

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of some theories related to the study. The researcher divides the chapter into five subheadings. The first section will present about language learning including English learning and learning in elementary school. The second sections will talk about teaching reading including the definition of reading, teaching reading in elementary school, reading processes and the importance of teaching reading. The third section is about explanations of contextual teaching and learning strategy, the kind of teaching strategy, teaching English using CTL, significant benefit of CTL and the components of CTL. The fourth section is folktales as the material, the elements of folktales and the types of folktale. And the last section is review of the previous of study.

2.1. Languagelearning

2.1.1 EnglishLearning

Language is not only created by words that will be raised from speech, but also from body language and picture. Language is a product of culture, and then the language is not static. Language is changing and changed because of culture. The function of language in society is the tool of communication that is used generally in all of aspects, such as education, science, business, and entertainment.

Language has central role in intellectual, social and emotional improvements of students. It is the supporter of students to be success when learn all of aspects.

Language learning is expected to help students to know about their self, their culture and the other culture. Language learning helps the students to improve their ideas, their participation in society and find out their ability of their self.

The main purpose of English learning is to improve the ability of students about using English for communication in oral or written. Communication means that comprehending about information, logic, etc. Then improving science, technology, and culture using English (Depdiknas, 2003:4) The meaning of communication ability is comprehending and producing text by oral and written that realizing to four skills. It includes of listening, speaking, reading, and writing.

2.1.2 Teaching and Learning English for Elementary School Students As Young Learner

There are many definition of young learner with slight different perspectives. According to Scott and Ytreberg (1990), young learners are between five and ten years old. In addition, they divide the children into two main groups, the five to seven years old and the eight to ten years old. In Indonesia context, however, the category of young learner is referred to The National System of

Education. All Indonesia citizens between seven to fifteen years old are obliged to enter the basic education. Students who are between seven to twelve years old are classified into elementary school level. Meanwhile those who are thirteen to fifteen include in Junior High School level. The students who are sixteen to eighteen include in Senior High School. For treating students of each level appropriately, teacher at elementary school level has to require knowing the characteristics of young learner.

Scott and Ytreberg in Bambang Harmanto clearly explain that each level of students has different characteristic. General characteristics of five to seven years old those are they can talk about what are they doing, talk about what they have done or heard, play activities, use their vivid imaginations, use a wide range intonation patterns in their mother tongue, they know that the world is governed by rules, they understand situation more quickly than they understand the language used, they have a very short attention and concentration span, they love to play, and they learn the best when they enjoying themselves. For the students of eight to ten years old, their general characteristic are the basic concept are formed, they can tell the difference between fact and fiction, they ask questions all the time, they rely on the spoken words as well as the physical world to convey and understanding meaning.

Adapted from Harmer J, there are many characteristics of students as young learner. Students of young learner learn from everything around them, they will understand mostly when they see, they hear, they touch and interact to the

subject. They generally display their curiosity and an enthusiasm for learning a language. They love discovering things, making imagination, moving from one place to another, reading story and song. They also have short attention span, so they can easily get bored after 5-10 minutes. The young learners' teacher should be creative in giving task to students individually or in group. The teacher should be aware of the students' interests to motivate them in teaching learning. The teacher should be find the best material and strategy that is related to students' condition. Students should be fun and interest in teaching strategy and material which are selected by teacher. Teaching learning strategies are used and developing students' skill. And the classroom should be colorful and bright, it makes students enjoyable and active in different activities.

The young learner is divided into three types, very young learner, young learner, and older young learner (Ersoz,A,2007). Very young learner is students who is 3-6 years old and in pre school education grade. The English skill of very young learner is focused on listening and speaking. Young learner is students who is 7-9 years old and in 1st_3rd grade, and the focus skills are listening and speaking, but more improvement than very young learner. The third type is older young learner who is 10-12 years old and in 4th-6th grade of elementary school. The focus skill of older young learner are listening or speaking or reading or writing. In this type, students taking learning seriously and focus.

It has been clear enough for the teacher to understand the nature of young learners. In the teaching teacher should hold principle that young learner do not

come to the language classroom empty handed. They bring with them and all ready well establish set of instinct and characteristic which will help them to learn language better (Halliwel in Bambang Harmanto: 1992).

Teacher English for young learner perform differently their way of teaching. There are twelve characteristics should be embedded to the teachers of EYL (Thompson in Bambang Hermanto 2011:6). The Thompson mentioned are displaying fairness, having a positive outlook, being prepared, using a personal touch, possessing a sense of humor, possessing creativity, admitting mistakes, being forgiving, respecting students, maintaining high expectations, showing compassion, and developing a sense of belonging for students. When these characteristics are demonstrated by the teacher, our students remembered school in positive way and it has proven to increase the students' achievement. In Indonesia young learner context, English still a foreign language. To teach it in satisfactory manner good teachers can not teach English in good manner at all stage.

It seems important for the teacher of EYL to the principle of teaching English at elementary school. Mc Closkey in Bambang Harmanto has classification the seven instructional principles for teaching English for young learners which are effective to promote young learners learn English. Those principles are that the EYL teachers have to offer learners enjoyable, active roles in the learning experience; help students develop and practice language through collaboration; use multi-dimensional, thematically organized activity; provide

comprehensible input with scaffolding; integrate language with content; validate and integrate home language and culture of the students; and provide clear goals and feedback on performance.

Teachers at the level of elementary schools should act as a parent and an educator. As a parent, they have to know well the children wants and real needs. He should provide his time for satisfying their interests. As an educator; he is not only knowledgeable in preparing and teaching but must be able to transfer the education value as well.

Children, as curious, active learners, are significantly reinforced when they construct and retain new knowledge which increases the likelihood they will remain actively engaged in their education (Good et. al.in Bambang Harmanto). Therefore; to achieve an effective teaching teachers requires expertise in both behavioral and constructivist approaches. First, effective teaching requires the flexible implementation of a variety of methods depending on the instructional goal and the needs of the students. Good and Brophy have argued that any teaching method is useful in certain situations and that no one method is optimal for all purposes. Secondly, behavioral and constructivist theories complement each other. Maximizing the opportunities for children to construct knowledge requires careful attention to the antecedents and consequences in the general learning environment, in student-teacher interactions, and within curricula and instructional strategies.

Besides the seven principles of teaching English to young learners proposed by McCloskey (2002), Musthafa (2010) also recommended to the English teacher at elementary schools to teach their students by paying attention of the following conditions: children should be treated and appreciated in their own right, children learn from hands-on, physical activities, children's thinking is embedded in here-and-now context of situation, children learn by doing things in and with the language, and children find it easier to learn a language that they see as useful and respected socially.

Finally teachers for EYL are expected to have ability to teach their students. They have to teach language in context. The grammar should not be taught explicitly. They also have to create an English speaking environment in their class and try to make English fun through songs and chants, folktales, storytelling, drama, and games.

2.2. Teaching Reading

2.2.1 The Definition of Reading

Traditionally, the teaching of reading above elementary levels was mostly incidental, limited to presenting new items as they appeared in reading or sometimes listening texts. This indirect teaching of reading assumes that reading expansion will happen through the practice of other language skills, which has been proved not enough to ensure reading expansion .

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Reading is essential skill for learners of English as a second language. For most of these learners it is the most important skill to master in order to ensure success not only in English learning, but also in learning in any content class where reading in English is required. With strengthened reading skill, learners will make greater progress and development in all others areas of learning. Reading is primarily a silent activity. The majority of reading that we do will be done silently. However today many teachers still believe that oral reading is the best approach for teaching. Different strategies are used when reading orally than when reading silently. Since comprehension is the goal of reading, the primary focus in the classroom should be on getting meaning from print. Make silent reading the goal in your classroom instead of using oral reading.

2.2.2 Teaching Reading in Elementary School

As all of people know language is as a means to give ideas, opinions, and feeling among the people by oral or written ways. One of the languages that is often used for communication is English. It is the intemationallanguage, everyone in the world use it to communicate each other. The acquisition of foreign language especially English as an international language has become more and more important in facing the globalization. Everyone has to be able to communicate to foreigners because there will be no boundaries among the countries. Indonesia, that is located in a strategic area, will get a strong effect of

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this phenomenon. Ordinary people especially the old generations might not feel the direct effect caused by the globalization. However, the young learners have to be ready as the next generation will be responsible for their better future because globalization in free trade has just started and predicted to reach a peak in relatively short period of time.

The importance of learning English can be seen from the fact that most scientific books are written in English and the students are supposed to comprehend those books. According to English curriculum, English teaching covers four skills, namely reading, listening, speaking and writing. The four skills are supported by the learning of language elements. They are structure, vocabulary, pronunciation and spelling.

Teaching reading to children is not easy. There is a difference between teaching children and teaching adults. The children have certain characteristics and need a certain treatment. Young children do not come to the language classroom empty handed but they bring with them an already well established of instinct, skill and characteristics in which will help them to learn another language. In this case, teachers need to develop, support, motivate and dig up their basic ability in improving it by providing a conducive environment, useful resources, and carefully structured input and practice opportunities.

For a young learner, reading refers to reading for meaning and understanding. Thus, it involves higher order thinking skills and more than just

decoding words. In reading comprehension the young learner just knows how to pronounce written words correctly. Teacher devotes a great amount of time to develop reading skills and strategies to help students determining the meaning.

Children have many special characteristics in learning. They as young learners have specific learning needs. They learn best when they are involved and their works are valued, and they have opportunity to experience and experiment for themselves. Children's attention span is limited. Therefore, tasks should be short, varied, motivating and interesting. Teacher should find the best or the effective strategy and material to improve reading skill. Material as teaching aid which is needed to help the students' understanding and to increase the effectiveness in the communication between teacher and students in the teaching and learning process. It is also use to stimulate the students' motivation and student's interest to the lesson.

2.2.3 Reading Processes

The models of reading processes can be divided into three categories: bottom-up models top-down model, and interactive models.

a. Bottom-up models

Bottom up models typically consist of lower level reading processes. Students start with the fundamental basic of letter and sound recognition, which in turn allows for morpheme recognition followed by word recognition, building up

to the identification of grammatical structures, sentences, longer text and finally meaning is the order in achieving comprehension.

Within a bottom-up approach to reading, the most typical classroom focus is on what we call intensive reading. Intensive reading involves a short reading passage followed by text book activities to develop comprehension and/or particular reading skill. Most textbooks use to teach first and second language reading using an intensive reading approach.

b. Top-down models

On the other hand begin with the idea that comprehension resides in the reader. The reader uses background knowledge, makes predictions and searches the text to confirm or reject the predictions that are made. Within to top-down models, there is extensive reading. Extensive reading plays a key role in top-down approaches to reading. Extensive reading can be contrasted with intensive reading. The students should read materials on the topics they are interested in and materials appropriate for their level.

c. Interactive models

The third type combines elements of both bottom-up and top-down models. An interactive approach to reading would include aspects of both intensive and extensive reading.

2.2.4 The Importance of Teaching Reading

Reading is the most important language skill would be developed. It means that the teaching and learning should be devotedly given to the students

particularly to develop their skill in understanding text written in English. Nunan (2003:69) states that as a second language, reading is essential skill to be mastered by the students. In this case, students will make greater progress and develop in all other areas of learning.

From the explanation above, we know if we have a good ability in English, we will have a good intelligence and our enrichment about knowledge will be better and wider. It because we can read and understand books, journals, article, magazines, etc written in English. Besides that, in English text written, it provides language components such as grammar, sentence construction, punctuation, paragraph which are very important in language learning. Students can learn about those rules at the same time when they read the text. English text is also important in teaching English writing because English text can be used as an example of a good composition. Therefore, that students can learn how to reading text, reading comprehension and how to write a good sentence, paragraph and composition.

2.3. Teaching Strategy

2.3.1 The Definition of Teaching Strategy

In education, the teaching strategy is a plan or a program that is extensively used to ensure that a certain message or lesson is passed from the teacher to the student Based on Kemp (1995) explained that teaching strategy is a teaching activity that is must be done by teacher and students in order to the goal

of teaching can be reached effectively and efficiently. According to Strasser (1964) Teaching strategy is generalized plan for a lesson which is included of structure, desired learner behavior, in terms of the goals of instruction, and an outline of tactics necessary to implement the strategy. In general, teaching strategy is the program that is included of using method and teaching resource.

2.3.2 The Kind of Teaching Strategies

There are many kinds of teaching strategy that can be used in teaching learning process. Teaching strategies that is usually used by the teacher are:

a. Student Teams - Achievement Divisions (STAD)

Student Team Achievement Division (STAD) is a Cooperative learning strategy in which small groups of learners with different levels of ability work together to accomplish a shared learning goal. It was devised by Robert Slavin and his associates at Johns Hopkins University. In STAD, students are assigned to 4 or 5-member heterogeneous groups. Once these assignments are made, a four-step cycle is initiated: teach, team study, test and recognition.

b. Lesson Study

Lesson Study is a teaching improvement process that has origins in Japanese elementary education, where it is a widespread professional development practice. Working in a small group, teachers collaborate with one

another, meeting to discuss learning goals, to plan an actual classroom lesson, to observe how it works in practice, and then to revise and report on the results so that other teachers can benefit from it.

c. Contextual Teaching and Learning (CTL)

Contextual Teaching and Learning is based on a constructivist theory of teaching and learning. Learning takes place when teachers are able to present information in a way that students are able to construct meaning based on their own experiences. Contextual teaching and learning experiences include internships, service learning, and study abroad programs, among others.

d. Student Active Learning

Active learning is a model of teaching strategy that is focused on the responsibility of learning on learners. Bonwell and Eison (1991) popularized this approach to instruction. In this strategy, the students must do more than just listen: They must read, write, discuss, or be engaged in solving problems.

e. Cooperative learning

Cooperative learning is an instructional strategy that simultaneously addresses academic and social skill learning by students. It is a well-researched instructional strategy and has been reported to be highly successful in the classroom. Cooperative Learning is one way of providing students with a well

defined framework from which to learn from each other. Students work towards fulfilling academic and social skill goals that are clearly stated.

f. Mind Mapping

Mind mapping is a strategy for helping students order and structure their thinking through mentally mapping words or/and concepts. They are much quicker to make, and because of their visual quality much easier to remember and review. The difference between concept maps and mind maps is that a mind map has only one main concept, while a concept map may have several. This strategy helps students quickly relate a central word or concept. The mind forms associations almost instantaneously and 'mapping' allows you to write your ideas quicker, using only words or phrases.

g. Jigsaw

The jigsaw classroom is a cooperative learning strategy with a three-decade track record of successfully reducing racial conflict and increasing positive educational outcomes. Just as in a jigsaw puzzle, each piece--each student's part--is essential for the completion and full understanding of the final product. If each student's part is essential, then each student is essential; and that is precisely what makes this strategy so effective.

h. Think Pair and Share (TPS)

Think-pair-share (TPS) is a collaborative learning strategy in which students work together to solve a problem or answer a question about an assigned reading.

This technique requires students to think individually about a topic or answer to a question; and share ideas with classmates. Discussing an answer with a partner serves to maximize participation, focus attention and engage students in comprehending the reading material. It helps students to think individually about a topic or answer to a question.

2.3.4 The Definition of Contextual Teaching and Learning (CTL)

The philosophy of Contextual Teaching and Learning (CTL) is from John Dewey that is called progressivism. The characteristics of progressivism are the students will study well if they can construct their understanding, the students must be free so that they can grow naturally. The teacher is as guide and researcher, and there is correlation between school and society. A progressive school must have a laboratory to do experiment.

Considering the theory above, constructivism will develop. In this teaching strategy, students construct their own knowledge by testing ideas based on the prior knowledge and experience. According to The Washington State Consortium for Contextual teaching and learning (2003:3-4) says the contextual teaching is teaching that enables students to reinforce, expand, and apply their academic knowledge and skills in a variety of in school and out of school.

Contextual teaching and learning is the concept of teaching and learning that helps teachers relate subject matter content to real world situation and

motivate student to make connection between knowledge and it's application to their lives (Johnson,2002:3839). Johnson describe the eight main components of CTL, they are making meaningful connection, doing significant work, self regulated learning, collaborating, critical and creative thinking, nurturing the individual, reading high standard, and using authentic assessment.

Johnson (2002:24) describes the characteristics of Contextual Teaching and Learning. There are eight main components in the Contextual Teaching and Learning, they are:

a. Making meaningful connections

The students can make themselves, as the learners who learn and develop their needs actively and individually. They can work individually or in group and they can do learning by doing.

h. Doing significant work

The students can make relationship between schools and society.

c. Self-regulated learning

The students do significant works that related to the purpose, another people, choices, and real products.

d. Collaborating

The students can work together. The teacher helps them to work in group effectively, and help them to understand how they interfere and communicate each other.

e. Critical and creative thinking

The students can use their thinking critically and creatively. They can analyze, make synthesis, solve the problem, and make decision by using logical facts.

f. Nurturing the individual

The students keep, motivate, and encourage themselves. They respect to their friends and the adults.

g. Reading high standard

The students know and reach the high standard. The teacher shows them the way to get the "excellence"

h. Using authentic assessment

The students use the academic knowledge to get the meaningful purposes in the real contextual world.

2.3.5 Teaching English Using Contextual Teaching and Learning (CTL)

Until recently, education in Indonesia is still dominated by a class that focuses on teachers as the main source of knowledge. The teacher gives lecture in front of the class and sometimes do not care whether or not the students understand and interested with the materials. Therefore, many students think that schools are boring. They learn many difficult materials, memorize it and use it on the exams. After the examinations, they will just forget everything about it. It happens because they do not know the implementation of what they have learnt.

2.3.6 The Significant Benefit of Using (CTL) in Teaching English

The first significant benefit of using CTL in teaching English is that learning process becomes more meaningful. Meaningful here means that the students can enjoy the learning process by directly apply it in the real activity and know the implementation of what they learn. Therefore, the learning process is not boring and remains the real experience. For example, when teachers want to explain a unit on plants and flowers, they can ask their students to pick a spot behind classrooms and looked at the best spot to plant seeds. Then give them different kinds of seeds and ask them to plant it and look after it by watering it every day. When the plants are growing, ask them to identify and analyze it. By doing this, the children will experience the materials that they have in textbook such as the factors that affect plants growth or the steps of plants growth. This real experience will be very meaningful for the children since they do everything by themselves.

The second significant benefit of using CTL in teaching English is that it strengthens students' memory and the understanding of the concept. By experiencing the materials they are doing by themselves, the students will easily memorize and understanding the concept. The students usually will recall what they have experienced and match it with what they read in the textbook. They will try to correlate what they experience with the materials. This understanding will remain deeply in their mind for they know exactly the implementation in the real

life. Every time they see, know or hear about the materials, they will remember what they had practiced and did on the class. Therefore, they will remember the materials even though they learnt it long time ago.

The third significant benefit of using CTL in teaching English is that it highly motivates the students to learn more. This strategy is very useful for the students who may complain that school is boring. Once they can see the real-world relevance of what they're learning, they become more interested and motivated. For example, one student asks why they should learn English and where they will use this. The teacher can explain that English is so important in today Globalization era, especially for communication. Moreover, many electronic devices, movies and even the electronic games they are playing are using English. By explaining the significant of what they are learning, the students can be motivated and want to learn more about the materials because they know how and when to use it.

2.3.7 The Components of Contextual Teaching and Learning (CTL)

According Wijawardi in Kharisma Cleverian (2008) for the application contextual teaching and learning strategy consist of 7 components, they are:

a. Constructivism

Constructivism in the basic thinking of CTL that is focused on learning not only memorizing and remembering knowledge but it is the teaching learning process where is the student be active mentally to build their knowledge. The principles of constructivism asks the students to pay attention actively in the

learning process. This constructive theory is called student centered instruction. The teacher plays role as guidance. The teacher helps the students to construct the concept by themselves.

b. Inquiry

Inquiry is the main content of CTL. The knowledge and skills that are gotten by students expect are not the output of remembering facts but inquiring by themselves.

c. Questioning

The knowledge that is had by person is starting from questioning. The questioning activities are improving information, improving students understanding, stimulate student's response, knowing the student's curiosity, knowing many things that are known by students, focusing attention to the teacher needs, and improving the more questions from students.

d. Learning Community

Study in group or community group that serves as a vehicle of communication for sharing experiences and ideas.

e. Modeling

Teacher plays a role to give an example to the students. The teacher demonstrates what the students want to learn.

f. Reflection

Teacher can do this activity in the end of teaching and learning process. It uses to repeat what the students learn. Reflection is thinking process about the students learn in past.

g. Authentic assessment

Authentic assessment is the data that contained of the student's progress in English lesson.

2.4. Folktale as Teaching Material

2.4.1 The Definition of Folktale

Folktale is one of narrative text. A folktale is a fictitious story told to amuse and amaze the listeners or readers. These stories feature kings and princesses, giants and dragons, fairies and sorcerers, magical objects and talking animals. The fundamental aims of story are to give relaxation, to get and defend the attention from readers or listeners to the story. Furthermore, the goals of story can also educate or tell, or carry on the reflection of the author about experiences, and perhaps the important thing is to open the imagination in mind of the readers.

Normally, a narrative begins with orientation which the author describes the world through the story. In this stage, the readers are introduced to the figures in the story, and usually it can also mention when and where the story happens. Generally, it is also created that atmosphere which makes the readers want to follow the story.

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Next, in the middle of story appeared which is called as conflict or problem. The conflicts make the story more interesting. Conflict is the mirror of true life and any problems in our environment around us, and also to form the belief to the readers that whatever the problem is, it will find the resolution of it.

The satisfying narrative story likes folktales will give resolution. This resolution normally gave decision to conflicts. Folktale is also one of the fiction stories. Fiction (from the Latin is "*fictio*", a shaping, counterfeiting) is the name for stories not entirely factual, but at least partially shaped made up, imagined. The characteristics of folktales are also important. In fiction the fact mayor may not be true, and a story is none the worse for their being entirely imaginary.

Folktale is traditional literary fiction. Even traditional tales favour supernatural or fantastic event: for instance, the folktales that recount the deeds of superhero or of the story teller. Furthermore, in Mitchell (Virginia Hamilton in her stories "African American Folktales, Fairy tales, and true tales) says that fairy tales are folktales, not necessarily about fairies. They are about unusual, the different and the fantastical, and they give accounts of magical and enchanting events. Folktales often have magical elements in them; often are set in castle and kingdom, have stock character such as ogres, witches, stepmother, and princesses, who exemplify specific qualities such as good or evil, and usually begin with sentence " Once upon time" and the end of story will end with "They lived happily ever after".

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2.4.2. The Elements of Folktale

Reading folktales with real understanding and appreciation is demanding. This kind of appreciation often requires at least three readings, a first reading of the story to enjoy the plot, a second reading to analyze its individual elements one by one. Because of the fact that folktales differ from other types of literature, it has elements included character and characterization, plot, conflict, setting, point of view, and theme.

a. Character and Characterization

Folktale characters are less completely developed than those in other types of stories. Character refers to the people authors create to inhabit their stories. Character should be believable and consistent. Being believable means not that all characters are like people we have known but that they be believable in the context of the story.

Character refers to any individual in literary work. Characters are the people who experience different kinds of experiences and adventures.

The classifications of character are:

1. Major characters are the most important characters in a story.

Basically there is no story without this character. Major character is the main character in story. It can be protagonist or antagonist and can be a hero or heroine.

Protagonist character is as admirable character who embodies widely accepted strengths and virtues and who is morally good. It carries out the theme and the one whom the author takes side.

Antagonist character represents weaknesses and vices. It is the opposites of the protagonist and tries to make the protagonist fail. It may be the living thing, but rather a hostile social or nature environment against which the protagonist is forced contend.

2. Minor characters are the less important characters in a story.

They are often as flat characters. It means that we see only one aspect of their personalities, presumably because the author does not need to reveal more about them.

Characterization is talk about how the author creates people in the story, so that they seem to actually exist. The matters are creating believable, compelling and memorable characters in short story and novel.

b. Plot

The most apparent element of most folktales is plot. Plot is sequences of events. It makes us aware of events not merely as elements in a temporal series, but also as intricate pattern of cause and effect. The plot is the pattern of the action. A story has beginning, middle, and end. There are five stages of plot: exposition, complication/rising action, crisis/climax, falling action and resolution.

In the exposition plot the author gives the necessary background information about them and the setting. In this section, the initiating problems do

not break the balance yet. And also the character and the conditions are still in the existing equilibrium.

Complication or rising action refers to the breaking of the existing equilibrium and introduces the characters and the inciting conflicts. In this section the author shows how the characters are coming to grip with problem through incidents that happen. The characters are thrown off balance and struggling to overcome the conflicts befalling them.

Crisis or climax plot is the moment at which the plot reaches its point of greater emotional intensity. In this plot the characters already come to their top of conflicts from which they will come to resolution through the falling action. Falling action is the plot after reaching the turning point, and the plot subsides and moves toward its appointed conclusion.

The last plot is resolution. It is the last section of the plot. The outcomes of the conflicts are shown and some new equilibriums or stability are established. In this section the characters come to the state of balance again.

c. Conflict

Conflict is something or someone opposes against something or someone else. It is the desires which compete in the individual. It's opposing derives sometimes set up tension often are in compatible with represent, unsatisfied drive or need. There are two kinds of conflicts: internal and external conflict. Internal conflict is conflict that occurs within the character's own mind dealing with feeling, decision, faith, religion, like or hate. External conflict is conflict between

the character and some outside forces such as another person, nature, society or fate.

The other kinds of conflicts are Physical conflict, social conflict, and psychology conflict. Physical conflict is a conflict between human being and nature and environment. Social conflict is a conflict between one person and another else. Psychology conflict is a conflict between man and himself, his conscience, his guilt, or simply trying to decide what he is going to do.

d. Setting

Setting is description of time, place and situation which it is sometimes used as a projection or objectification of the internal states of the characters or of a pervasive spiritual condition and interpretation. The kinds of setting (Kenney, 1966) are the actual geographical location, including topography, scenery, even the details of a room and interior. The occupation and modes of day to day are existence of the characters. The time and place which are taken, for example a historical period and season of the year and the religious, moral intellectual, social and emotional environment of the characters.

e. Point of View

Point of view tells the author's position in the story. It refers to who tells the story and how it is told. The teller of story or the narrator inevitably affects the reader understanding of the character's action by filtering what is told through his/her own perspective. There are two kinds of point of view.

a. First person point of view

The first person point of view allows readers to see the action through the eyes of one character and to know only that character's thought. Usually it uses "I" to tell the story. I represent the point of view of only one character's consciousness.

b. Third person point of view

In the third point of view the author tells readers the thoughts of only one character and follows that character throughout the action. Usually it uses "he, she or they" to tell the story and does not participate in the action.

f. Theme

Theme is the major idea of story. Reader is often disagreeing about a story's theme. Because between one reader and another have different think about the theme. Besides that, we may disagree about theme. Story without theme usually seems trivial.

2.4.3. The Types of Folktales

Folktales according to Bascom (in Norton, 1983:197-198), are "prose narratives which are regarded as fiction". They are not considered as dogma or history, they mayor may not have happened, and they are not taken seriously. Because the tales are set in any time or any place, they are considered almost timeless and placeless. Folktales usually tell the adventure of animal or human

characters. There are many types of folktales such as cumulative tales, humorous tales, beast tales, magic and wonder tales, pour quoi tales, and realistic tales.

a. AnimalTales

Animal tales are perhaps the oldest of all folktales. They are part myth, part fable, and part fairy tales. They play significant roles in early stories and legends. Talking animals appear in many European folktales. For example, "The Three Little Pigs" and "Little Red Riding Hood".

b. WonderTales

Wonder tales (also known as fairy tales) are the best known of the traditional folktales. They are stories of supernatural wonders typically depicting the conflict between good and evil. Most conclude with the triumph of virtue and a happy marriage. In fairy tales, the supernatural wonder is derived from either a magical person (a fairy godmother, a wicked witch), a magical object (a wondrous beanstalk, a talking mirror, a magic lamp) or an enchantment (a miraculous sleep that lasts until love's first kiss). For example, "Cinderella", "Snow White and the Seven Dwarfs", "Sleeping Beauty" and "Jack and the Beanstalk"

c. CumulativeTales

Cumulative tales are the ones in which successive additions are made to a repetitive plot line. They are generally very simple in plot and brief, for with each addition, the entire sequence is repeated. For example, "The Gingerbread Man" and "Goldilocks and the Three Bears".

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d. Pour quoi Tales

Pourquoi tales seeks to explain natural phenomena. They provide primitive explanations for the many "why" questions early humans asked. They are found throughout the world and especially popular in African and Native American folklore. There is a strong connection between pourquoi tales and myths; however, the setting in pourquoi tales is earthly and deities play no role in pourquoi tales as they do in myths. For example, "Why the Sun and the Moon Live in the Sky" {from Southern Nigeria}, "Where Stories Come From" (from Zulu), and "Why Mosquitoes Buzz in People's Ears" (1976) (see the video at Prairie School Television).

e. Noodlehead Tales

Noodlehead tales are light-hearted tales about silly people doing silly things. These tales are popular because of their pure nonsense and jocularly, and sometimes we enjoy the triumph of the good-hearted simpleton over the craftier evil characters of the story. For example, "Hans in Luck" by the Grimm brothers and "The Three Wishes" by Joseph Jacobs.

2.2. Review of The Previous of Study

Previous research which related with teaching reading technique in using folktales conducted by Dyana Elyastutik in 2007 entitled "Teacher Technique in Using Folktales as an Alternative Material to Teach Reading for The First Grade of SMA Al Falah Kadur". The statements of the problem are (1) What techniques

are used by the teacher in using folktales as an alternative material to teach reading?, (2) What problems are faced by students in using folktales as an alternative material to teach reading?, and (3) How are the students' responses toward the teaching of reading in using folktales as an alternative material to teach reading? She had been discussed those problem by doing descriptive analysis. She tries to find the application of teaching reading in using folktales and to know the students' progress was applied in teaching reading. The findings showed that both teacher and students do their work task well. These condition affected the students; improvement, which was always getting in each meeting.

Then the second previous research is conducted by Ririn Sri Murtini in 2005 entitled "Folktales as Material for Teaching Reading to The First Year Students of SMP through Reading Competency Based Curriculum". The purposes of the study were to describe how folktales are used for teaching reading could be applied and increase the student's achievement. The findings showed that folktales could be applied and increase the students' achievement.

Both of those studies have a similarity with this study. It could be seen from the material that they use. They use folktales to teach the same skill namely reading. In addition, the previous study uses descriptive qualitative design while this study uses classroom action research design. The special difference of this study than the study before is this study not only explain about teaching reading using folktales as material but also it explains more about the teaching strategy that used by researcher. In this study the researcher become selective to choose

teaching strategy that appropriate with student's condition to improve their reading skill. So this study will give more contributions for students and teacher who are learning English .

