

## STATEMENT OF ORIGINALITY

Herewith I declare that the research paper I wrote as a partial fulfillment of the requirement for the Sarjana degree and submitted to the English Education Department, the Faculty of Education and letters wholly constitutes my own original scientific writing.

As for the other person' work whose ideas are quoted in this paper have been referred to appropriately in accordance to the prevailing legal and intellectual ethic in the world of scientific writing tradition.

However, if the originality of this paper either partially or wholly is, later on, proved or it falls under convincing plagiarism, I would be prepared to receive any consequence in the form of any sanction such as losing my related academic degree obtained from the institution as well as other rules prevailing in Indonesia.

Serang, May 18<sup>th</sup> 2020



SRI SULASTRI  
SRN. 161230096

## ACKNOWLEDGEMENT

*In the name of Allah, the Merciful, the Compassionate*

There is no valuable words to be said but all praises be to Allah, the almighty God, who has sent Muhammad, peace be upon him, to be his prophet and messenger for people all over the world. The writer realizes and feels very sure that without His blessing, mercy, and guidance, it would be possible for me myself to finish the paper.

Herewith I would like to express her profound gratitude, more than she can express, to Moh Nur Arifin, S.Ag., MPd., my first advisor, thank also go to As'ari, S.S., M.Si., my second advisor, for the correction and invaluable criticism. In addition, also very much indebted to Dr. H. Abdul Muin, S.Ag., M.M. the head of the English Education Department.

Last but for from least, her very sincere thanks especially go to her own beloved parents, and all of those who have helped him, who are not mentioned personally here, without their patience, guidance, and cooperation this thesis could never been written.

Serang, May 18<sup>th</sup> 2020

SRI SULASTRI  
SRN. 161230096

## ABSTRACT

**SriSulastri**, SRN: 161230096, 2020. "The Effectiveness of Using Fairy Tale in Teaching Writing Narrative Text" (An Experimental Research at the Second Grade of MTsN 1 Pandeglang),

This research is conducted on the research questions: 1.) How is student ability in writing narrative text at second grade of MTsN 1 Pandeglang? 2.) How is the fairy tale applied in teaching narrative text at second grade of MTsN 1 Pandeglang? How is the effectiveness of using fairy tales in teaching writing narrative text to the second grade of MTsN 1 Pandeglang? The method used in this research is quasi experiment. The research conducted in the second grade (VIII) of MTsN 1 Pandeglang as the population and class VIII A consists of 25 students as experimental class and VIII B consists of 25 students as control class are taken as the sample. The result of the research shows that using fairy tales has significant difference on students' writing skill. It can be seen from the result that researcher has got the mean of the pre-test 58.04 and post-test score 78.92 from the experimental class and the pre-test score is 49,48 and post-test 67.56 from the control class. The writer got that  $t_o$  (t observation) is higher than  $t_t$  (t table). The result of  $t_t$  on significant 5% = 1,67 and 1% = 2,40. It indicates that  $t_o > t_t$  or  $5.5 > 1,67$  and  $5.5 > 2,40$  so the null hypothesis ( $H_o$ ) are rejected and the alternative hypothesis ( $H_a$ ) is accepted that there is significant difference of using fairy tales writing skill. From the result of the test, it can be concluded that fairy tales can be applied in teaching learning process to improve students' writing skill and also has good influence for students' writing skill.

*Keywords: fairy tale, experiment, writing skill*

## **THE ADVISERS' APPROVAL**

This is to certify that the undergraduate research paper of  
Sri Sulastri entitled  
“The Effectiveness Of Using Fairy Tale In Teaching Writing Narrative  
Text(An Experimental Research At The Second Grade In MTsN 1  
Pandeglang)

has been approved by the research paper advisers for further approval by the  
board of Examiners.

Serang, May18<sup>th</sup> , 2020

Adviser I,

Adviser II,

**Moh Nur Arifin, S.Ag., MPd**  
NIP. 197102212002121007

**As'ari, SS., M.Si**  
NIP. 197410292000031002

**THE EFFECTIVENESS OF USING FAIRY TALE IN TEACHING  
WRITING NARRATIVE TEXT**

(An Experimental Research At The Second Grade In MTsN 1 Pandeglang)

By:

Sri Sulastri  
SRN.161230096

Under the supervision of:

Adviser I,

Adviser II,

**Moh Nur Arifin, S.Ag., M.Pd**  
NIP. 197102212002121007

**As'ari, SS., M.Si**  
NIP. 197410292000031002

Acknowledge by :

The Dean of Education and Teacher  
Training

The Head of English  
Department

**Dr. H. Subhan, M.Ed**  
NIP: 19680910 200003 1 001

**Dr. H. Abdul Muin, S.Ag., M.M**  
NIP. 19710923 199903 1 003

## THE BOARD OF EXAMINERS' APPROVAL

This is to certify that the undergraduate research paper of Sri Sulastri has been approved by the board of Examiners as a partial fulfillment of the requirement for the degree of Sarjana in English Education.

Serang, May 18<sup>th</sup> , 2020

The Board of Examiners:

<b><u>Dr. Apud, M.Pd.</u></b> NIP. 197110117 20031 1 002	Chairperson _____
<b><u>Siti Sa'diah, S.Pd., M.Hum.</u></b> NIP. 19860829 201903 2 005	Secretary _____
<b><u>Dra. Hj. Fitri Hilmiyati, M. Ed.</u></b> NIP. 19700614 199703 2 001	Examiner I _____
<b><u>Hj. Eulis Rahmawati, M. Pd.</u></b> NIP. 19790713 200312 2 002	Examiner II _____
<b><u>Moh Nur Arifin, S.Ag., M.Pd.</u></b> NIP. 19710221 200212 1 007	Adviser I _____
<b><u>As'ari, SS., M.Si</u></b> NIP. 19741029 200003 1 002	Adviser II _____

## **DEDICATION**

This research paper dedicated to my beloved parents who have never stop loving, supporting, and sending pray to the researcher so that the researcher could complete this research. This paper also dedicated to researcher's sisters and brothers who always support and give spirit to the researcher with their love.

The next dedicates is delivered to my special friend Armil Syam, my best friends Sigma Diforture, Nurminatulasiah, Elienda Puspita, Muslihatul Islahiyah, LeniSri Astuti, all members of TBI C 2016 who always support and help researcher to complete this research.

**MOTTO**

*“Life is aqidah and struggle”*



## **A Brief Biography**

The writer, Sri Sulastri was born on November 1997 in Pandeglang. She is the fifth child of seven children from Mr Sarmita and Mrs Sainah. She started her education from Putra Bangsa Kindergarten. Sri completed her elementary education at Elementary school 2 Sukasari, Banten in 2009. Then, she joined Junior High School 1 Kaduhejo, Banten in 2012. She continued his study in Islamic Boarding School Manahijussadat, Lebak Banten and graduated on April 2016.

She entered one of the famous Universities in Indonesia that The State Islamic University "Sultan Maulana Hasanuddin" Banten at Serang Banten. She joined in faculty of education and teaching training in undergraduate program of English Education Departement. During his time of studentship, she was not only involved at intracurricular organization such as ASSES (Association of English Student), but also at extracurricular organization such as PMII (Indonesian islamic Student Movement)

## TABLE OF CONTENT

STATEMENT OF ORIGINALITY .....	i
ACKNOWLEDGEMENT .....	ii
ABSTRACT .....	iii
THE ADVISERS' APPROVAL .....	iv
THE EFFECTIVENESS OF USING FAIRY TALE IN TEACHING WRITING NARRATIVE TEXT .....	v
THE BOARD OF EXAMINERS' APPROVAL .....	vi
DEDICATION .....	vii
MOTTO .....	viii
A Brief Biography .....	ix
TABEL OF CONTENT .....	x
LIST OF TABLES .....	xxiii
LIST OF APPENDICES .....	xixxi
CHAPTER I INTRODUCTION .....	1
A. Background Of Research .....	1
B. Identification of the Problem.....	5
C. The Statements of the Problem .....	5
D. The Objectives of the Study .....	5
E. The Significance of the Study .....	6
G. Preview Study .....	7
H. Hypothesis .....	9

I. The Organizing of Writing .....	10
CHAPTER II THEORITICAL REVIEW .....	11
A. Writing .....	11
1. Definition of Writing .....	11
2. The Purpose of Writing .....	13
3. Process of Writing .....	14
4. Writing Assessment .....	17
B. Narrative Text .....	21
1. Definition of Narrative .....	21
2. Generic structures of Narrative Text .....	22
3. Language Features of Narrative Text .....	23
C. Fairy tale .....	25
1. Definition of Fairy tale .....	25
2. The Characteristics of Fairy tales .....	26
3. Advantages and Disadvantages of Fairy tales .....	27
CHAPTER III RESEARCH METHODOLOGY .....	30
A. The Method of Research .....	30
B. Research Design .....	31
C. Population and Sample .....	32
D. The Technique of Data Collection .....	33
E. The Technique of Data Analysis .....	34
CHAPTER IV RESEARCH FINDING AND DISSCUSSION .....	37
A. The Description of Data .....	37

B. Data Analysis .....	128
C. Hypothesis testing .....	132
D. The interpretation of data .....	134
CHAPTER V CONCLUSION AND SUGGESTION .....	137
A. Conclusion.....	137
B. Suggestions .....	140
BIBLIOGRAPHY .....	142
APPENDICES .....	144

## LIST OF TABLE

Table 2. 1 Percentage of the elements of writing.....	17
Table 2. 2 Scoring Guidance and the Explanation of Criterion .....	18
Table 3. 1 Research Design .....	31
Table 4. 1 Orientation of Introduction Activity Teaching Learning	39
Table 4. 2 Orientation of Introduction Activity Teaching Learning (Teacher Observation).....	41
Table 4. 3 Apperception Activity Teaching Learning Introduction	42
Table 4. 4 Apperception of Introduction Activity Teaching Learning (Teachers Observation).....	44
Table 4. 5 Motivation Activity Teaching Learning Introduction (Students Observation).....	45
Table 4. 6 Motivation Activity Teaching Learning Introduction (Teachers Observation).....	47
Table 4. 7 Giving Reference Activity Teaching Learning Introduction (Students Observation).....	48
Table 4. 8 Giving reference Activity Teaching Learning Introduction (Teachers Observation).....	51
Table 4. 9 Pre-test Activity Teaching Learning Introduction (Students Observation).....	52

Table 4. 10 Pre-test Activity Teaching Learning Introduction (Teachers Observation).....	54
Table 4. 11 Observing of Main Activity Teaching-Learning (Students Observation).....	56
Table 4. 12 Observing of Main Activity Teaching Learning (Teacher Observation).....	59
Table 4. 13 Questioning of Main Activity Teaching-Learning (Students Observation).....	60
Table 4. 14 Questioning of Main Activity Teaching Learning (Teachers Observation).....	62
Table 4. 15 Collecting Data/ Exploring of Main Activity Teaching-Learning (Students Observation).....	63
Table 4. 16 Collecting Data/ Exploring of Main Activity Teaching Learning (Teachers Observation).....	65
Table 4. 17 Associating of Main Activity Teaching-Learning (Students Observation).....	66
Table 4. 18 Associating of Main Activity Teaching Learning (Teachers Observation).....	68
Table 4. 19 Communicating of main activity teaching-learning (Students Observation).....	69

Table 4. 20 Communicating of main activity teaching learning (Teachers Observation).....	70
Table 4. 21 Last part activity teaching-learning (Students Observation) .....	71
Table 4. 22 Last Part Activity Teaching Learning (Teachers Observation) .....	74
Table 4. 23 All of the teaching learning activity in the first meeting (Students Observation).....	75
Table 4. 24 All of the teaching learning activity in the first meeting (Teachers Observation).....	77
Table 4. 25 Orientation of Introduction Activity Teaching Learning (Students Observation).....	78
Table 4. 26 Orientation of Introduction Activity Teaching Learning (Teachers Observation).....	80
Table 4. 27 Apperception Activity Teaching Learning Introduction (Students Observation).....	81
Table 4. 28 Apperception of Introduction Activity Teaching Learning (Teachers Observation).....	84
Table 4. 29 Motivation Activity Teaching Learning Introduction (Students Observation).....	85

Table 4. 30 Motivation Activity Teaching Learning Introduction (Teachers Observation).....	87
Table 4. 31 Giving Reference Activity Teaching Learning Introduction (Students Observation).....	88
Table 4. 32 Giving reference Activity Teaching Learning Introduction (Teacher Observation) .....	91
Table 4. 33 Observing of Main Activity Teaching-Learning (Students Observation).....	92
Table 4. 34 Observing of Main Activity Teaching Learning (Teacher Observation).....	94
Table 4. 35 Questioning of Main Activity Teaching-Learning (Students Observation).....	95
Table 4. 36 Questioning of Main Activity Teaching Learning (Teacher Observation).....	97
Table 4. 37 Collecting Data/ Exploring of Main Activity Teaching-Learning (Students Observation).....	98
Table 4. 38 Collecting data / exploring main Activity Teaching Learning (Teacher Observation) .....	101
Table 4. 39 Associating of Main Activity Teaching-Learning (Students Observation).....	102



Tabel 4. 40 Associating of Main Activity Teaching Learning (Teachers Observation).....	104
Table 4. 41 Communicating of main activity teaching-learning (Students Observation).....	105
Table 4. 42 Communicating of main activity teaching learning (Teacher Observation).....	106
Table 4. 43 Last part activity teaching-learning (Students Observation) .....	107
Table 4. 44 Last Part Activity Teaching Learning (Teacher Observation) .....	110
Table 4. 45 Pre-test Activity Teaching Learning Introduction (Students Observation).....	112
Table 4. 46 Post-test Activity Teaching Learning Introduction (Teacher Observation).....	114
Table 4. 47 All of the teaching learning activity in the second meeting (Students Observation).....	115
Table 4. 48 All of the teaching learning activity in the second meeting (Teacher Observation) .....	117
Table 4. 49 The students score of the pre-test at the experimental class .....	119

Table 4. 50 The students score of the post-test at the experimental class .....	120
Table 4. 51 The students score of pre-test and post-test in experiment class .....	121
Table 4. 52 The students score of the pre-test at the control class	123
Table 4. 53 The students score of the post-test at the control class	124
Table 4. 54 The students score of pre-test and post-test in control class	126
Table 4. 55 The scores pre-test and post-test of the experimental and control class.....	127
Table 4. 56 The Score Of Distribution Frequency.....	129

## LIST OF APPENDICES

Appendix 1 Lesson Plan Experiment Class .....	145
Appendix 2 Lesson Plan Control Class .....	172
Appendix 3 Research Instrument Pre-test Experimental class and Control Class.....	173
Appendix 4 Research Instrument Post-test Experimental class and Control Class.....	174
Appendix 5 The Result of Student's Answer Pre-Test And Post-Test Experimental Class .....	175
Appendix 6 The Result of Student's Answer Post-Test And Post-Test Control Class.....	177
Appendix 7 Observation Sheet .....	179
Appendix 8 The Decison letter from the head Master of UIN SMH Banten .....	187
Appendix 9 The letter of Research Permits from the Head of Tarbiyah and Teachers' Training Faculty UIN SMH Banten .....	189
Appendix 10 The statement Letter from MTsN 1 Pandeglang ..	192
Appendix 11 Consultation book .....	193
Appendix 12 Documentation .....	197

