

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

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Abstract

This research focus on the use of fable in teaching writing skill in English Intensive program at SP (Satuan Pendidikan) Muadalah Ulya in academic year 2021-2022. There are two research problems of this research those are how the teacher teaches writing skill through fable, and why fable is used in teaching writing skill in English intensive program at SP (Satuan Pendidikan) Muadalah Ulya The objective of this research is to describe how the teacher teaches writing skill and to know why fable is used in teaching writing skill in English Intensive Program at SP (Satuan Pendidikan) Muadalah Ulya. This research uses descriptive qualitative method design. The finding of this research is 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. And by using fable in teaching writing skill in English Intensive Program 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.

Keyword: Fable, Writing Skill, SP (Satuan Pendidikan)Muadalah Ulya

Abstrak

Penelitian ini focus pada penggunaan fabel dalam pengajaran keterampilan menulis pada program intensif bahasa Inggris di SP (Satuan Pendidikan) Muadalah Ulya pada tahun ajaran 2021-2022. Ada dua rumusan masalah dalam penelitian ini yakni bagaimana guru mengajar keterampilan menulis dengan menggunakan fabel dan mengapa fabel digunakan dalam pengajaran keterampilan menulis pada program intensif bahasa inggris di SP (Satuan Pendidikan) Muadalah Ulya. Tujuan dari penelitian ini adalah untuk mendeskripsikan

bagaimana guru mengajar keterampilan menulis pada program intensif bahasa Inggris menggunakan fabel dan untuk mengetahui mengapa fabel digunakan dalam pengajaran keterampilan menulis pada program intensif bahasa Inggris di SP (Satuan Pendidikan) Muadalah Ulya. penelitian ini menggunakan rancangan metode deskriptif kualitatif. Hasil dari penelitian ini adalah seorang guru mengajar keterampilan menulis dengan menggunakan fabel sebagai media dengan beberapa langkah seperti: memberikan dan menulis fabel pada papan tulis, menginstruksikan kepada murid untuk membaca dan menerjemahkan fabel kemudian menganalisa unsur-unsur instrinsik dari fable dan menyimpulkan pesan moral dari setiap fabel. Dan dengan menggunakan fabel dalam pengajaran keterampilan menulis pada program intensif bahasa Inggris seorang guru tidak hanya dapat menstimulus murid untuk menemukan ide dan imajinasi mereka tapi juga mengajari murid sebuah pesan moral dan tingkah laku yang baik melalui pesan moral yang tersirat dari setiap fabel.

Kata Kunci: Fabel, Keterampilan Menulis, SP (Satuan Pendidikan) Muadalah Ulya

A. Introduction

According 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. 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).

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.

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). 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.

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. 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).

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. 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*. English intensive program has obvious goal, which is how to guide student mastery English that important in this millennial era.

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 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.

B. Literature Review

1. 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). 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. 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.

2. 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). Writing has some categories of classroom writing performance such as writing down, intensive or controlled, self-writing, display writing, and real writing.

3. 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 3.1 Scoring Rubric of Writing

Aspect	Score	Performance description	Weighting
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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 -Agreement	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	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V)	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	

15%		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)

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

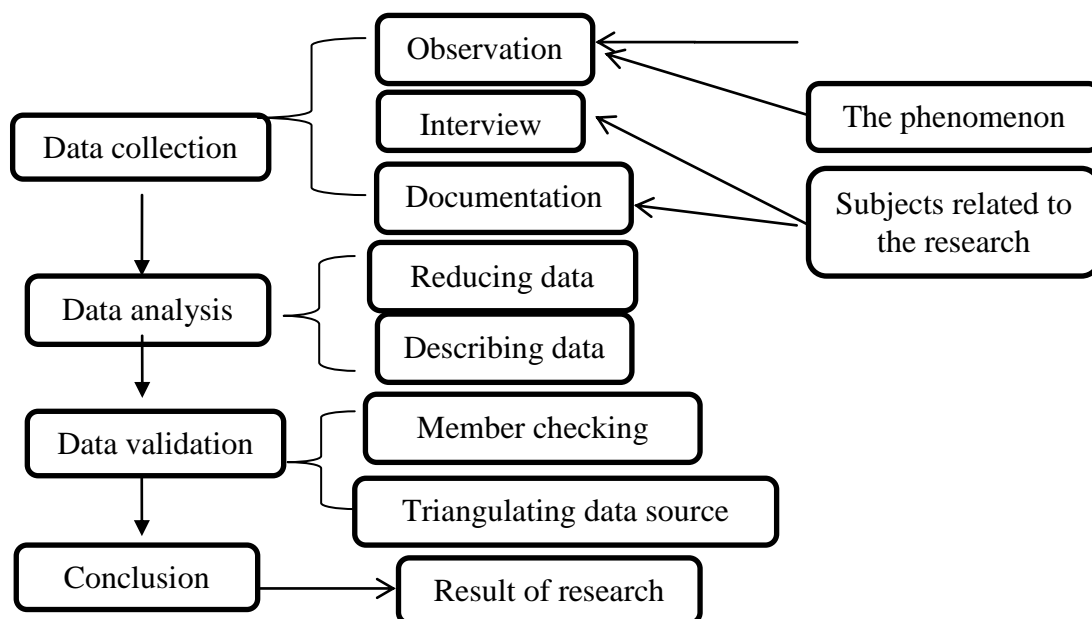
C. Research Method

1. Research Design

This research 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".

Table 1.1 The Design of Descriptive Qualitative

Previous research



Adapted from Creswell (2007)

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. 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.

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, 2012:205). 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. 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.

2. 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* equivalent to Senior High School. There are three grades of one academic period: First up to third grade in SP (*Satuan Pendidikan*) *Muadalah Ulya*.

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.

3. 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.

4. 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*.

5. Data collection

a. 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.

b. 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. There are two informants in this interview section: Mr. Rizki Syiam Saputra as the committee of SP (*Satuan Pendidikan*) *Muadalah Ulya*. Then Second informant is teacher who handle English Intensive program namely Miss Siti Lailatun Nikmah.

c. Documentation

The documentation is taken while observation and interview is 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*.

6. Data Analysis

a. 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.

b. 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.

7. 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: Credibility, transbility, dependability, conformability.

For this research, to validate data researcher does some steps; first researcher length research duration to re-observation research place, re- 35 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.

D. Finding

1. The result of observation

Researcher observed classroom activity during the teacher who handle English intensive program was teaching. Observation was conducted for three times by the

researcher. 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 1.1 First fable which given by the teacher

<p>The Hare and The Tortoise</p> <p>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.</p> <p>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.</p>

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. The students translate the fable text by their own dictionary or *alfalink*. 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.

2. The result of interview

By conducting interview to some informant, the researcher get 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.

And 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.

E. 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.

F. 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.

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