

**THE USE OF FABLE IN TEACHING WRITING SKILL IN ENGLISH  
INTENSIVE PROGRAM AT SP ( *SATUAN PENDIDIKAN*) *MUADALAH*  
*ULYA* IN ACADEMIC YEAR 2021-2022**

**THESIS**



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FACULTY OF EDUCATION AND TEACHER TRAINING  
ISLAMIC INSTITUTE OF DARUSSALAM  
BLOKAGUNG BANYUWANGI**

**2022**

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**THESIS**

Presented to the Faculty of Education and Teacher Training  
In a Partial Fulfillment of the Requirement for Degree of Strata 1  
In English Education Department

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2022

**ADVISOR APPROVAL SHEET**

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Banyuwangi, 18<sup>th</sup> April 2022

Advisor,



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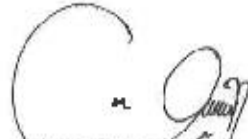
This is to certify that the thesis of Silvia Faridatul Umamah has been approved by the board of examiners.

Banyuwangi, 18<sup>th</sup> April 2022



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2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
3. Should it later be found that the thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Banyuwangi, 18<sup>th</sup> April 2022



Declarator



Silvia Faridatul Ummah

## **MOTTO**

**The Best Motivator is Nothing, Except Yourself. (*Shohibul Hubbi*)**

**Just be the best you can be. Never settle. Always strive to learn more, do more, and be more. (*Quotery*)**

## **DEDICATION**

**I dedicate this thesis for me myself who has been struggle for this thesis**

**My beloved parents who give best and big support, motivation and praying  
on all of time**

**To entire my lectures and teachers, Thanks for your whole knowledge and  
advice are given to me.**



## ABSTRACT

Ummah, SF. 2022. *The Use of Fable in Teaching Writing Skill in English Intensive Program at SP (Satuan Pendidikan) Muadalah Ulya in Academic Year 2021-2022*. Advisor: Dr. Zulfi Zumala Dwi Andriani, MA.

**Key Words:** Fable, Writing Skill

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This research is done at English intensive program exactly in SP (*Satuan Pendidikan*) *Muadalah Ulya* in year 2022 which consist of 25 students. This research is conducted by seeing complex problems and difficulties of students such as the majority students have difficulty to find idea or don't have any imagination that can be expressed into their writing. Writing is one of four English skills which belong to productive skill. It needs more practice and habituation more than receptive skills like reading and listening in order to achieve maximum ability results from students. Fable is one of short stories which contained fiction and had animal or plant as characters. Fable is applied in teaching writing by the teacher because fable was funny text which builds not only imagination or idea of students but also attitude of students through the moral value of every single story within fable.

The design of this research is descriptive qualitative. Descriptive qualitative is a qualitative method in which researchers describe people's lives, gather and tell stories about them, and compose about their experiences. In education, these anecdotes are frequently about classroom experiences or school activities. In which to gain the data, the researcher does observation, interview and documentation. Hence, this research is aimed to describe how the teacher teaches writing skill in English intensive program at SP (*Satuan Pendidikan*) *Muadalah Ulya* through Fable and to know why fable is used in teaching writing skill in English intensive program at SP (*Satuan Pendidikan*) *Muadalah Ulya*.

And the result of this research is fable is story that carries a moral value through the character of animal or plants as the actor in every story. By simple concept and funny ideas of fable, it helps students to stimulate their ideas and increase their creativity in writing. By using fable in teaching writing skill in English Intensive Program at SP (*Satuan Pendidikan*) *Muadalah Ulya* the teacher not only can stimulate the idea and imagination of students, but also teaching students a moral value, good behavior through the moral value which appears in every story of fable.

## ABSTRAK

Ummah, SF. 2022. *Penggunaan Fabel Dalam Pengajaran Keterampilan Menulis Pada Program Intensif Bahasa Inggris Di SP (Satuan Pendidikan) Muadalah Ulya Pada Tahun Ajaran 2021-2022. Penasehat: Dr. Zulfi Zumala Dwi Andriani, MA.*

**Kata Kunci:** Fabel, Keterampilan Menulis

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Penelitian ini telah dilakukan pada program intensif bahasa inggris tepatnya di SP (Satuan Pendidikan) Muadalah Ulya tahun ajaran 2022 yang terdiri dari 25 siswa. Penelitian ini dilakukan dengan meihat berbagai masalah dan kesulitan dari para siswa, seperti: mayoritas siswa memiliki kesulitan untuk menemukan ide atau tidak memiliki imajinasi yang dapat di ekspresikan ke dalam tulisan mereka. Menulis adalah salah satu dari empat kemampuan dalam bahasa inggris yang mana skill menulis ini termasuk ke dalam produktif skill. Itu membutuhkan latihan dan pembiasaan lebih daripada reseptif skill seperti membaca dan mendengarkan agar mencapai hasil maksimal dari kemampuan siswa. Fabel adalah salah satu cerita pendek yang mengandung fiksi dan memiliki hewan dan tumbuhan sebagai karakter. Fabel diaplikasikan dalam pengajaran menullis oleh guru karena fabel adalah teks yang lucu yang mana bukan hanya membangun imajinasi atau ide dari para siswa tapi juga sikap dari para siswa melalui pesan moral dari setiap cerita dalam fabel.

Rancangan dari penelitian ini adalah menggunakan deskriptif kualitatif. Deskriptif kualitatif adalah sebuah metode kualitatif yang mana peneliti mendeskripsikan kehidupan orang-orang, mengumpulkan dan menceritakan tentang mereka dan menyusun tentang pengalaman mereka. Dalam pendidikan, pernyataan ini sering berhubungan tentang pengalaman kelas atau kegiatan sekolah. Yang mana untuk mendapatkan data, peneliti melakukan observasi, wawancara, dan dokumentasi. Oleh karena itu, penelitian ini ditujukan untuk mendeskripsikan bagaimana guru mengajar skill menulis dalam program intensif bahasa inggris di SP (Satuan Pendidikan) Muadalah Ulya melalui fabel dan untuk mengetahui mengapa fabel digunakan dalam pengajaran skill menulis pada program intensif bahasa inggris di SP (Satuan Pendidikan) Muadalah Ulya.

Dan hasil dari penelitian ini adalah fabel merupakan cerita yang mengandung sebuah nilai moral melalui perwatakan dari hewan atau tumbuhan sebagai tokoh dalam setiap cerita. Dengan konsep sederhana dan ide-ide lucu dari fabel, itu membantu para siswa untuk menstimulus dalam menemukan ide dan meningkatkan kekreatifan para siswa dalam menulis. Dengan menggunakan fabel dalam pengajaran menulis pada program intensif bahasa inggris di SP (Satuan Pendidikan) Muadalah Ulya seorang guru tidak hanya dapat menstimulus siswa dalam menemukan ide dan imajinasi para siswa, tapi juga mengajarkan siswa sebuah nilai moral, perilaku yang baik melalui nilai moral yang ada dalam setiap cerita fabel.

## ACKNOWLEDGEMENT

Gratitude to Allah Almighty, who has given mercy and blessing to all of us. Praise and greetings are always poured out to the Prophet Muhammad sholallohu 'alaihi wa salam, who has perfected morality and the best role model.

The gratitude and appreciation are addressed to:

1. Dr. H. Ahmad Munib Syafa'at, Lc. M.E.I. The Rector of Islamic Institute of Darussalam.
2. Dr. Siti Aimah, S.Pd.I., M.Si. Dean of Education and Teacher Training Faculty
3. Dr. Hj. Zulfi Zumala Dwi Andriani, MA. Head of English Education Department
4. Dr. Hj. Zulfi Zumala Dwi Andriani, MA as my advisor who has given me sincere advice and available guidance during the preparation and completion this thesis
5. Moh. Sholeh and Nur Hidayati, my beloved parents who never stops to love, pray, and support me along of time
6. All Darliz family, especially Darlitzs' officers: kak Ayla, Naza, Dina, Iga and Dinda. Thanks for every moment that we've spent together. And special for kak Ayla thanks for your any suggestion, helping in every my confusion in doing my research.
7. Ar-Ruqoyyah family, big thanks for all togetherness, experience, and memory we've made.
8. All my classmate of TBIG18. Thanks for your joy and laugh, moment, and experience that we made. By supporting each other, we can fix this phase. We made it! Good job and see you on top.
9. All teachers of SP (*Satuan Pendidikan*) *Muadalah Ulya*. Thanks for an opportunity you've given to me to do my research.
10. Fuji. Thanks for your good cooperation in accompanying me to do this thesis till finally it's done.

May Allah reward you for your kindness, for the best replier of kindness is Allah. Amen.

Banyuwangi, 18<sup>th</sup> April 2022

Silvia Faridatul Ummah

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## CHAPTER I

### INTRODUCTION

#### A. Research Background

There are numerous definitions of language. According to Gorys Keraf (1997:1), Language is a device of communication among people by the form of sound symbol which resulted by the speech organ. Language is clarified as a means of communicating thoughts and feelings via the use of movement, symbols, and sound. Language has a crucial influence in our day-to-day lives. Everyone uses a language to assert their thoughts, explore their ideas, and share their opinions.

English has evolved into a worldwide language that is now regarded a foreign language. And each country has its unique language. English has an essential part in many spheres of human life as an international language. In the fields of commerce, technology, economy, tourism, and other fields, the majority of countries in the world use English as an international language of communication (Sharifian, 2008:286). The Indonesian government has included English in the curriculum because of its importance. English is a foreign language that is taught and required of students at all levels of education including university. According to Crystal in Sharifian (2008:282), English is spoken by more people today than any other language in history. English is the world's most widely spoken language.

English, like Indonesian, has four skills that are developed into speaking, listening, writing, and reading. Receptive skills are defined as the ability to



listen and read invoice receiving messages. Language productive skills, such as speaking and writing, are considered productive talents. Writing, according to White (1985:10), is the process of conveying thoughts, information, knowledge, or experience and understanding the writing in order to gain knowledge or some information to share and learn.

As narrated by At Thabrani within Hadits:

فَيَذُورِ الْعِلْمَ بِالْكِتَابَةِ

The meaning is: tie knowledge down by writing. (HR. AT-Thabrani)

Writing instruction is playing an increasingly essential part in both second and foreign language education as the ability to write effectively becomes increasingly crucial in our global community (Weigle, 2002:1). Communication between languages is becoming increasingly important as developments in transportation and technology allow people from all over the world to interact with one another. As a result, the ability to speak and write in a second language is increasingly being acknowledged as a valuable skill for educational, professional, and personal purposes. Writing has also become more significant as communicative language teaching principles—teaching language as a system of communication rather than as a subject of study—have gained traction in both second and foreign language classrooms (Weigle, 2002:15).

According to Harmer (2004:31) writing is often not time-bound in the way conversation is. When writing, students frequently have more time to think

than they do in oral activities. The students can go through what they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them. Writing encourages students to focus on accurate language use, and because they think as they write, it may well provoke language development as they resolve problem which the writing puts into their mind.

The conventional concept in language schools that writing is primarily used to support and reinforce patterns of spoken language usage, grammar, and vocabulary is being replaced by the idea that writing in a second language is a worthy endeavor in and of itself (Weigle, 2002:7). As students go through compulsory education and on to higher education, the value of being able to write well rises. Writing is an activity that takes place in a specific setting, serves a certain purpose, and is tailored to the target audience (Hamp-Lyons and Kroll, 1997:8). Similarly, Sperling (1996:55) points out that writing, like language in general, is a meaning-making activity that is socially and culturally molded, as well as personally and socially purposeful. In today's global community, writing, which was previously considered the property of the wealthy and well-educated, has become a crucial tool for people from all walks of life (Weigle, 2002:11). Writing is now widely acknowledged as being important not only for delivering information but also for changing knowledge into new knowledge (Weigle, 2002:13).

The researcher attempts to conduct research through SP (*Satuan Pendidikan Muadalah Ulya*). SP (*Satuan Pendidikan Muadalah Ulya*) is one

of education units in Darussalam Islamic boarding school. SP (*Satuan Pendidikan Muadalah Ulya*) equivalent to Senior High School. This school has three grades in one academic period: First to third grade in SP (*Satuan Pendidikan Muadalah Ulya*). Every grade will be studied for a year. Basically, this education unit focused on religion learning, it has two categories primary lesson: religious science and general science. In which religious science likes *Ulumul Hadits, Ulumul Qur'an, Tauhid, Nahwu (Alfiyyah), Imla'* which are deepened more. Meanwhile general science likes Indonesian, *PPKN* (civic education), *PJOK* (sport physical education), and math which become absolute lesson. English is not involved into primary lesson because SP (*Satuan Pendidikan Muadalah Ulya*) has own standard and priority that focused on religion learning. Hence English is involved at intensive Program at SP (*Satuan Pendidikan Muadalah Ulya*). The Intensive program spends 30 minutes in three days; Saturday, Sunday, Monday in every single week. For English intensive program are followed 25 students of SP (*Satuan Pendidikan Muadalah Ulya*). English intensive program has obvious goal, which is how to guide student mastery English that important in this millennial era.

After conducting the research, some problems are found by the researcher. Those are the majority students having difficulty to find idea or do not have any imagination that can be expressed into their writing. It affects their mindsets that writing skill is difficult indeed. Also the teacher gives unknown vocabularies to students in every single meeting on purpose it will be useful for their English skill, especially in writing skill. But, because of they write

rarely, it makes the vocabularies are less useful for them. So the teacher use fable text as media to build their ideas in teaching writing skill.

Fable is a fictionalized version of a genuine story. The common definition of fable is a short narrative with naturalistic action and fictitious characters (Blackham, 2014:16). Meanwhile, fable is traditional short story, especially with animals as characters, that teaches a moral lesson (Oxford, 2008:157). Fable is applied in teaching writing by the teacher because fable is funny text which builds not only imagination or idea of students but also attitude of students through the moral value of every single story within fable.

The major reason why researcher conducts the research in English intensive program at SP (*Satuan Pendidikan*) *Muadalah Ulya* because this school belongs to new education unit in Darussalam Islamic boarding school, so any research is still occurred rarely in this unit before especially research which concern to English. Therefore the researcher tries to do research about how English specially writing skill is taught and learnt in SP (*Satuan Pendidikan*) *Muadalah Ulya*. In reality, some problems are found at student's writing skill and writing skill needs to be stressed.

## **B. Research Problem**

According to Creswell (2009:101) research problem is the problem or issue that leads to the need for a study. The researcher concluded that the research question obtained from the background of the research as follow:

1. How the teacher teaches writing skill in English intensive program at SP (*Satuan Pendidikan*) *Muadalah Ulya* through Fable?

2. Why fable is used in teaching writing skill in English intensive program at SP (*Satuan Pendidikan*) *Muadalah Ulya*?

### **C. Research Objective**

Based on some problems which are formulated above, the objective of the research as follow:

1. To describe how the teacher teaches writing skill in English intensive program at SP (*Satuan Pendidikan*) *Muadalah Ulya* through Fable
2. To know why fable is used in teaching writing skill in English intensive program at SP (*Satuan Pendidikan*) *Muadalah Ulya*.

### **D. Research Significance**

1. For teacher:

The use of fable in teaching writing skill in English intensive program at SP (*Satuan Pendidikan*) *Muadalah Ulya* can help the teacher to build student's imagination and idea. So the student can express their imagination and idea into writing.

2. For student:

By using fable which was given by the teacher, the student can be inspired by it, so they have some views how the writing should be. How their imagination can help their writing skill. At least, by using fable the student can change their mindset that writing is not difficult thing. It can be started by simple and funny thing likes fable.

### 3. For other researcher:

This research can be one of source or reference to other researchers that will conduct a research in teaching writing skill by using fable whether that literature or information that exist in this research.

## **E. Research Scope and Limitation**

The scope of this research is definitely limited to the use of fable in teaching writing skill and the reason why fable is used in English intensive program at SP (*Satuan Pendidikan*) *Muadalah Ulya* . There are two fables are given by the teacher to students in English intensive Program. First fable is the tortoise and the hare (by Aesop) and second fable is rabbit and twenty crocodiles. Those fable are given by the teacher to students in English intensive program because the moral value of those fable are educated students to solve problem what they face wisely, also to teach students for ignoring the ridicule from other and stay to do the best in every single life.

## **F. Definition of Key Terms**

### 1. Writing

According to White (1985:10), writing is the process of conveying thoughts, information, knowledge, or experience and understanding the writing in order to gain knowledge or some information to share and learn. Meanwhile according to Cambridge advanced learner's dictionary 3<sup>rd</sup> edition, writing is an activity of creating pieces of written work such as stories, poems, or articles. Furthermore writing also has a meaning that is a way to share personal meanings Hyland in Sharifian (2004:09).

## 2. Fable

A fable is literary genre where its animal and plant characters aim to give a lesson or advise or point a moral (Kayhan, 2017:4475). Fable is a fictionalized version of a real story. The common definition of fable is a short narrative with naturalistic action and fictitious characters (Blackham, 2014:10).

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Related Literature

##### 1. The Nature of Writing

Writing can be defined in a variety of ways. Apart from speaking, writing can be classified as a productive skill in the language learners' perspective. Writing produces written language and speaking produces spoken language. Thus both of it is different indeed. The differences between writing and speaking come from the characteristics (Brown in Weigle, 2002:15). Brown provides the characteristic which distinguish written language from spoken language in terms of permanency, productive time, distance, orthography, complexity, formality and vocabulary. So that's why mastery writing skill is important for every language learner because writing belongs to productive skill that will be useful for many spheres of human life.

##### 2. Definition of Writing

According to White (1985:10), writing is the process of conveying thoughts, information, knowledge, or experience and understanding the writing in order to gain knowledge or some information to share and learn. Writing is now widely acknowledged as being important not only for delivering information but also for changing knowledge into new knowledge (Weigle, 2002:13). Furthermore according to Cambridge advanced learner's dictionary 3<sup>rd</sup> edition, writing is an activity of creating pieces of written work such as stories, poems, or articles.



Hyland in Sharifian (2004:09), a linguist explains that writing is a way to share personal meanings. People form their own perspectives on the subject. They will discuss the points of view on a topic with one another. The opinions of one person may differ from those of others. It strengthens their conviction. As a result, people must make their perspectives (ideas) intelligible and acceptable when creating them.

Writing is a development process. Students try to express their views or ideas into writing with teacher's guidance. Teachers have to provide students with the space to make their own meanings within a positive and a cooperative environment. What students need is practice more and more. Brown (2001:334) illustrates that writing is like swimming. When people want to be able to swim, they must have an instructor to teach them basic ways or tricks to swim, even though the instructor is only their parents or their friends (not professional instructors). After they get the basic ways to swim, they will develop based on their own style. The more chance they get to swim, the more perfect they will be. Writing has similar illustration with swimming. Firstly, there will be teacher who guides students to write, they will show students principles of writing. After students get writing's principle, they will develop their writing according to their own style. Students should get sufficient writing practices to acquire writing ability. These practices are aimed to stimulate their skill in expressing thoughts in a good passage.

Writing relates with a language acquisition as students experiment with sentences, words, and paragraphs to communicate their ideas effectively. Students also review what they learned in the class such as grammar and vocabulary. Writing also is defined as the creation of origin text based on the mind and linguistic resources of the students. They use their own vocabulary to write sentences or stories, practicing handwriting and others (Weigle, 2002:21). From those definitions it can be concluded that writing is an activity to express all of writer's thought, idea, feeling into written. Writing also can be a solution to explain everything what can't be explained or shared through speaking.

### 3. Teaching Writing

In teaching writing a teacher has role that is being facilitator and coach not an authoritative director and arbiter. As a facilitator, the teacher offers guidance in helping students to engage in the thinking process of composing but in a spirit of respect for student opinion, must not impose their own thoughts student writing (Brown, 2001:343). So in teaching writing a teacher has big role to give explanation how writing is, build students' idea and imagination till students can express it into writing, support students' spirit and enthusiastic in writing activity, guide their writing practice and the last, change students' mindset that writing is easy thing and it can be started by simple thing in daily life.

#### 4. Types of Classroom Writing Performance

According to Brown (2001:343) there are many kinds of writing work; it is resulted by some categories of classroom writing performance as follows:

##### a. Imitative or Writing down

Students will “write down” English letters, words, and maybe phrases at the beginning of their writing practice. Hence, dictation belongs to this category. On the other hand dictations can be used to teach and test higher level of writing. Commonly dictations have some steps, as follows:

- 1) Teacher reads a short paragraph or simple sentence once or twice at normal speed.
- 2) Teacher reads the paragraph in short phrase units of three or four words, with a pause between every unit.
- 3) During teacher give a pause, students write exactly what they hear.
- 4) After that, the teacher reads the entire paragraph aloud to students in order they can check their writing.
- 5) And the last, the teacher check and score students’ writing work.

##### b. Intensive or Controlled

Commonly, this type of writing classroom is used for practicing students’ grammar exercises. So this type of writing limits the creativity of students. A common form of controlled

writing is the teacher gives a paragraph for students and instructs the students to change the structure within a paragraph. For example ask to students to change all present tense verbs to past tense; in this case student may need to change other time references in the paragraph.

Other form of controlled writing is dicto-comp. Here the teacher read a paragraph at normal speed in twice or three times. Then the teacher ask student to rewrite paragraph as they remember. Also the teacher can write the keyword of the paragraph on the white board as signal for students.

c. Self-Writing

Most of writing classroom may be devoted to self-writing. Self-writing is when student write for themselves as audience. The prominent example is students taking note while lecturing happen on purpose for later recall. Also diary or journal also belongs to this category. However, in many circumstances dialog journal, in which the students write their thoughts, feelings, and reactions which is read and respond by teacher, while written for oneself, has two audiences.

d. Display Writing

For all language students, short answer questions, essay exams, and even research project will involve an element of display. So display writing is intended for teacher that have

known what students will write, like the short answer of examination question.

e. Real Writing

Real writing is writing that has obvious aim; for genuine communication of messages to an audience in need of those messages. There some illustrations how reality can be reached by real writing classroom:

1) Academic

In academic approaches, some group of students get opportunity for conveying information each other, discussing in group to solve problem especially current issues or other private problem which relevant. All these phase through written word. It will provide real writing because from discussing and conveying information in group, it has possibility where information is needed and shared indeed.

2) Vocational/ Technical

In the phase where students are learning English in order to improve in their careers, a wide chance of real writing might occur. Likes write application letter, real letter of genuine directions for some operation or assembly in workplace.

### 3) Personal

Real writing also takes from personal aspect: such as write diary, informal letter, post card, memo, notes and others informal writing. Those convey information.

## 5. Writing as a Social and Cultural Phenomenon

Writing is an activity that takes place in a specific setting, serves a certain purpose, and is tailored to the target audience (Hamp-lyons and Kroll, 1997:8). Similarly, Sperling (1996:55) notes that writing like language in general, is a meaning making activity that is socially and culturally shaped and individually and socially purposeful. Writing is also social because it is a social artifact and is carried out in a social interaction. The genres in which we write were invented by other writers and the phrases we write often reflect phrases earlier writers have written (Hayes, 1996:5).

In this situation social and culture affects students' writing. Likes between Indonesian and Western has quite different social and culture aspect. Hence the Indonesian students' writing work has own characteristic which affected by their mind. Because their idea will not really far from what they look, and feel likes social and culture aspect surrounding of students.

## 6. The Tasks of Teacher in Writing

According to Harmer (2004:41) when helping students to become better writers, teachers have a number of crucial tasks to perform. Among

the tasks which teachers have to perform before, during, and after student writing are the following:

a. Demonstrating

Teachers must be able to bring students' attention to writing norms and genre limits in specific sorts of writing. The most crucial factor is that students be made aware of layout concerns or the language utilized to conduct specific written operations, for example. These issues have been brought to their attention.

b. Motivating and provoking

When the students as writer are often find themselves 'lost for word' especially in creative writing tasks. This is where the teacher may help by provoking students to think of new ideas, stimulate them about the importance of the assignment, and convincing them of how much fun it can be. The teacher can do this way as like: the teacher get in class by some suggestion what already prepared for students. So when students are trapped 'lost for ideas and word' the teacher can help students responsively. Time spent preparing amusing and engaging ways of getting students involved in particular writing tasks will not be wasted. Students can be asked to discuss ideas before the writing activity starts. Sometimes teachers can give students the words they need to start a writing task as way of getting them going.

c. Supporting

Supporting is closely related to the teacher's role as motivator and provoker. Students need a lot of help and reassurance once they get going. Whether that with ideas or with the means to carry them out. Teachers need to be extremely supportive when students are writing in class, always available to help students overcome difficulties except during writing examination.

d. Responding

The way for teacher react to students' written work can be divided into two categories such as responding and evaluating. When responding, teachers react to the content and construction of a piece supportively and often make suggestions for its improvement. When teachers respond to a student's work at various draft stages, teachers will not be grading the work or judging it as a finished product. But, teachers will tell to the students how well it is going so far.

e. Evaluating

There are many ways to evaluate students' written work. When teachers evaluating students' writing for test purposes, teachers can indicate where they wrote well and where they made mistake, and teachers may award grades. Although evaluating is different from responding, teacher can still use it not just to grade



students but also as a learning opportunity. When the teacher return students' work after correct and mark it, students can look at the error what teachers have highlighted try to put students' right rather than simply stuffing the corrected pieces of work into the back of students' folder and they never looking it again.

## 7. Writing Assessment

According to Brown (2007:413) one way to view writing assessment is through various rating checklist or grids that can indicate to students their areas of strength and weakness, and in many cases such taxonomies are scoring rubrics.

**Table 2.1 Scoring Rubric of Writing**

Aspect	Score	Performance description	Weighting
Content (C) 30% -Topic -details	4	The topic is complete and clear and the details are relating to the topic	3x
	3	The topic is complete and clear but the details are almost relating to the topic	
	2	The topic is complete and clear but the details are not relating to the topic.	
	1	The topic is not clear and the details are not relating to the topic	
Organization (O) 20% -Identification -Description	4	Identification is complete and descriptions are arranged with proper connectives	2x
	3	Identification is almost complete and descriptions are arranged with proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse of connectives	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	
Grammar (G) 20% -Use present tense	4	Very few grammatical or agreement inaccuracies	2x
	3	Few grammatical or agreement inaccuracies but not affect on meaning	
	2	Numerous grammatical or agreement inaccuracies	

-Agreement	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15%	4	Effective choice of words and word forms	1,5x
	3	Few misuse of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words and word form	
	1	Very poor knowledge of words, word forms, and not understandable	
Mechanics (M) 15% -Spelling -Punctuation -Capitalization	4	It uses correct spelling, punctuation, and capitalization	1,5x
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation, and capitalization	
	1	It is dominated by errors of spelling, punctuation, and capitalization	

Adapted from Brown (2007)

$$SCORE = \frac{3C + 2O + 2G + 1,5V + 1,5M}{40} \times 10$$

## 8. Fable

In this research, the researcher knows that the teacher gives two fables to the students. Those are: First, The Hare and The Tortoise. Second fable is Rabbit and Twenty Crocodiles. Those fables are given by teacher because the teacher interests to the actors and characters of these fables which not strange for students. Also the moral value of these fables which able to teach students in order to solve any problem wisely. And don't be rash in facing any condition.

### a. Definition of Fable

According to some expert, a fable is literary genre where its animal and plant characters aim to give a lesson or advise or point a moral (Kayhan, 2017:4475). Fable is a fictionalized version of a real story. The common definition of fable is a short narrative with naturalistic action and

fictitious characters (Blackham, 2014:10). Meanwhile, fable is traditional short story, especially with animals as characters, that teaches a moral lesson (Oxford, 2008:157).

Furthermore, according to Tilley (2012:3), a fable is a brief story intended to teach a moral lesson. The main characters are usually animals, objects in nature (e.g. mountains, lakes, stones) or forces of nature (e.g. the sun, the wind, and the rain) which are given human qualities. Then according to Hibbard and Wagner (2013:93), tall tales or legends, fables, fairy tales, folktales, and myths are all form of stories with structures that includes a beginning, middle, and end, as well as a location in time, and place, characters, and moral or lesson to be learnt.

#### b. The Purpose of Fable

According to Aesop (2003:36), given the tight relationship between morality and religion in most, if not all cultures, moral participation is a core role of the fable, which will often translate into religion discussion. The most important feature of fable is it delivers a moral lesson or, at the very least, portrays an ethical dilemma with or without a suggested solution.

Fables are unique in that fables emphasize points, criticize, ironize, and mention the right way (Demirel et al., in Kayhan, 2017:4476). In addition to contributing to language skill of students, fables insemminate universal values in children such as love for nature, love for animals, being good, righteousness, industriousness, charitableness, etc. Meanwhile,

based on English module of ECC Course 3<sup>rd</sup> edition (2021:44), Fable is one of narrative text's genres. Fable has some purpose not only for teaching a moral value from the story itself, but also for entertaining reader by imaginative and funny story of fable.

c. Generic Structure of Fable

1) Orientation

It is about the opening paragraph where the characters of the story are introduced. Also consist of what, where, when, how the story happen.

2) Complication

Where the problems in the story is appeared and developed.

3) Resolution

In this phase the problem in the story is solved.

4) Coda / Reorientation

Where moral value of story is conveyed; either implied or written.

On other version, Kayhan (2017:4475) state that fables are made up of four parts. These are: introduction, rising action, denouement, and the moral. In addition, lessons related to life are given to the reader via symbolic values. Here selecting animals and plants as the characters of the story helps win the sympathy of the students and helps focus their attention on the moral lesson.

d. Language Features of Fable

- 1) Using past tense
- 2) Using adverb of time  
e.g.: once upon a time, a long time ago, etc.
- 3) Using time conjunction  
e.g.: when, then, suddenly, etc.
- 4) Having specific character  
e.g.: a rabbit and twenty crocodiles, the greedy mouse
- 5) Using some direct speech; it is make the story lively.  
e.g.: the crocodile said “I’m the biggest crocodile in this river”. The direct speech uses present tense.
- 6) Using action verb  
e.g.: killed, walked, ran, etc.

## **B. Previous Studies**

The research also discovered some similar research like follows when doing this research are listed follow:

First previous study is The Effectiveness of Using Animated Fable Videos in Teaching Narrative Text Writing (The research design is a pre-experimental study at SMA Mujahidin Pontianak in academic year 2014/2015) by Riska Irdawati. The researcher utilized a t-table to assess the importance of teaching Narrative text writing using animated fable videos, and the outcome of t-value 9.28 is greater than t-table 2000 on a level of significance of 5%. The researcher also employed effect size (ES) to assess the efficacy of using animated tale video in teaching Narrative text composition, with an ES of 1.58

categorized as "strong." According to the findings, the usage of animated fable videos in teaching Narrative text writing to SMA Mujahidin Pontianak tenth grade students is highly beneficial.

The first previous study has some similarities with this research that is both of it uses fable as media in teaching writing. And these researches are conducted in level of senior high school. Between first previous study and this research have some differences, such as: a pre-experimental studies' design is used in first previous study, meanwhile descriptive qualitative design is used in this research. Then, the form of fable in this first previous study is videos. Meanwhile, the form of fable in this research is text. And in first previous study writing skill is focused on narrative text. Meanwhile, in this research writing skill is taught generally.

The second previous study is *The Use of Fable in Improving Students' Motivation in Writing Narrative Text at Grade XI of SMA Muhammadiyah 2 Bandar Lampung 2018/2019 (A descriptive research)* by Dian Aidul Rahman. Between this study and the researcher's research has some parallel problems, such as; the majority of students in their class feel unmotivated to create narrative material. In case, it occurred because students frequently believe that English is difficult to learn. By observation and interview can be showed the result of this research that fable can boost students' drive to write narrative texts, and writing fables in a collaborative setting can boost students' interest in the learning process.

There are some similarities between this research and second previous study, as like: descriptive qualitative is used on these researches, these researches has same background of problem: the students lack of motivation till the students can't express their ideas into their writing and it affect students' mindset that English is difficult to learn especially writing skill. Also these researches are conducted in level of senior high school. The last is these researches through observation and interview to collect data.

Between these researches have a difference that is in second previous study fable is used in improving students' motivation in writing narrative text. Meanwhile, in this research fable is used in teaching writing skill. So this research is more general than second previous study.

And the third previous study is *The Development of Teaching Material in Writing Fable Story Texts with Children's Film Assistance for Grade VII in Junior High School 6 Tambusai Utara Rokan Hulu Riau, 2018/2019* (A research and development method design) by Fransiska Farida. This study found that developing instructional materials for producing fable story texts can assist students in contributing their emotional and moral contributions. A teacher can use a fable story to help children develop their character and prevent student from acting inappropriately.

Between third previous study and this research have a similarity such as: the benefit of using fable for teacher is to help students develop their good behavior, or teach good moral to the students.

The differences between third previous study and this research is a research and development method design is used in third previous study. Meanwhile, descriptive qualitative design is used in this research. Also third previous study is conducted in Junior High School. Meanwhile this research is conducted in SP (*Satuan Pendidikan*) *Muadalah Ulya* that equivalent to Senior High School level.



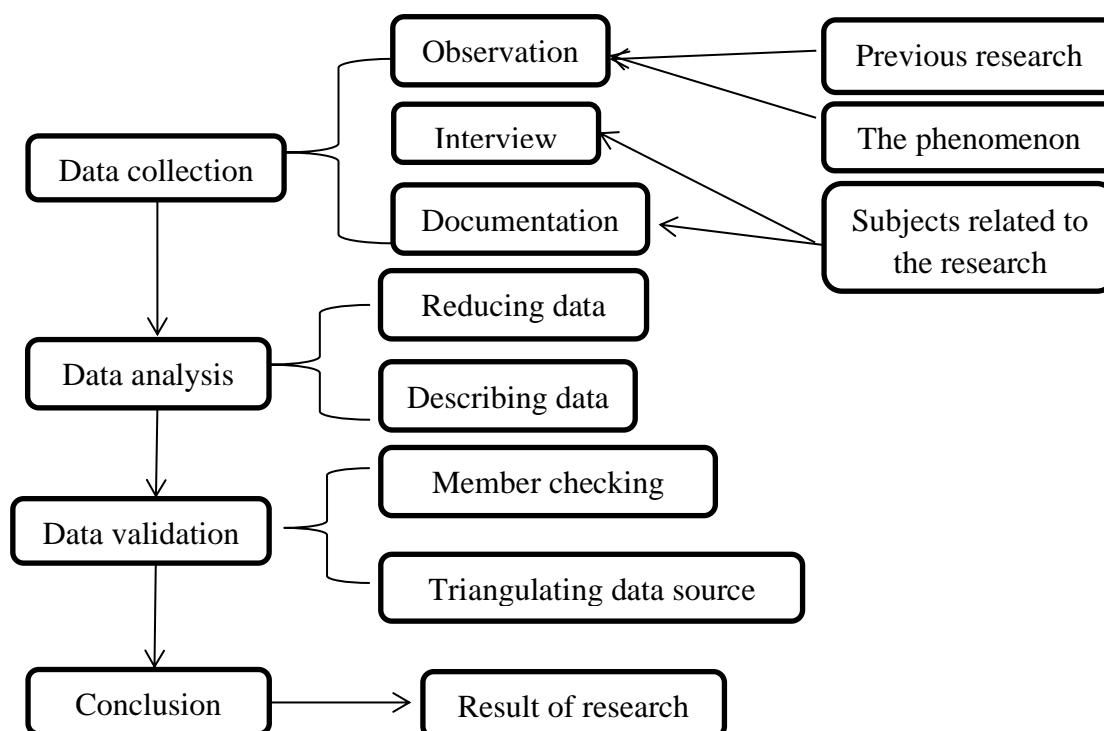
## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

This chapter concerns with the method which researcher apply in conducting this research. The researcher uses descriptive qualitative method in this research. Descriptive qualitative is a qualitative method in which researchers describe people's lives, gather and tell stories about them, and compose about their experiences. In education, these anecdotes are frequently about classroom experiences or school activities (Creswell, 2012: 22). Likes the advice of Strauss and Corbin in Creswell (1998:11), who emphasized that "qualitative methods can be utilized to gain the fine details concerning phenomena such as feelings, mind, process, and emotions that are difficult to extract or learn about using more traditional methods".

Qualitative research is a method of investigating and comprehending the meanings that different groups assign to a social or human phenomenon. The research process entails the development of new questions and techniques, the collection of data in a participant's context, data analysis inductively developing from specifics to broad themes, and the researcher's interpretation of the findings. The final written report's structure is adaptable. Those who engage in this type of research promote an approach to research that emphasizes an inductive approach, an emphasis on human meaning, and the necessity of rendering a situation's complexity (Creswell, 2007)

**Table 3.1 The Design of Descriptive Qualitative**

Adapted from Creswell (2007)

From the diagram above, it can be described how this research is begun. This research is started from researcher observes the phenomenon at research place to find research problem that happen in field and previous research that can be consideration or support for this research. A classroom of English intensive program at SP (*Satuan Pendidikan*) *Muadalah Ulya* is the aim of researcher to do observation. Researcher begins the observation when classroom activity is occurred. This observation purposes to know how writing skill is taught and learnt by a teacher and students in English intensive program at SP (*Satuan Pendidikan*) *Muadalah Ulya*.

It is not only observation but also interview. In this research, there are two informants of interview section. First informant is a committee of SP (*Satuan Pendidikan*) *Muadalah Ulya* namely Mr. Rizki Syam Saputra. And second informant is a teacher namely Mrs. Siti Lailatun Nikmah who handle teaching and learning at English intensive program. In which for first informant, researcher focused on some question about unit administration and program then second informant researcher focused on some question about teaching learning aspect of English intensive program.

And for documentation, researcher get it from various way, whether that researcher get during observation, interview, even ask to committee of SP (*Satuan Pendidikan*) *Muadalah Ulya* directly. The form of documentation is some pictures of classroom activity, students' work, etc. All steps of observation, interview, and audiovisual materials belong to data collection procedures. Furthermore, all data that have collected will be analyzed by some steps: reducing data and describing data.

Next is data validation. Validation strategies in qualitative research are procedures (e.g. member checking, triangulating data source) that qualitative researcher use to demonstrate the accuracy of researcher's finding and convince the reader of this accuracy (Creswell, 2014:205). Furthermore when the accuracy of data is gotten researcher conclude the final of this research till be a result of this research. For this research, to validate data researcher does some steps; first researcher length research duration to re-observation research place, re-interview all of informants,

recheck all data sources then Arrange report of research by structured, systematic and clear description. Also researcher examines the result of research which is related with all process of research. Second, Researcher use *rich, thick description* to convey the finding. This description may transport readers to the setting and give the discussion an element of shared experience. Third, Researcher uses member checking to determine the accuracy of the qualitative finding through taking the final report or specific descriptions back to participants and determining whether these participants feel that they are accurate. All of these steps are undertaken to demonstrate the accuracy of researcher's finding and convince the reader of this accuracy. And last, researcher conduct triangulation data source. It means that researcher re-check and compare one data source to others. For example, researcher compares data which gotten from interview and data which gotten from observation.

## **B. Research Setting**

SP (*Satuan Pendidikan*) *Muadalah Ulya* is one of education unit in Darussalam Islamic boarding school which is located in Banyuwangi, Tegalsari subdistrict, exactly at Blokagung village. SP (*Satuan Pendidikan*) *Muadalah Ulya* is legitimated at 2020 so it's belonging to new education unit. SP (*Satuan Pendidikan*) *Muadalah Ulya* equivalent to Senior High School. There are three grades of one academic period: First up to third grade in SP (*Satuan Pendidikan*) *Muadalah Ulya*. Every grade will be sat for a year. SP (*Satuan Pendidikan*) *Muadalah Ulya* is one of education unit which is shaded

by Darussalam Islamic Boarding school. It has obvious purposes. Those are organizing formal education by developing a curriculum based on *kitab kuning and dirosah islamiah*, with a tiered and structured system of *mualimin* education in accordance with the uniqueness of an Islamic Boarding school.

By its background of unit education, SP (*Satuan Pendidikan*) *Muadalah Ulya* have a vision, that is creating superior *pesantren* educational which combines Islamic religious and general sciences to produce students with good moral also expert on religious, and academic. There some mission of SP (*Satuan Pendidikan*) *Muadalah Ulya*, such as: Implementing integrated education and teaching between religious based on *kitab salaf* and general science, Instilling personal morality to students by guiding, training, assignment, habituation, escort, and *uswah hasanah*, Implementing education, teaching, learning, and briefing *kitab salaf* by typical method of *pesantren*, Implementing education and sciences to build students who are intellectual and academic. SP (*Satuan Pendidikan*) *Muadalah Ulya* equivalent to another formal education based on law number 18 of 2019 regarding Islamic boarding school. So entire of students graduate from SP (*Satuan Pendidikan*) *Muadalah Ulya* can be accepted by private or state university.

### **C. Research Subject**

There are 25 female students of English intensive program which carried out by the researcher in conducting this research. They are 15-17 years old on average.

#### **D. Data Source**

There is a kind of data: Primary data. Primary data is gotten by interviewing some informants and observing at teaching and learning activity in English intensive program. There are two informants of this research; first informant is Miss Siti Lailatun Nikmah as a teacher of English intensive program and second informant is Mr. Rizki Syam Saputra as a committee of SP (*Satuan Pendidikan*) *Muadalah Ulya*.

#### **E. Procedure of Data Collection**

To obtain the data, researcher used three procedures of data collection.

##### 1. Observation

According to Creswell (2012:213), observation is the process of gathering open-ended, firsthand information by observing people and places at a research site.

In this this step, researcher observes classroom while teaching and learning in English intensive program is occurred.

##### 2. Interview

According to Creswell (2009:168), in qualitative interviews, the researcher conducts face to face interviews with participants, interviews participants by telephone, or engage in focus group interviews, with six-eight interviewees in each group. These interviews involve unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants.

In this interview section, Researcher interviews two informants. First informant is one of SP (*Satuan Pendidikan*) *Muadalah Ulya*'s committee namely Mr. Rizki Syiam Saputra. This interview is focused on the aspect of administration and program of SP (*Satuan Pendidikan*) *Muadalah Ulya*. Then Second informant is teacher who handle English Intensive program namely Miss Siti Lailatun Nikmah. Second interview is focused on how and why fable is used in teaching writing skill in English intensive program. The researcher utilized a semi-structured interview model for this interview. This model refers to an interview in which an informant of interview is asked a series questions on the research topic.

### 3. Documentation

The documentation is taken while observation and interview was conducted by the researcher. The form of documentation is some pictures of classroom activity, notes during observation and interview, list name of English Intensive Program's students at SP (*Satuan Pendidikan*) *Muadalah Ulya*.

## **F. Data Analysis**

There are some steps for analyzing data, those are:

### 1. Reducing Data

After data collecting is done, researcher reads the result of interview, some documents and what researcher already writes during do observation. When all data is read, researcher makes a table and inserts all the data that will be analyzed. Researcher gives code to data

within table to choose which data that researcher needs. After through those steps, researcher reduces the data which is not required for this research. Then the data which is required by researcher will be displayed.

## 2. Describing Data

In this step, researcher describes entire data which displayed as clear and detail as possible. Then, after passing all steps of data analysis researcher concludes the result of research. Even though concluding and verifying data can't be resulted in once analyzing.

## **G. Data Validity**

Validation strategies in qualitative research are procedures (e.g member checking, triangulating data source) that qualitative researcher use to demonstrate the accuracy of researcher's finding and convince the reader of this accuracy (Creswell, 2014:205). In the other hand Egon Guba as American educator and author propose four criteria that he believes should be considered by qualitative researchers in validity of research (Shenton, 2004:63), those are:

### 1. Credibility

Lincoln and Guba argue that ensuring credibility is one of most important factors in establishing trustworthiness (Shenton, 2004:64). Credibility can be through by lengthening the research duration, rechecking data sources, re-observation research place and re-interview informants for strengthening the data which was



gotten. All of steps are undertaken to check data of research is right and no change, indeed.

## 2. Transferability

In this technique, researcher is guided to make report by structured, systematic and clear description in order the reader of research's result can check the accuracy of research data.

## 3. Dependability

Dependability is undertaken by auditing all process of research. It is done by independent auditor or advisor. Research process that examined by auditor is begun from researcher determine the research problem, observe research place, determine data sources, collect data, analyze data, validate data until researcher conclude the result of research.

## 4. Conformability

Conformability is called by objectivity of research. A research is stated objective if the result of research is agreed by many people. Examining conformability in qualitative research it's same with examine the result which is related with all process of research. If the result of research is function of research's process because in a research nothing result without process, so it is can be stated the research fulfill conformability standard.

For this research, to validate data researcher does some steps; first researcher length research duration to re-observation research place, re-

interview all of informants, recheck all data sources then Arrange report of research by structured, systematic and clear description. Also researcher examines the result of research which is related with all process of research. Second, Researcher use *rich, thick description* to convey the finding. This description may transport readers to the setting and give the discussion an element of shared experience. Third, Researcher uses member checking to determine the accuracy of the qualitative finding through taking the final report or specific descriptions back to participants and determining whether these participants feel that they are accurate. All of these steps are undertaken to demonstrate the accuracy of researcher's finding and convince the reader of this accuracy. And last, researcher conduct triangulation data source. It means that researcher re-check and compare one data source to others. For example, researcher compares data which gotten from interview and data which gotten from observation. All these steps are undertaken to ensure the trustworthiness of researcher's finding and convince the reader of this research's accuracy.

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter deals with the result of the research which has been done in SP (*Satuan Pendidikan*) *Muadalah Ulya*. The result of this research is gotten through qualitative method. Qualitative data is obtained from observation, interview, and documentation.

#### A. Research Finding

In this section, the researcher shows finding of the use of fable in teaching writing skill in English intensive program at SP (*Satuan Pendidikan*) *Muadalah Ulya* through observation and interview some informants.

##### 1. The Result of Observation

Researcher observed classroom activity during the teacher who handle English intensive program was teaching. The teacher who handle English intensive program is Miss Siti Lailatun Nikmah. The result of observation can be read as follow:

###### a. First Observation

At first, the classroom activity of English intensive program was begun by the greeting of Ms. Siti Lailatun Nikmah or as usual called by Ms. Ayla as the teacher of English intensive program which answered by the students responsively. After asked students condition and call the roll students one by one, the teacher wrote down the fable on the white board:

**Table 4.1 First fable which given by the teacher****The Hare and The Tortoise**

A Hare was one day making fun of a Tortoise for being so slow upon his feet. "Wait a bit," said the Tortoise; "I'll run a race with you, and I'll wager that I win." "Oh, well," replied the Hare, who was much amused at the idea, "let's try and see" and it was soon agreed that the fox should set a course for them, and be the judge.

When the time came both started off together, but the Hare was soon so far ahead that he thought he might as well have a rest: so down he lay and fell fast asleep. Meanwhile, the Tortoise kept plodding on, and in time reached the goal. At last the Hare woke up with a start, and dashed on at his fastest, but only to find that the Tortoise had already won the race.

While waiting the teacher done in writing fable, the students rewrite this fable into their notebook. Furthermore the teacher instructed the students for reading the fable "The Tortoise and The Hare" loudly then translated it together. For in previous meeting the teacher instructed students for bringing dictionary or *alfalink*, so the teacher checked did the students brought dictionary or *alfalink* before students going to translate this fable. In reality, some students brought dictionary or *alfalink* and other else didn't.

By seeing the condition that not all of students bring dictionary or *alfalink*, finally the teacher instructed them to join their friends who brought dictionary or *alfalink*. Even the students could ask the vocabulary what they didn't know or forget to the teacher directly. And the teacher would write unknown vocabulary on the whiteboard. Doing what teacher's instruction, the students read fable what they wrote loudly and translate it in every sentence by using dictionary,

*alfalink*, or even asked to the teacher some vocabularies what they didn't know or forget directly, and wrote down on their notebook.

In translating process, the students enthusiastic to ask some vocabularies as like: the hare, wager, judge, race, amused, plodding, reached, dashed, etc. Furthermore, the teacher answered while wrote on the whiteboard some vocabularies which were asked by students: the hare=*kelinci*, wager= *taruhan*, judge= *hakim*, amused= *lucu*, plodding= *lambat dan berat*, reached= *meraih*, dashed= *berlari*.

Then, the teacher invited students to identify the fable. Looked for who the actor in this fable, how the character of every actor, why the story happened, how the story was ended and what moral value was conveyed by this fable. And the students replied compactly: there were three actors of this fable; the hare, the tortoise, and fox. The hare has character: arrogant, careless. The tortoise has character: optimist, hard worker. And fox was kind, cause want to be judge of that race. The story in this fable was begun from the making fun of hare to tortoise because he has slow upon his feet. Then the story was ended by happy ending, cause by hard struggle finally tortoise could win that race. And the hare was loser upon his arrogant and careless. For moral value, students replied by various replies, such as: don't arrogant when you can do something, don't underestimate others, never give up, do your best and you will be winner, winning the start losing the finish, slowly but surely, etc.

After identifying the fable, the teacher gave homework to students for creating their own fable in Indonesian. Also reminded them for bringing dictionary or *alfalink* in next meeting. And English intensive program was done at that day by closing of the teacher.

b. Second Observation

As usual, classroom activity in English intensive program was begun by teachers' greeting. And the students began to pay attention to the teacher. Before continued to the writing activity, the teacher checked the students who didn't bring dictionary or *alfalink*. So most of students showed their dictionaries or *alfalink*. The teacher took around to check students' homework also to know how far the fable was created and written by the students. Most of students didn't complete their fable yet, and one another already completed their fable in Indonesian. Then, the teacher instructed students who didn't fix their fable in Indonesian to continue it. And for students who already completed their fable, the teacher instructed them to translate their fable into English.

While focused to continue their writing, some of students asked unknown vocabularies as like: *cerdik, sarang, melompat, melewati, memanjat, licik, berbohong, kandang, etc.* Before the teacher answered them, the teacher let other students for answering their friends. It purposes making students active to remembering their vocabularies. And some of them answered a few unknown vocab that

asked by the friend: *melompat*=jump, *memanjat*=climb, *berbohong*= lie. Then the teacher answered and wrote on the whiteboard some vocab that didn't answer yet: *cerdik*= agile, *sarang*= nest, *licik*= sly, *melewati*= pass, *kandang*= stable. Some students took a note new vocabulary that they knew on their books and one another kept focusing on their writing (fable). And English intensive program was ended at that time which signed by ringing of bell.

#### b. Third Observation

After the teacher opened classroom activity, the teacher ensured students were they done their fable. Then the students admitted that their fable wasn't complete yet. And other student lamented that they felt difficult 'loss of idea'. To stimulate and increase idea and imagination of students, the teacher gave and wrote new fable on the whiteboard as follow:

**Table 4.2 Second fable which given by the teacher**

<p><b>A Rabbit and Twenty Crocodiles</b></p> <p>Once upon a time, a Rabbit wanted to cross a river, but he could not swim. He had an idea, he saw a boss of Crocodiles swimming in the river. The Rabbit asked to boss of crocodile. "How many crocodile are there in the river?" the boss of crocodile answered, "we are twenty here". "Where are they?" the Rabbit asked for the second time. "What is it for?" the boss crocodile asked. "All of you are good, gentle and kind, so I want to make a line in order to I know how kind you are," said the Rabbit.</p> <p>Then the boss of the Crocodiles called all his friend and asked them to make a line from one side to other sides of the river. Fast then, the Rabbit started to count while jumping from one crocodile to another: one...two... three... four...until twenty. And finally, he thanked all crocodiles because he had crossed the river.</p>
--

While waiting the teacher done, the students rewrote this fable “A Rabbit and Twenty Crocodiles” into their notebook. Furthermore the teacher instructed students to read and translate the fable. So the students read the fable loudly and translated in every sentence together. While translated the fable, the teacher asked to the students were they found new vocab from this fable. Then some students told that they found some new vocab for them as like: cross=*menyeberangi*, make a line=*berbaris*.

Afterwards, the teacher invited students to identify the fable. Then they looked for who the actor in that fable, how the ending of this fable and what moral value that they got from this fable. And the students conveyed their opinions such as: there are two actors in this fable that were rabbit and boss crocodile and friends (twenty crocodiles), this fable was happy ending for rabbit, and annoyed ending for crocodiles. Also the students conveyed various moral value of every individual, as like: be smart and you will safe, be calm on facing any condition, etc.

Before ended the class, the teacher asked students kept going their writing (fable), reminded students to create their own fable and they can make how the ending will be freely. And the students have to submit their writing in next meeting.



Based on data description above, it showed how teaching and learning activity of English intensive program in SP (*Satuan Pendidikan*) *Muadalah Ulya* was occurred (9<sup>th</sup>-12<sup>th</sup> march, 2022).

The teacher gave fable to stimulate students in finding their idea and imagination so they can express it into their writing in form of fable. By two fables were given, the teacher guided students to identify, translate, and understand how the story was occurred and find out the moral value in every story of fable.

By reading and understanding fables were given by the teacher, the students could create their own fable, such as:

**Table 4.3 Example of Students' Work in Form of Fable**

<p>No title (By Tazkia Fi'lati A.)</p> <p>Once upon a time, in the jungle there was a group of animals, and there was a school there. With the dragon fly as the teacher. He has some students. They are cat, snake, mousedeer, duck, swan, mouse, pigeon, etc. live among of them is very peaceful, there is never a fight.</p> <p>One day, the dragonfly teaches them to fly. With patient and very careful the dragonfly teaches his students. The dragonfly hope his students can practice his lesson. But, the dragonfly's hope cant be achieved until the lesson almost done there was many students can't to fly. Seems disappointed gesture from his students' face, because can't to fly.</p> <p>Then, at the end of lesson the dragon fly speak to his students that he is not demand his students to be able to fly. Because every animals has ability be self and for animals can't to fly maybe their ability is not in the flying but in the skill else. Until disappointed gesture from his students' face is lose and change with a smile.</p>
--

**Table 4.4 Fable Which Written by One of Student**

<p>An Unlucky Lion By nafisatun nafi'iyah (2B SPM ULYA)</p> <p>In a jungle, live a kind lion. He always like to help peer animal. Whether from animal small until big. All animal like that respect lion. But there was also jealous to lion. One of ant. Ant feel want as lion. But, ant conscious that he will not as lion.</p> <p>Until once upon a time. When the lion walking step over ant palace. Not feel lion tread or step on half ant palace. All ant out and overrun lion in condition angry. Lion direct scared at the time ant draw near. "hey lion, I know we small, but you don't go wrong" statement one of ant. "no, I don't mean like that" say lion while request.</p> <p>But ant reason already too late angry. Finally all ant overrun lion until lament sickness. Finally, lion scattered not efficient in from off land.</p>
--

**Table 4.5 Fablewhich Written by One of Student**

<p>Porcupine thorny By Huri wardani hayati</p> <p>One day, there a porcupine name qulla. He was lonely. No one wanted to play with him, because they afraid of his spikes. “landy, we don’t want to play with you because you spikes are too sharp. We don’t want you to hurt us” said cici the rabbit one day. “cici is right qulla. It is not because you bad or rude to us because of your spike. They will stab us we are close to you” said mogo the roaster.</p> <p>Qulla felt lonely. Qulla spent most the time day dreaming at the river bank “I would be happy if there were no spikes on my body”. Suddenly, kuku the turtle to appear from the river. He came to qulla and said “qulla, what are you thinking of?” “oh nothing” qulla replied. “Don’t lie to me qulla. I can help you” said kuku wisely, and then he sit beside qulla. He was not afraid of qulla spikes.</p> <p>Just then, qulla told his problem. Kuku nodded his head. He said “poor you, but it is not your fault. I know your spikes are very useful and helpful for you. They will realize it someday, trust me!” “Thank you kuku, you are my best friend.”</p> <p>One day, koko the frog held his birthday party. He invite all his friends. Including qulla. But he decided not to come. He did not want to mess up the party. “I will come with you qulla, I will tell everyone that you harmless” said kuku, finally qulla attended the party. Everyone enjoyed it. Suddenly, mogo screamed “help.. help..! the evil wolf is coming. Save yourself!” then, everyone save their lifes except kuku and qulla. Kuku pulled his head and leg into his shell. And qulla rolled his body into a ball. Unintentionally, the evil wolf touch qulla. Of course, the spikes pricked him. He screamed “ouch!” since his foot was bleeding, he didn’t chase qulla friend any longer. Then he ran away. “hore.. hore.. long live qulla! He save our lifes” said cici and her friends. They thanks him from then on. Qulla wasn’t lonely anymore.</p>
--

To minimize students’ difficulty in writing, the teacher instructed students for creating their fable in Indonesian first then translating into English when the fable was completed. In students’ writing process, the students more active whether that asked unknown vocab or even kept in mind vocabulary which had been given by the teacher in previous meeting.

By instructing students to create their own fable, the teacher didn’t limit how the story should end. So the students as the writer of

fable had full authority to make how story it were and how the ending would be. The students wrote their own fable freely based on their imagination. Without the limitation of fable's intrinsic aspects from the teacher, the students could choose their own actor, character of every actor, plot, setting of fable. Also the teacher would not emphasize students in grammatical structure. The teacher emphasized students in using vocabulary more. And the last but not the least, the students inserted the moral value in every story.

## 2. The Result of Interview

### a. First Interview

First section, researcher interviewed Mr. Rizki Syam Saputra (Mr. Syiam) as one of committee in SP (*Satuan Pendidikan) Muadalah Ulya*. The interview to Mr. Syiam focused on unit program and administration.

Some question were given to first informant by researcher such as: When and why SP (*Satuan Pendidikan) Muadalah Ulya* was legitimated, on what activity English was taught in SP (*Satuan Pendidikan) Muadalah Ulya*, how long english was taught and learnt, and what the target and purpose of teaching English in SP (*Satuan Pendidikan) Muadalah Ulya*.

By those questions, the researcher got some information from first informant that SP (*Satuan Pendidikan) Muadalah Ulya* was legitimated in year 2020. This educational unit was legitimated for

solving the scared of *masyayikh* and *kyai* that had *pesantren salaf* which not all *santri* want to get formal education, or they prefer to recite even study *kitab kuning* rather than formal education. How to make *santri* not just recite and study *kitab salaf* but also by reciting and studying *kitab salaf*, *santri* could get the diploma which admitted by state. So they could to continue their education till university by it diploma. English was taught in SP (*Satuan Pendidikan*) *Muadalah Ulya* included to English intensive program that spent 30 minutes in every three days: Saturday, Sunday, and Monday. The target and purpose of English intensive program are beside the students of SP (*Satuan Pendidikan*) *Muadalah Ulya* focused on reciting and studying *kitab salaf*, they would capable in mastering English as necessity in globalization era. Also capable in other English skill likes MC, Speech, Telling story, Debate, etc.

b. Second Interview

Second interview, researcher interviewed Miss Siti Lailatun Nikmah (Miss Ayla) as the teacher who handle English intensive program in SP (*Satuan Pendidikan*) *Muadalah Ulya*.

As like first interview, researcher gave some questions to second informant in this interview, as follow: why the teacher apply fable in teaching writing skill in English intensive program at SP (*Satuan Pendidikan*) *Muadalah Ulya*, what teachers' goal in

using fable as media in teaching writing skill, how the teachers' way to apply fable in teaching writing skill.

By those questions, the researcher got some information as like: fable was applied by the teacher because of fable as imaginative or narrative story that make students interested, it be able to change the students' mindset that writing is difficult by funny and interest thing through simple concept in form of fable. By fable, the students will comfort and they will have any capable and enough confidence to find out and increase their idea then expresses it into their writing. The teacher has some goals in using fable as media in teaching writing skill such as: to stimulate students in finding their ideas, to encourage students for having more creativity in writing skill, to inspire students that writing could be started by funny idea, to empower character building of students through moral value in every fable. There were three ways or steps which done by the teacher to apply fable in teaching writing skill in English intensive program at SP (*Satuan Pendidikan) Muadalah Ulya*, as follow: first, gave the fable and write it on whiteboard, then the teacher read, translate, and find out new vocab, identify: actor, character, plot, setting, moral value, of fable with the students.

Based on the result of interview, it can be seen SP (*Satuan Pendidikan) Muadalah Ulya* was a school which had Islamic

religious background. This unit was equivalent to Senior high school education. By the own typical of SP (*Satuan Pendidikan*) Muadalah that learnt about religious: *Ulumul Hadits, Ulumul Qur'an, Tauhid, Nahwu (Alfiyyah), Imla', Tarikh* more than general science, it made English not became primary school as like common Senior High School. Whereas in globalization era, English was needed to communicate, adapt even update information. Hence, SP (*Satuan Pendidikan*) Muadalah Ulya held English intensive program to fulfill students' necessary in learning English. Besides the students capable in religious knowledge, the students capable in mastering English.

By the aim which school had in English intensive program, the teacher tried to find out the activity which can also improve the input of English into their knowledge through writing process. Seeing the condition of students that not all liked and interested English, the teacher tried to build up the interest of students in any aspect of English especially in writing skill. Then fable was chosen by the teacher for some purposes such as to teach English, especially writing by funny and interested thing, to decrease even change students' mindset that writing is difficult. And to teach writing could be started by funny story and simple concept in form of fable. From fable students was taught good value indirectly.

## B. Discussion

Based on research finding, it can be known from how the way of the teacher in using fable and why fable was applied in teaching writing skill in English intensive program at SP (*Satuan Pendidikan*) *Muadalah Ulya*, as follow:

At first, the teacher gave fable by writing fable on the whiteboard. During the teacher was writing on whiteboard, the students wrote fable on their own book. When it was done, teacher instructed students for reading fable loudly and translate in every sentence by dictionary or *alfalink*. Also they could ask to the teacher unknown vocab directly during translating fable.

Then teacher invited students to identify some aspect of fable as like: actor, character, plot, setting, and moral value of fable. When the moral value of every fable was found, the teacher would relate it with daily reality. So the teacher advised students about good behavior indirectly. Furthermore, after fable which given was discussed totally, the teacher instructed students to create their own fable. By writing their own fable, students express their ideas and imagination freely into their writing.

On proses writing their own fable, the students would more active kept in mind their vocabularies or even the students found many new vocabularies and use it into their writing. To ease students' writing

process, the teacher instructed students to write their own fable in Indonesian first before the students translated it into English.

And fable was applied by the teacher in teaching writing skill because fable wasn't only could encourage the students' creativity in writing skill, stimulate students to find their idea and imagination, but also the big purpose of the teacher chose fable was to teach moral value, good behavior indirectly to students.

The teacher believed that in the age of students 15-16 years old, they would receive a moral value which advised them indirectly through moral value included of every fable more than advised by the teacher or another directly and intensively. This statement was strengthened by Aesop (2003:36), given the tight relationship between morality and religion in most, if not all cultures, moral participation is a core role of the fable, which will often translate into religion discussion. The most important feature of fable is delivering a moral lesson or, at the very least, portrays an ethical dilemma with or without a suggested solution.

Based on previous study which conducted by Riska Irdawati, using animated fable in form of videos is highly beneficial in teaching narrative text writing. But in this research, fable in form of text can stimulate students to find out their ideas and imaginations before in final, they express it into their writing. In similar, fable can motivate students in writing, stimulate students in finding their ideas in every form of fable whether that video, text, or etc.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the research that has been conducted by the researcher, regarding the using of fable in teaching writing skill in English intensive program at SP (*Satuan Pendidikan*) *Muadalah Ulya* in academic year 2021-2022, it can be concluded that the teacher teaches writing skill through fable as media by some steps as like: giving and writing fable on the whiteboard, instructing students for reading and translating the fable then analyzing intrinsic aspect of fable and concluding the moral value of every fable.

Fable has simple concept and funny ideas, it helps students to stimulate their ideas and increase their creativity in writing. Thus, by using fable in teaching writing skill in English Intensive Program at SP (*Satuan Pendidikan*) *Muadalah Ulya* the teacher not only can stimulate students to find out their ideas and imaginations, but also teaching students a moral value, good behavior through the moral value which appears in every story of fable.

#### B. Suggestion

After conduct this research until the researcher reaches conclusion, the researcher suggests to next researcher who interesting to do research about using fable in teaching writing skill for doing research which focusing and deepening on other aspect of fable. It can be form of fable, or intrinsic aspect of fable which can help students in their writing skill.

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Hal : **PENGANTAR PENELITIAN**

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**Satuan Pendidikan Muadalah (SPM) Ulya Blokagung**

Di - Tempat

*Assalamu'alaikum warahmatullahi wabarokatuh*

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Institut Agama Islam Darussalam (IAIDA) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

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Untuk dapat diterima/melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program skripsi.

Adapun judul penelitiannya adalah:

***The Use of Fable in Teaching Writing Skill in English Intensive Program at SP (Satuan Pendidikan) Muadalah Ulya in Academic Year 2021-2022***

Atas perhatian dan kerja samanya yang baik diucapkan banyak terima kasih

*Wassalamu'alaikum warahmatullahi wabarokatuh.*

Blokagung, 03 Februari 2022

Dekan

**Dr. Siti Aimah, S.Pd.L., M.Si**  
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**SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN**

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Yang bertanda tangan di bawah ini Kepala Satuan Pendidikan Muadalah Ulya Madrasah Diniyah Al-Amiriyah Darussalam Blokagung Banyuwangi, dengan ini menerangkan bahwa:

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Demikian surat ini kami buat, untuk dapat digunakan sebagaimana mestinya.

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Kepala SPM Ulya Madrasah Diniyah Al-Amiriyah  
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No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20212	17 April 2022	17 April 2022	acc	acc
2	20212	16 April 2022	16 April 2022	bab 5	bab 5
3	20212	14 April 2022	15 April 2022	revisi bab 4	revisi bab 4
4	20212	02 April 2022	02 April 2022	bab 4	bab 4
5	20212	04 Februari 2022	04 Februari 2022	bab 1-3	bab 1-3
6	20212	04 Januari 2022	04 Januari 2022	revisi proposal	revisi proposal
7	20212	12 Desember 2021	12 Desember 2021	konsultasi proposal	konsultasi proposal



## The Documentation of Interview



## Classroom Activity of English Intensive Program at SP Muadalah Ulya



## On writing process of students' own fable



## The example of students' work

Hani Wardani Hayati

### Porcupine Thorny

One day, there a Name Aulia. he was lonely. No one wanted to play with him, because they afraid of his spikes.

"Ladies, we don't want to play with you because your spikes are too sharp. We don't want you to hurt us." Said Cici the rabbit one day.

"Cici is Right, ~~for~~ Aulia. It is not because you bad or rude to us just because of your spikes, they will stab us we are close to you" Said Mosa the Rooster.

Aulia felt lonely. Aulia spent most the time day dreaming at the river bank "I would be happy if there were no spikes on my body".

Suddenly, Kuku the turtle to appear from the river. he came to Aulia and said "Aulia, what are you thinking of?"

"Oh, nothing" Aulia replied.

"Don't lie to me Aulia, I can help you" Said Kuku wisely, then he sit beside Aulia. he was not afraid of ~~the~~ Aulia spikes.

For lama, Aulia told his problem. Kuku nodded his head. he said "Poor you, but it is not your fault. I know your spikes are very useful and helpful for you. They will realize it some day, trust me!"

"Thank you Kuku. You are my best friend."

One day, Koko the frog held his birthday party. he invite all his friends, including Aulia, but he decided not to com. he did not want to mess up the party.

"I will come with you Aulia, I will tell everyone that you harmless"

Said Kuku, Finally Aulia attended they a party. everyone enjoyed it.

Suddenly, Mosa screamed "help - help - ! the evil war is coming. Save your self! then, everyone save their lives except Kuku and Aulia. Kuku saved his

## The Continuity of Huri's Fable

head and leg into his shell. and Aulia towed his body into a bay.  
Lak Senajaja, the evil wolf touch Aulia. Of course, the Spikes Pricked him.  
he screamed.  
"Ouch!" since his Foot was bleeding, he didn't chase Aulia friend any longer  
then, he ran away.  
"hore-hore" Long live Aulia! he save our lives." said Cici and her  
friends. they thanks him from then on. Aulia wasn't lonely anymore.

Mafisafun Mafiiyah

2 B 6PM ULTA.

An Unlucky Lion

In a jungle, live a kind lion. He Always like to help peer animal. Whether from animal small until big. All animal like that respect lion. But there was also jealous to lion. One of ant. Ant feel want as lion. But, ant conscious that he will not as lion.

Until once upon a time. When the lion walking step over ant palace. Not feel lion tread or step on half ant palace. All ant out and draw near. "hey lion, I know we small, but you dont go wrong" statement one of ant. "No, I dont mean like that" say lion while request.

But ant reason already too late angry finally all ant overrun lion unfill lament sickness, finally, lion scattered not efficient in from off land.

Tazkia F' Lapi a.



Mo Tu We Th Fr Sa Su

Memo No. \_\_\_\_\_

Date / /

Once upon a time, in the Jungle there was a group of animals, and there was a school there, with the dragon fly as the teacher.

he has some students. they are cat, snake, mouse, deer, duck, swan, mouse, pigeon, etc.

live among of them is very peaceful, there is never a fight.

One day...

the dragon fly teaches them to fly. with patient and very careful the dragon fly teaches his students. the dragon fly hope his students can practice his lesson.

but, the dragon fly's hope can't be achieved. until the lesson almost done there was many students can't to fly ---.

seems disappointed gesture from his students's face, because can't to fly.

then ... at the end of the lesson the dragon fly speak to his students that, he is not demands

## The continuity of Tazkia's Fable

his students to be able to fly. because every animals has ability be self and for animals can't to fly maybe their ability is not in the flying but in the skill else. until disappointed gesture from his students's face is lose and change with a smile.



serly under pratian  
2 B SPM ULYA

- Buaya muslim -

Someday are a chicken, cow and pig.  
All they have to across river in are alligator.  
To look for eating are in across. moment  
a chicken through it, an alligator prey on  
fast. with be affraid, a cow it, later try  
stride. But regret, as chicken.

Now turn pig through, but alligator  
however be silent. a pig amazed and a want  
to say:

" Eh, alligator, why do you not eating me? "

Be sweet smile alligator answer

" Sorry Brooo.. I'M MUSLIM !!! "

Nama: Wahyu Dwi Mardiatul Khasanah  
2B SPM  
ULAT

Once upon a time, in jungle live a caterpillar Black color  
ogly, face in the jungle, body full hair, so animal don't  
like and distensing. Face and face a caterpillar face,  
linit, caterpillar hangry and desirour of tree mango  
before by chance cooked fruit  
"wow! is delicious" ~~the~~ caterpillar imagine  
caterpillar climb tree mango rip

one clock next caterpillar after caterpillar on tree mango  
liver caterpillar happy and have bite mango rip  
suddenly, stop face  
"Get you"



## **BIOGRAPHY**

### **Personal Data**

Name : Silvia Faridatul Ummah  
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### **Educational Background**

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Junior High School : MTs. MIFTAHUL MUBTADI'IN  
Senior High School : MA AL AMIRIYYAH  
University : IAI Darussalam Blokagung