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# **RESEARCH PROPOSAL**

## **USING FOLKLORE BILINGUAL BOOK “KEONG MAS” IN LEARNING READING AT SMK N 1 KALASAN**



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# CHAPTER I

## INTRODUCTION

### A. The Background of Study

Education is an important aspect of human life that develops from time to time with the times. With relevant education, it will be easy to realize the development of the nation as expected. Because education is part of human life that cannot be abandoned. As the times of education are influenced by the increasingly rapid era of globalization, one of which is the development of science and technology, children are far from a good education. Children need education in their learning, what is good and bad for them. Therefore, teachers and parents are required to be the benchmark of goodness and explore things related to education, and try to enrich it so that it is always more interesting and fun for them.

In the National Education System Law Number 20 of 2003 concerning the general provisions of the national education system explains that education is defined as a conscious and planned effort to realize a learning atmosphere and learning process so that children actively develop the potential within themselves to have spiritual strength, self-control, personality, intelligence, noble character and skills needed by themselves, society, nation and state. a simple and general sense, education is a human effort to be able to grow and develop innate potentials both physically and spiritually in accordance with the values and norms that exist in society.

Education in English learning is a language learning that is classified as difficult in schools because it has several abilities that must be mastered by students such as mastery of vocabulary, pronunciation, writing and also vocabulary in accordance with the rules of English itself, of course much different from the pattern of Indonesian. In English because usually teachers provide more provision in the form of coverage of theory and language knowledge rather than prioritizing language skills both oral and written. The state of English learning in schools does not bring students towards English proficiency (Syahputra, 2014). Language teaching can be successful if there is sufficient knowledge of learning. For this reason, we must find ways to motivate students to learn, including convincing students of the importance of learning English, authentic materials and varied presentations, and interesting methods, then providing opportunities for students to play an active role in the learning process, and bringing students' learning experiences closer.

Using folklore in English language teaching has recently become more popular among language teachers (Mantra, & Kumara, 2018). This is due to the usefulness of folklore in enriching students' language skills and students' culture as English becomes a world language, the intention to teach English more effectively becomes a priority for all language teachers especially in Indonesia, English is the main subject that must be taught in all formal schools. This occurrence is due to the phenomenon that English is the language of international communication among the world community. As a consequence, English is studied more seriously by many people to get better prospects in the international community (Ragan, 2009).

Folklore is one of the oral traditions owned by Indonesia which has cultural values that are almost forgotten by today's society and is important to learn and preserve, because it can be used to understand the world and express ideas, ideas and values, but also as an important means of understanding the local wisdom of Indonesian culture. The types of stories used vary widely and consist of three categories: folklore, modern fiction and factual stories. Each category has different sources and characteristics. In this way, all three can be given to children in a variety of ways. Folklore are short prose narratives that are spread by word of mouth and have no known author. Folklore are a type of oral literature because they are told by word of mouth. Folktales involve nature and society. Sometimes, people collectively believe that stories can influence their actions.

In learning folklore has been packaged into books both in Indonesian and English. Therefore, students can use it as an activity material for the reading aspect of learning. Reading is not a skill that students can learn instantly, as it requires a consistent practice process. Students need to recognize letters and continue to learn to read to become skilled and fluent in reading. Reading is one of the four language skills that students must master. Proper pronunciation and proper intonation are signs of good reading skills. Proper pronunciation means that the sound of each letter read perfectly can be articulated clearly, while intonation shows how high or low the voice is when reading word by word according to the accompanying punctuation.

According to Tarigan (2015) reading is a process carried out and used by readers to obtain messages to be conveyed by the author through the medium of words or written language and understand the meaning contained in the written material (Rinawati et al., 2020). Based on the above understanding, it can be understood that reading is an activity of understanding, telling, interpreting the meaning of written symbols by involving vision, reading and memory.

In this case, the researcher examines bilingual folklore books using Indonesian and English languages which will be able to learn in learning reading and then whether bilingual folklore books have been used in teaching language learning in the classroom. Below is the sample of data analysis of translation in a bilingual book “Keong Mas”

**TSu** = Ada acara besar di Kerajaan Daha.

**TSa** = /There would be/a/big event/in/Daha/Kingdom/

EE            EE    EE    EE PB            EE

It can be concluded that in the data above, the translator applies two translation techniques, namely established equivalence (EE) and pure borrowing (PB). The data used 5 established equivalents and 1 pure borrowing. The words *ada*, *kerajaan*, *besar*, *di*, and *kerajaan*, in the source language is translated using the established equivalent technique into *there would be*, *a*, *big event*, and *kingdom* in the target language. Meanwhile, the word *daha* in the source language is still translated into the word *daha* in the target language using the pure borrowing technique.

Researcher had conducted the interview with English teacher of tenth grade SMKN 1 Kalasan on July, 23<sup>rd</sup> 2023. The results of interview as follows: there are several problems in the learning process, the first of which is that during the Covid pandemic students become lazy and bored learning. As a result, when entering the endemic era, students are not all able to follow the lessons. not all of them can follow the lesson students become less motivated to learn and do not concentrate on learning in class and this makes teachers who have to be more active than students. This condition certainly affects the achievement of academic grades and student achievement which is much better through face-to-face learning. much better through face-to-face compared to Distance Learning or online because student absorption is easier when face-to-face than long-distance. Secondly, when learning English reading, teachers have never used folklore in teaching, teachers usually use textbooks as a guide in learning materials, and the learning media tools used are usually from YouTube.

Therefore, researcher is interested in researching and knowing how the learning process and students' response to learning English by using bilingual folklore. The discussion of the problem is compiled in a thesis entitled "USING FOLKLORE BILINGUAL BOOK KEONG MAS IN LEARNING READING AT SMK N 1 KALASAN".



## **B. Research Formula**

1. What are the students' response to the use of folklore bilingual book entitled "Keong Mas" in learning reading at SMK N 1 Kalasan?
2. What are the translation techniques used in the folklore bilingual book entitled "Keong Mas"?

## **C. Research Objectives**

1. To describe the students' response to the use of folklore bilingual book entitled "Keong Mas" in learning reading at SMK N 1 Kalasan.
2. To describe the translation techniques used in the folklore bilingual book entitled "Keong Mas".

## **D. Research Benefit**

1. For Teacher

The benefits for teachers include references and media for learning folklore books. This research is expected to help teachers in their fun learning process.

2. For Students

This research is expected to provide benefits to students as reading material through language learning and local content for students, and to understand the cultural values contained in folklore.

3. For Researcher

For researchers, the benefits of this research expand the insight and knowledge of researchers about literary studies on folklore that can be used as a learning medium in the reading aspect and as a reference for further research.

## CHAPTER II

### THEORETICAL AND LITERATURE REVIEW

#### A. Theoretical Review

##### 1. Folklore

Gausal (2015) states that folklore is a story that has lived and developed until in society, besides that it is also conveyed by word of mouth and by delivery by someone to another person either through oral or written narration.

Folklore is a story that tells the culture of the people from generation to generation in oral form with the aim of providing moral messages. Barone (2011: 60) states that folklore is part of traditional literature. Folklore is a history that belongs to Indonesia. Usually folklore has a story setting that explains the origin of a place or event of the story. According to Semi in (Gusnetti et al, 2015: 184) folklore is something whose presence has a value between the social relations of fellow living beings. Folklore usually contains things related to regional language, culture, behavior that shows regional values in social life.

Another opinion is also expressed by Rukayah (2018: 3) that folklore is one of the regional wealth that has a role in education, therefore folklore needs to be maintained and preserved as well. The number of folklores that are spread in various regions has not all been recorded properly, even though folklore is a source of traditional wealth that must be told, explored, and preserved because of the local wisdom values contained in the story.

##### 2. Bilingual Book

Basically, bilingual refers to the ability to speak more than one language, while multilingual refers to the ability to speak more than two languages, but both mean the ability to speak more than one or many languages (Hoffman, 1991:10). According to Hoffman (1991), when a bilingual person wants to express his words so that they are easily understood by the listener, the person can use two languages that are mastered by saying words that mean the same thing as what he wants to say.

Meanwhile, bilingual books according to (Hidayati, 2020) state that, one method that can be used as an option for teachers and language skills in children, both early childhood and at the age of basic education. Furthermore, according to (Fitriani and Ifianti, 2021), bilingual folklore books are also one of the media that can be used to develop children's interest in reading. In addition, the content of bilingualism in folklore

books helps in learning languages, especially second or foreign languages. Where children can learn languages since the elementary education level so that it becomes a provision of knowledge to enter higher education levels.

From the description above, it can be concluded that bilingual folklore books are learning media in the form of reading books whose contents contain fairy tales or children's stories that are packaged using two languages.

### **3. Reading Skill**

Reading learning has a complex meaning, which can involve a series of other smaller skills. Reading skills are one part of the four aspects of language skills, namely listening skills, speaking skills, reading skills, and writing skills that must be mastered by students. Sundari and Damayanti (2017) argue that reading skills are a skill that mechanically and technically has the aim of providing instructions to students on how to convert written words and a sentence into language sounds.

Reading skills are skills that focus on the purpose of reading words and sentences. Aspects of reading, such as accuracy of pronunciation, intonation, fluency, voice clarity and the ability to read in full. According to Sri Pratiwi (2009) reading skills are basic skills for students that must be mastered in order to participate in the activities of the education and learning process, especially reading skills. Reading must have a purpose because someone who reads intentionally understands more than someone who does not have a purpose from reading at all.

According to the above opinion, it can be concluded that reading skills are a person's ability to interpret writing both words and sentences into the sound of a language. Reading skills are an ability for someone to be able to read a reading correctly and correctly, and can get the message contained in a reading.

### **4. Translation**

Brislin argues that translation is a general term for the transfer of an idea, either written or spoken, from the source language to the target language. Meanwhile, Newmark defines translation as a job that consists of replacing a written message or statement in a source language into the target language. Thus, translation includes both spoken and written language.

Nida and Taber (1982:12) state that, the process of translating is a process of reproducing a target language that is likely to be as natural as the source language, both in terms of meaning and style. According to Catford (1965:20) translation is an activity of transferring a text that has similarities between the source language and the target

language, where the important thing in this activity is similarity. Munday (2008:5) states that translation is a change of written text using verbal language in the source language into written text using the target language.

Mastery of translation theory plays an important role in translation skills, as it will determine the quality of translation. Although translation theory is not a solution provider for problems arising in translation activities, it is a general guideline for translators in making decisions when performing their duties. Hence, the skill and incidence of applying translation theory. Understanding the general concept of translation theory is important and beneficial for the translator (Nababan, 2003:16).

From the above definitions of translation, it can be said that translation is the transfer of meaning from the source language to the target language, in accordance with the ideas contained in the source language text ideas contained in the source language text. It is then changed or translated into the target language.

## **5. Translation Techniques**

Translation is done by using several techniques, which are generally used by translators to translate a text. The are eighteen translation techniques proposed by Molina and Albir (2002) are as follows:

### **1. Adaptation Technique**

Adaptation is a technique that replaces cultural elements of the source language (BSu) with familiar cultural elements in the target language (BSa). This can be done because cultural elements in the source language are not found in the target language, or with cultural elements in the source language and can be accepted or digested easily for readers of the target language.

### **2. Amplification Technique**

Amplification is a technique that introduces or adds more detailed information about something that is not in the source language (BSu) or explicit paraphrasing.

### **3. Borrowing Technique**

Borrowing is the technique of taking a word or expression from the source language (BSu). There are two types of borrowing techniques.

#### **a. Pure Borrowing**

which is borrowing that does not change anything from the source language.

#### **b. Naturalized Borrowing**

Borrowing techniques that are adapted to the spelling of the target language (BSa).

#### **4. Calque Technique**

Calque is a technique of literally translating a word or phrase from the source language to the target language both lexically and structurally. This technique is almost similar to borrowing, but the difference is that the translator uses calque to bring the atmosphere from the source language (BSu) to the target language (BSa). If borrowing is used when the target language has no equivalent word, then calque is used when the word still has an equivalent meaning but the translator tries to maintain the importance in terms of bringing the atmosphere from the source language to the target language atmosphere.

#### **5. Compensation Technique**

Compensation is a translation technique that introduces information elements or stylistic effects of the source language text (TSu) into the target language text (TSa). This technique can be done by conveying the message in another part of the translation. This is done due to stylistic influences in the source language that cannot be applied to the target language.

#### **6. Description Technique**

Description is a translation technique in which a term or expression is replaced by a description or by being described in more detail in terms of form and function.

#### **7. Discursive Creation Technique**

Discursive creation is a translation technique to present a temporary equivalent that is unexpected or out of context. It means that this technique displays an unexpected and unthinkable equivalence or also called as out of or different from the existing context. This translation technique is usually used by translators to translate book titles or movie titles.

#### **8. Established Equivalent Technique**

Established equivalent is a technique for using a term or expression that is common or recognized in the target language dictionary as an equivalent in the source language text. This technique is also known as the conventional translation technique, where the translator uses an expression that is already found in the dictionary or is commonly used in daily life.

#### **9. Generalization Technique**

Generalization is a translation technique that uses more general or neutral terms in the target language. This is done because the target language does not have a specific equivalent. This technique is similar to the acceptance technique.

### **10. Linguistic Amplification Technique**

Linguistic amplification is one of the translation techniques that adds linguistic elements into the target language translation so that the translation is longer. This technique is usually used in language transfer and dubbing.

### **11. Linguistic Compression Technique**

Compression technique is a technique that summarizes the meaning of the source language in order to streamline the translation. This technique is often used for oral or spontaneous translation and subtitling.

### **12. Literal Translation Technique**

Literal translation technique is to transfer an expression word by word by translating the source language text (BSu) into the target language (BSa) directly by gradually adjusting it to the target language.

### **13. Modulation Technique**

Modulation is a translation technique that changes the point of view, focus or cognitive category in relation to the source language text in both structural and lexical forms.

### **14. Particularization Technique**

This particularization technique is a translation technique that uses more specific or specialized terms. It is the opposite of the generalization technique. Particularization translation technique tries to translate one term by finding its more specific or specialized equivalent.

### **15. Reduction Technique**

The amplification method is the opposite of reduction. This technique compresses the source language (BSu) information into the target language (BSa), almost the same as omission, but there are slight differences. Molina and Albir define the omission technique as different or not included in the reduction technique. According to them, reduction deals with the implication of the source language message in the target language, while omission is the removal of the message in the target language (BSa). Therefore, these two techniques should be distinguished because of the context. In other words, information that is clearly found in the source language text is indirectly found in the intended language text.

### **16. Substitution Technique**

The substitution technique is one of the translation techniques that replaces a linguistic element with a paralinguistic element such as intonation or pitch of voice or gesture.

### **17. Transposition Technique**

This translation technique is a technique that replaces grammatical categories in the source language into the target language, for example replacing a word into a phrase which can usually be caused by a difference between the grammar of the source language and the grammar of the target language.

### **18. Variation Technique**

Variation is a technique for changing the linguistic or paralinguistic elements that affect linguistic variation, changes in textual tones, language styles, social dialects, and also geographical dialects. This technique can be found in the translation of plays or children's stories. An example, this variation translation technique is introducing or changing a dialectical indicator of the characters or plays in a story when one translates a novel into a play for children. drama for children.

## **B. Literature Review**

### **a. Previous Studies**

Research on learning using folklore to introduce students to folklore that develops in society which can be used as science and student insight has been done a lot. Here are some differences in previous research in terms of the object of research.

The first, is the research of Reza Anis Maulidya (2019) from the Faculty of Adab and Humanities at Syarif Hidayatullah State Islamic University Jakarta whose research topic is entitled "*Translation Acceptability of Bilingual Children Storybook: The Story of Bawang Merah and Bawang Putih*". This research both uses books as the main source and is descriptive qualitative, which discusses the application of the bilingual system.

This study aims to determine the acceptability of the assessment of the quality of the translation in the bilingual children's storybook on the story of Bawang Merah and Bawang Putih to find out the understanding of the target readers by analysing their responses from the survey results. Data obtained through questionnaires related to responses to the use of storybooks. From the results of this study, it is found that in the previous chapters, information has been written about data and theories of translation quality, a children's bilingual storybook entitled the story of Bawang Merah and Bawang Putih published in 2018 by the publisher Cikal Aksara, from the author Fajriatun Nurhidayati and translated by Fitri Nurul Aulia. Then the

data is analysed and synthesized through translation criteria. From the results of the survey of students, it was compiled and tabulated to make it easier to read. After knowing the responses of various children, they were asked to underline the difficult words in the sentences that they did not like.

In conclusion, the similarity research between Reza Anis Maulidya (2019) and this research is that they both use descriptive qualitative methods because they both use folklore books as learning media and use them as aspects in language skills, namely reading aspects, the research subjects are students. However, there are differences between these two studies, namely using an acceptability assessment and then analyzing it, then the research subject is conducting a survey of ten students from ages 9 and 10.

The second, is the research of Ila Susani (2020) from the Teacher Training and Tarbiyah Faculty at State Institute For Islamic Studies (IAIN) Palu whose research topic is entitled "*Improving Reading Comprehension Through Folklore Story at MAN I Palu*". This research both uses books as research objects. This research uses experimental methods. Researchers use pretest and post test control group design. This research aims to find out whether this can improve the students English learning achievement especially in reading comprehension through folklore and without folklore as a whole and it is hoped that this research will provide many benefits for English teachers in carrying out comprehension tuitions.

This research will provide many benefits for English teachers in carrying out their duties as teachers in carrying out reading teaching, especially reading comprehension. From the results of the research conducted, the researcher has analysed and presented the data obtained through instrument tests, namely observation and tests in this chapter. The researcher analyzed the data obtained from the experimental class and the control class. The tests (pre-test and post-test) for both sample classes measured students' ability in reading comprehension before and after treatment. The results of each test were compared to measure whether folktales were used and those that were not used.

In conclusion, the similarity research between Ila Susani (2020) and this research is that they both use folklore books as learning media and use them as aspects in language skills, namely reading aspects for students. However, there are differences between these two studies, using experimental methods and conducting reading assessments using pre and post tests.

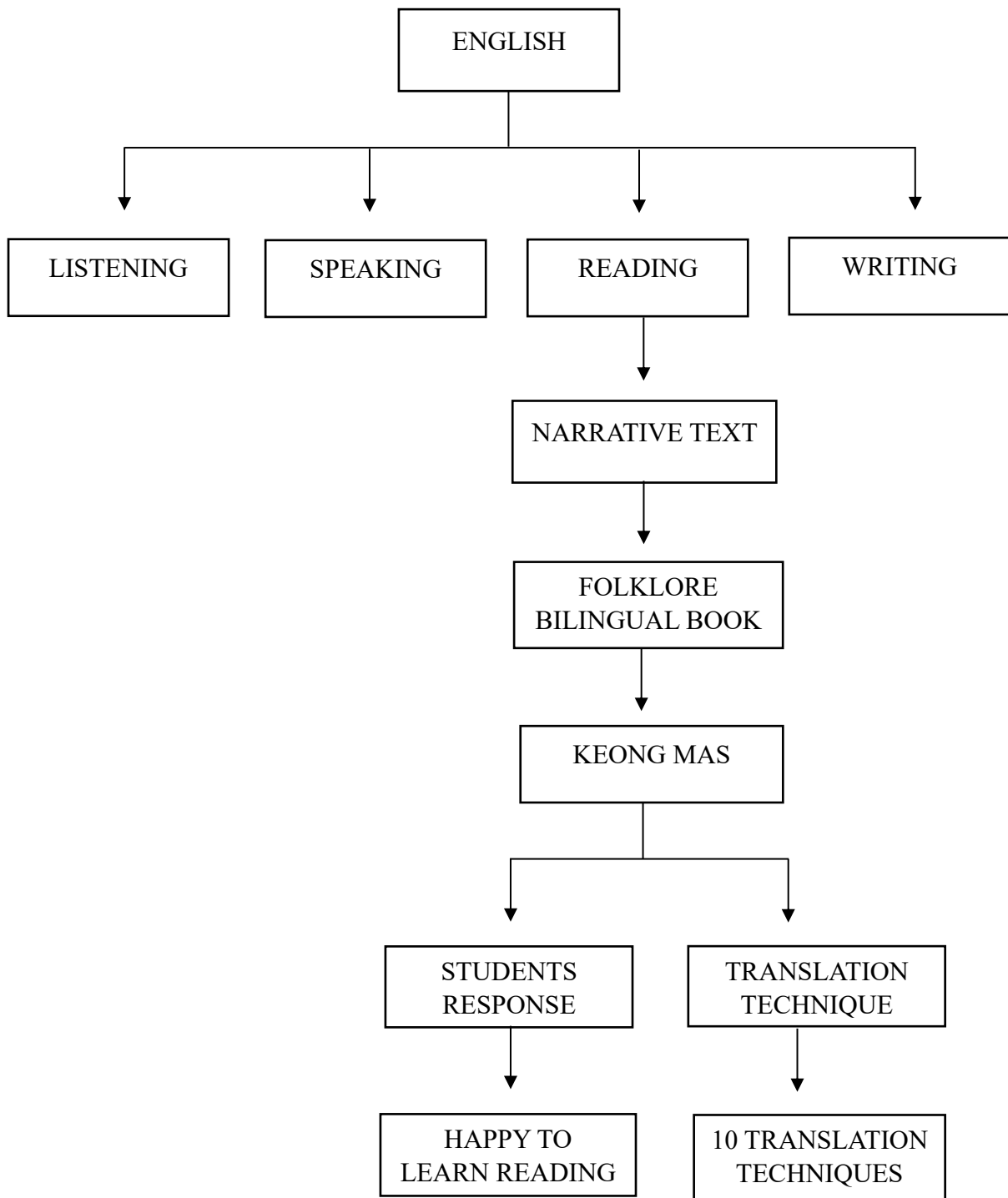


The third, is the research of Anjas Kesuma and et al (2022) from State Islamic University Maliki Malang, East Java whose research topic is entitled “*Development of Folklore Based Tiered Book Media To Increase The Fourth Grade Elementary Students Raeding Interest*”. This research shows that the results are in the form of folklore-based tiered book media as learning media to increase the reading interest of fourth grade elementary school students. This type of research is Research and Development (R&D). The development model used refers to the research model developed by Borg & Gall. The steps taken are potential and problems, data collection, product design, design validation, design revision, product trial, product revision, and mass production. The research subjects involved fourth grade students of SDN Bangun Karya, East Tanjung Jabung Regency, Jambi Province. This research developed folklore-based leveled books that were adapted to the 2013 curriculum and focused on students' reading interest.

In conclusion, the similarity research between Anjas Kesuma and et al (2022) this research is that they both use folklore as literacy development materials. However, there are differences between these two studies, using Research and Development (R&D) and using leveled storybooks in accordance with the 2013 curriculum.

Based on the previous study above, research on learning folklore has been done and obtained good results. Therefore, this research was conducted as a complement to previous research, this research is expected to further improve the results of students learning achievements in folklore learning and as an insight and it can be seen that, research entitled "Using Folklore Bilingual Book Keong Mas in Learning Reading at SMK N 1 Kalasan" in learning English reading on Narrative Text material in the classroom has never been done.

### C. Thinking Framework Chart



**Chart 1.** Research framework

In learning English, there are four skills that are learned namely, listening, speaking, reading, and writing. The researcher focused on the reading aspect related to Narrative Text, and the Narrative Text chosen was a bilingual folklore book entitled Keong Mas. Furthermore, the students' responses will be studied through a questionnaire given from the researcher and also examine what translation techniques are used in the translation of the bilingual folklore book entitled Keong Mas. The students' responses were happy, interested, and helpful in learning English reading, and there were ten translation techniques applied in the translation of the bilingual folklore book entitled Keong Mas.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Types of Research**

##### **1. Qualitative Descriptive Theory**

In this thesis, researchers used descriptive qualitative methods. That is, this research uses descriptive and qualitative analysis methods. Brumfit and Mitchell (1995:11) stated that, descriptive research aims to provide as much accuracy as possible about the practices that occur, how students learn, how teachers teach and what classroom conditions are like at any given moment. This thesis collects data, analyzes it and draws conclusions based on the data. According to Lambert (2012) qualitative descriptive research is research that has a comprehensive, in everyday summary of a particular event experienced by individuals or groups.

Furthermore, qualitative research according to Creswell (2019) is a way to study and then understand the meaning that individuals and groups attach to social or human situations. Because the results are detailed in depth and then present them in the form of a research report based on existing facts, thus the descriptive qualitative method is a measured, actual and accurate research method.

In conclusion, this research is a descriptive qualitative method. This research is qualitative research because the data is in the form of words and not numbers. The researcher used descriptive method to analyse English learning outcomes using bilingual folklore books.

##### **2. Research Subject**

The subjects of this research are tenth grade students in one of the departments in the Vocational High School. The total subjects are 36 students.

##### **3. Research Location**

This research will be conducted at SMK N 1 Kalasan which is located at Randugunting RT01/RW01, Kepatihan, Tamanmartani, Kec. Kalasan, Sleman Regency, Yogyakarta 55571. Research activities will be carried out in the first semester or odd semester of the 2023/2024 school year.

##### **4. Data and Data Source**

###### **1. Data Source**

The bilingual folklore book entitled "Keong Mas" from East Java is a series of folklore collections from 34 provinces which became the data source used in this

study. This book was compiled by Dian K then translated by Dono Sunardi into English then illustrated by Kabita Studio and published by Buana Ilmu Popular (BIP) in 2020, which contains a series or storyline that is quite familiar to the public. Although the number of pages of this book is 32 pages, it will not make readers bored because it is equipped with attractive illustrations.

## **2. Data**

The data obtained in this study is a bilingual folklore book entitled "Keong Mas" in two languages consisting of Indonesian and English sentences. All sentences in the source text (Indonesian) and sentences in the target text (English) of the bilingual folklore book became the data in this study. Thus, there are a total of 131 sentence data from the translation of the source text.

## **5. Technique of Data Collection**

The next step is to select the data collection techniques that will be used in this research. Data collection technique is a method used by researchers to collect data in research. In this study, researchers used several kinds of techniques in collecting data. These techniques are interview, observation, questionnaire, and documentation.

### **1. Interview**

Data collection through interviews is one of the characteristics of data collection techniques carried out face to face with a participant. Data collection uses questions and answers from researchers to participants to explore a meaning or information that will explain an event needed to solve a problem or to find a theory construction. Interviews provide a direct and straightforward approach to collecting detailed, comprehensive and important data. According to Barret and Twycross (2018), interviews are most often conducted face to face.

The purpose of using this method is to obtain information or data needed for the purpose of the research. This interview was aimed at the English teacher to find out how the process of learning English activities during class and whether in learning English reading had used bilingual folklore books before.

### **2. Observation**

Observation is also one of the prevalent data collection techniques in qualitative research methods. Observation is an investigation that is carried out systematically and deliberately held using the five senses, especially the eyes, of an event that takes place and can be analyzed at the time it occurs. The main

purpose of observation is to describe a situation that occurs. The quality of a study is determined by how far and deep the researcher understands the situation and describes it as naturally as possible (Semiawan, 2010). Meanwhile, according to Zainal Arifin in the book (Kristanto, 2018) observation is a process that is preceded by observation and then systematic, objective, logical, and rational recording of various phenomena in a situation that actually occurs, or artificial situations.

The observation used in this research is using direct observation method in the classroom. The purpose of observation in this study is to find out how activities during teaching and learning in class and to find out whether bilingual folklore books have been applied in reading learning in Narrative Text material.

### **3. Questionnaire**

Arikunto (2010: 194) states that, a questionnaire is a number of written questions used to obtain information from respondents in their personal reports. Meanwhile, according to Azwar (2009: 101) states that, the questionnaire itself is the meaning of another term, a questionnaire is a form of data collection instrument that is flexible and relatively easy to use.

In this study, the questionnaire was conducted at the end of the teaching and learning process in order to find out the results of the answers whether students were interested in learning English reading while using bilingual folklore books on narrative text material.

### **4. Documentation**

According to Louis Gottschalk (1950), documentation in a broader sense means any evidentiary process based on any type of source, be it written, oral, pictorial, or archaeological. Renier, a leading historian from University College London, mentions the term document in three senses, first in a broader sense, which includes sources, both written sources and oral sources, second in a narrow sense, which includes all written sources only, third in a more specific sense, which only includes official papers and state papers, such as treaties, laws, concessions, grants, and so on.

The tool used during documentation is a camera. This documentation activity aims to complement data information to take pictures of the teaching and learning process during class to be used as documentation material.

## **6. Technique of Data Analysis**

Data analysis technique is the process of collecting data systematically to make it easier for researchers to draw conclusions. Conclusions will be easily obtained if the data analysis technique used is correct.

According to Miles and Huberman (1994), analysis is divided into three activities that occur simultaneously: data reduction, data display, and conclusion drawing. The three streams will be discussed below.

### **1. Data Reduction**

It is likely that a research project taken up in a qualitative way will generate more data than the final paper. However, in the process of reduction it is helpful to edit the data, summarize, and make it neat. Therefore, we should do data reduction to make things easier and more manageable. According to Miles and Huberman (1994), data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming data that appears in written field notes or transcriptions. Data reduction (writing summaries, coding, tracing themes, creating clusters, making partitions, and writing memos) is part of the analysis. By reducing data, researchers can remove the unnecessary and organize the data so that conclusions can be drawn and verified.

In this case, researchers selected data obtained from observations of the teaching and learning process, interviews with teachers and then questionnaires distributed to students in the class.

### **2. Data Display**

The second step is data display. Display is an arrangement of information that is organized and allows drawing conclusions and taking an action. Miles and Huberman (1994) comprehensively discuss how to display different types of data in an effective way. Basically, there are two types of display graphical and matrix representations. Graphical representation is a visual representation that displays the relationship between parts of a case or variable. Images usually contain words and phrases connected by a single arrow in various configurations. Matrices are tables of text that point to variables.

In this step, it is done by presenting a collection of information that is arranged and allows an analytical conclusion to be drawn, because the data obtained during the qualitative research process is usually in narrative form, so it requires a simplification without reducing the content and as something that might be useful.

### **3. Conclusion Drawing**

The third step of the qualitative data analysis stage is conclusion drawing and verification. Drawing conclusions involves being able to consider the data analyzed and assess its implications for the question at hand. Verification is integrally linked to drawing conclusions, requiring revisiting the data as many times as necessary to re-examine or verify emerging conclusions. According to Miles and Huberman (1994), the meanings that emerge from the data must be tested for plausibility, cohesiveness, confirmability, that is, validity.

In this step, researchers draw conclusions and verify the answers to the research questions carried out and display data by comparing data on observations, interview data, questionnaire data, and documentation data. Thus the researcher gets a conclusion about teaching English reading through bilingual folklore books in the classroom.

### **7. Validity of Data**

The stage of obtaining data validity is something that needs to be done in qualitative research design. Checking the validity of data is important to obtain the validity of the data. Qualitative researchers usually often check data validity using triangulation techniques. There are four triangulation techniques commonly used to check data validity. The four triangulation techniques in question are source triangulation, method triangulation, theory triangulation, and researcher triangulation (Lincoln and Guba and Patton in Santosa, 2017: 57-59).

The triangulation in this research is method triangulation. Triangulation of methods in this research is done by comparing information or data in different ways. As in qualitative research, researchers use interview, observation and survey methods. To obtain reliable information and a complete picture of certain information, researchers use interviews and observations or observations to check the truth.

Method triangulation is a triangulation technique that has to do with the technique of obtaining or collecting data. According to (Sudaryanto in Santosa, 2017: 58) states that, data derived from event data sources, can be obtained by observation techniques or listening to note-taking techniques and techniques involving chats and depending on the focus of the research.



## 8. Research Schedule

No	Time	Activities Program	Description
1.	November 2023	Interview	With English teacher
		Observation	In tenth grade leather
		Consultation to teacher	With English teacher
2.	December 2023	Develop Teaching Module	Narrative text
		Prepare Learning Media	Bilingual book
		Developing Student Worksheets	For student assignment
		Assesment Instruments	Task assesment
		Teaching Practice	In tenth grade leather

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