher applied a technique which is suitable and based on the students' cultural background, which was to bring folklore into the classroom. This study used classroom action research (CAR) to improve students' writing skills in narrative text, the population for the study being students of science class one. The study is conducted in one cycle, starting from planning, implementation, observation, and reflecting. The researcher taught the students while the teacher's observer acted as observer. The story was played three times, namely pre-listening, listening and post listening. The data analysis uses quantitative and qualitative data. The qualitative data were obtained from the observation sheet, a checklist of the students' involvement and questionnaire, while quantitative data were obtained from the test score. The use of fairy tale movies succeeded in improving students' writing skills: the students writing score improved from before, the students' mean score increasing to 77.34 from 61.18. This score is higher than the minimum school standard. Students can write narrative text well, they are more interested and motivated in learning English, especially in writing.

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