

**AN ANALYSIS OF STUDENTS' PERCEPTION TOWARDS INDONESIA  
FOLKLORES IN TENTH GRADE STUDENTS OF SMAN 01  
CITEUREUP, EXISTED IN ENGLISH TEXTBOOK**

**A PAPER**

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**BY  
DIAPHENIA SAFIRA  
1601055045**

**THE STUDY PROGRAMME OF ENGLISH EDUCATION,  
THE FACULTY OF TEACHER TRAINING AND EDUCATION,  
THE UNIVERSITY OF MUHAMMADIYAH PROF. DR. HAMKA,  
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## VALIDATION SHEET

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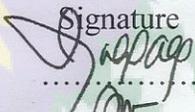
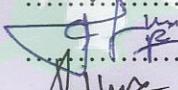
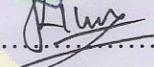
**NAME : DIAPHENIA SAFIRA**

**NIM :1601055045**

This paper has been presented, examined, and revised based on the advisor and examiners suggestions.

The Study Program : English Education  
 The Faculty : Faculty of Teacher Training and Education  
 The University : University of Muhammadiyah Prof. DR. HAMKA  
 The Day and Date : Friday, August 28<sup>th</sup> 2020

Validated by,

	Full name	Signature	Date
Leader	: Drs. Zuhad Ahmad, M.Pd		5-11-2020
Secretary	: Silih Warni, Ph.D		19-11-2020
Advisor	: Cahya Komara, S.Pd., M.Hum		9/9/2020
Examiner I	: Dr. Roslaini, M.Hum		9/9 2020
Examiner II	: Dr. Burhayani, M.Pd		3-11-2020



Dr. Desvian Bandarsyah, M.Pd

NIDN. 0317126903

## ABSTRACT

**DIAPHENIA SAFIRA.** NIM: 1601055045. *An Analysis of Tenth Grade Students of SMAN 01 Citeureup, Bogor Perception on Indonesia Folklores Existed in English Reading Textbook.* A Paper, Jakarta: The University of Muhammadiyah Prof. Dr. HAMKA, 2020.

This study investigates tenth grade students' perception of English textbooks which contain Indonesia Folklores as its reading material. We find nowadays that a lot of reading materials or text existed in students' English textbook which are written based on Indonesia folklores, such as Sangkuriang, Malin Kundang, or any other story. This phenomenon is interesting knowing that commonly reading materials or text in English textbook are dominantly contained English famous folklores or fiction story such as Cinderella, Snow White, and etc. Therefore, this study focuses on finding out students' original perspective on Indonesia Folklores in English textbook which may have three possibilities; either positive, neutral, or negative views. To get the answer, this study applied both close-ended and open-ended questionnaires as instruments of the research within mix method research's design (quantitatively and qualitatively). The respondents were 60 tenth grade students' in SMAN 01 Citeureup, Bogor as the place to do research. The result of the close-ended questionnaire was 1) Reading Indonesia Folklores is interesting, fun, and motivating or mean (X)= 43 and 2) Reading Indonesia Folklores emerge cultural awareness or mean (X)= 47. responses in positive agreement with Indonesian Folklores in English Textbook. It was followed by one item in the open-ended questionnaire to get a more accurate perception, which asked about in your perspective, an English textbook containing folklore is useful in increasing interest in reading in learning English as well as protecting cultural preservation. Please give a reason? If not included also the reason? The finding reveals that students have a positive perception of Indonesia folklores in English Textbook, which makes them motivated and make their cultural awareness.

*Keywords: Students' Perception, English Textbook, Indonesian Folklores*

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## CHAPTER I

### INTRODUCTION

This chapter would explore sub-chapters as the research introduction. It includes the background of the study, the study problem, the study objective and the implications of the study to be developed.

#### A. Background of the Study

Since long time ago, textbooks have been used by both students and teachers in supporting teaching and learning in the classroom. For students, textbooks become their primary source of learning that may provide them with useful information and exercise toward lesson they have got from teachers, meanwhile for teachers, the use of textbooks are for guiding teachers in facilitating teaching process or activities for their students. Duminy (1996) pointed out some benefits of using textbooks, such as it can make students to do self-study for learning and reviewing the materials being studied as one as teacher can control students through the use of book by students. It indicates how beneficial the application of textbook for both students and teachers in either inside or outside classroom. Although now, there are many media of learning, the presence of textbooks in education are still potential; the source of study.

In the context of English study, the role of textbooks is also significant and necessary mainly for teachers. Moulton cited by Herlinda (2014) argued that the use of textbooks has become one of the most basic aspects of teaching English. Hutchinson and Torres (1994) also agreed that the textbook has become

an almost universal element of ELT, playing as it does a vital and positive part in the everyday job of teaching and learning Tomlinson(Richards, Jack C., 2002) (2014). By using textbooks, teachers can aid students in implementing English learning in accordance with the course of skills or competence. Richards (2001) stated some advantages of using textbooks, such as to study reading texts, to analyze model of writing or composition provided in textbooks, to learn grammar exercises, and to practice listening speaking from CD's added in textbooks. Therefore, this explain why textbooks are suitable and crucial as reference including in the area of English study. Especially for English teachers, the use of textbooks can help pursuing the goals of English teaching for their students.

A good English textbook commonly matches with the syllabus or curriculum of the school used for students Richards (2001). For example, if the textbooks used for primary school, it may contain lot of vocabulary and pictures to visualize the meaning of the word in which suitable with materials guided from government. Particularly in high school level of Indonesia, the textbooks can contain lot of reading texts, and teacher simply presents the learning materials that lead students to understand the contents of text properly through the use of textbooks. This make choosing textbooks are essential, and it can give impact on reading text learning achievement either creating successful result or not. (Behnke, 2018) supported conceptual existence in the textbook influences achievement and positive attitude, as well encourage positive achievement, because textbooks become a very important component in the teaching and

learning process added (Richards, 2001). So, a good selection of textbooks must be in accordance with the official syllabus of the government, and it can be a rich source of reading content, text and activities.

Uniquely in Indonesia, English textbooks which exists nowadays contain a lot of folklores used for reading learning material. To know first, a folklore is story that relatively narrow scope the traditional prose tale which has been handed down from generation to generation either in writing or by word of mouth (Thompson, 1976). Besides, various folklore as myths, legends, and fairy tales are known as different form of folklore in a story found in many English textbook in Indonesia. The use of folklore becomes one of the main reading materials in any level of study, ultimately in the Senior High School, such as Tenth Grade. For example, in context of narrative learning, the folklore often be used as the story not just fiction story in English Textbook such Cinderella, Snow White, and etc. This is interesting knowing folklore are added in students' English reading textbook reading material.

Issues that come up at this time showed that English reading textbooks existed of folklore, especially in teaching narrative stories that is commonly from west, it begins to be replaced by folklore originating from various regions in Indonesia. The writer assumes with the development of the times and to preserve the culture that exists in every region in the country, the government tries to develop or add folklore stories from every region in Indonesia, replacing the general folklores from the west. To validate this phenomenon, the writer did pre-observation towards some English textbooks at Senior High School level existed

in Indonesia. The table 1.1 below proved that Indonesia folklore reading material are found in 3 of 4 different books.

**Table 1.1 Preliminary Data**

No	Book	The contain of Indonesia Folklore
1.	Forward an English Grade X -Erlangga	<b>Indonesia Folklore</b>
2.	Buku Bahasa Inggris Grade X -Bsd Pendidikan)	<b>Indonesia Folklore</b>
3.	Pathway to English SMA Grade X -Erlangga	<b>Western Story</b>
4.	English for SMK/SMA -Bumi Aksara	<b>Indonesia Folklore</b>

*(data taken on November, 30<sup>th</sup> 2019)*

It was true that folklore began to replace western stories in English textbooks. From the result of the preliminary study, it can be seen the book “Forward an English Grade X” by Erlangga is contained by two folklores that are Sangkuriang and Malin kundang. It is different from “*Bahasa Inggris Book in X class*” by bsd Pendidikan which only contained one folklore that is Roro Jonggrang in the narrative material and “English for SMK/SMA” by Bumi Aksara only contained one folklore that is Malin Kundang in narrative material. Meanwhile, only “Pathway to English SMA in Grade X” by Erlangga which is still contained by the western story like Cinderella and snow white.

This situation creates bias and unclear information still not clear whether folklore stories are acceptable by students and either it can be said positive, neutral, or negative perception on the eyes of students. Of course, students become able to explore the folklore that exists in the environment, and their

sensitivity of students in preserving folklore might increase because of the place of origin of local folklore students contained in textbooks. However, it needs further investigation towards this issue. Based on that, the writer is very interested in conducting research entitled “An Analysis of Tenth Grade Students of SMAN 01 Citeureup Bogor Perception on Indonesia Folklores Existed in English Reading Textbook”. The writer will limit the area and respondent of this study in following section.

### **B. Limitation of The Research**

The writer focus this study on the analysis of students' perception on Indonesia folklores existed in their English textbook specified in tenth grade level of SMAN 01 Citeureup, Bogor. Among plenty Senior High Schools, SMAN 01 Citeureup, Bogor is known as one of school that use English textbook contained folklore reading material based on the writer' observation. While the Sub-Focus on this study is observing through students' perception the phenomenon of English Textbook that contain Indonesia folklores.

### **C. The Question of the Research**

Based on the limitation above, the writer states one main question as follow; What are the tenth grade students of SMAN 01 Citeureup Bogor perception on Indonesia folklore existed in their English reading textbook?

#### **D. The Purpose of the Study**

The purpose of this study is to get clear evidence of the tenth grade students' of SMAN 01 Citeureup Bogor perception on Indonesia folklores existed in their English reading textbook. Students may have positive, neutral, or negative perception towards Indonesia folklore in English reading textbook.

#### **E. The Significance of Study**

For this research the writer put significance of the study in turns of two points; In terms of theoretically, this research can be scientific references to get to know more about students' view of Indonesia folklore in English reading textbook folklore from regions in Indonesia. In practice, it can be a excellent data for publishers who may develop more Indonesia folklore in English reading textbooks. Teachers also can be more varieties in teaching Narrative by using English textbooks because it already contains not only western but also Indonesia folklore originating from various region in Indonesia.

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