



An Analysis of Elective English Students' Ability in Writing Fairy Tales at SMAN 1 Lareh Sago Halaban

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Abstract

The purpose of this study is to find out the students ability in writing fairy tales in terms of content, organization, vocabulary, language features, and mechanics. In this research, the researcher used a quantitative research. The researcher chose the design because the researcher wants to analyze the elective English students' ability in writing fairy tales at SMAN 1 Lareh Sago Halaban. The instrument used in this a research was writing test. The population of this study was 207 elective English students; the sample of the writing test was 36 students. The sample of this research was chosen by using cluster random sampling. Writing test was used to find out the students ability in writing fairy tales, especially in the aspect of content, organization, vocabulary, language features, and mechanics. Data were analyzed by combining Weigle's assessment theory and Harris's writing scale. The result of this research was show that average scores of the student's writing test were 74,30. It means that the ability of the students were in the "Good" level. More specifically, in the aspects of content, organization, vocabulary and language features, the students are at the "Good to average" level, but in the mechanics aspect the students are at the "Fair to poor" level.

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INTRODUCTION

Kurikulum Merdeka is an educational concept introduced in Indonesia which aims to provide freedom to schools and teachers in designing curriculum and learning according to class needs and the context of each school. Based on Kurikulum Merdeka, class ten is in phase E while classes eleven and twelve are currently in phase F. Phase F is a high class level in the Kurikulum Merdeka where in this phase students can choose their preferred major according to the their interests and talents. In this phase, students will receive two English language subjects

according to their class major. For example, economics majors will get English lesson twice in a week namely mandatory English and elective English.

In the mandatory English class, students will learn various materials such as opinion, descriptive text, and analytical exposition in the first semester. Meanwhile in elective English they will learn more deeply about several types of narrative texts, namely legends, fairy tales and fantasy. According to Wiguna & Tristianingrat (2022) they said that because it is based on the Kurikulum Merdeka, the learning material also focuses on culture, therefore narrative texts are studied more deeply even though they have been studied generally in the tenth grade. So, with two meetings for elective English students, they are expected to be more proficient in English subjects. This is because they are exposed to it more often than classes who do not study elective English.

Regarding the skills they learn in mandatory or elective English class, there are several skills that must be managed in order to master English. Putra (2017) said that there are four skills in teaching English at every level of education that must be mastered. These skills are reading, listening, writing and speaking. One of those skills is writing where writing is categorized as one of the productive aspects of this language skill which is used to communicate in order to connect one person to another through lettering.

More specifically, based on the syllabus in grade eleven, students are expected to be able to write and create their own texts by understanding the purpose, linguistic features and generic structure of texts, which is the goal of writing in senior high school. With this, teachers can see how the students writing skills are and the extent of their students' insight and creativity. Elective English students are in the eleventh grade where they are taught several types of narrative texts such as legends, fairy tales and fantasy in the first semester. According to Hasibuan & Handayani (2019) they said that, narrative text is an imaginative text that aims to entertain the readers. By learning to write narrative texts, students can express their ideas and imagination through writing freely.

In this research, the writer only focuses on one text, namely fairy tales. Traditional stories that often contain elements of fantasy, such as fairies, witches, giants and other mythical creatures are called fairy tales. According to Giawa (2022) she stated that "Fairy tales are a piece of prose fiction that can be read and some of the people can watch it from the television". Fairy tales have three generic structures, namely orientation, complication, and resolution (Taufiq, 2021). Fairy tales are considered as the most difficult topic by students due to grammar and difficulties in understanding genre conventions.

Some previous scholars have researched fairy tales using different methods. The first was experimental research conducted by Winda Sari in 2020 regarding students' ability in writing fairy tales based on tangled cartoon media. Another research is classroom action research conducted by Igamawati Giawa (2022) regarding improving the students' ability in writing narrative text by using fairy tales stories. However, the number of similar studies is still limited. This is deeply regretted because writing fairy tales is important because it can increase students' creativity, analytical skills, insight and imagination.

In this context, based on the phenomenon observed at SMAN 1 Lareh Sago Halaban and building on the work of previous researchers, the researcher is interested in explore more deeply the abilities of elective English students in writing fairy tales. With the condition of students who have longer exposure to learn English, it is assumed that they should have more competence in English. If the elective English students' abilities are still weak, it means that elective English classes need to be evaluated. The researcher will investigate elective English students' abilities concerning content, organization, vocabulary, languages features, and mechanics in writing fairy tales, which is a little variation between this research and previous research.

RESEARCH METHOD

This research used quantitative descriptive research methods. According to Jong & Voordt (2002), descriptive research is about describing how reality is. From their opinion, the researcher concluded that descriptive research is research that focuses on describing reality in the field, rather than being intended to develop theories or create certain hypotheses. The purpose of this study is to find out the students ability in writing fairy tales in terms of content, organization, vocabulary, languages features, and mechanics. The population in this study was English phase F students of SMAN 1 Lareh Sago Halaban for the 2023/2024 academic year, totaling 207 students. And the researcher was used cluster random sampling to determine the sample of this study.

The researcher collected data from writing test. The researcher asked the students to create a fairy tale text based on the theme chosen by the researcher. This writing test requires students to produce a fairy tale story of at least 500 words within 9 x 10 minutes to finish the test. According to Brown & Abeywickrama (2010) emphasizes that a valid test is a test that truly evaluates the subject in question, without measuring other things that are not relevant. The results measured must be true of student performance. Gay et al., (2011) also said that validity is the extent to which test questions can represent the instructions or topics to be tested. To measure whether the test has good validity or not, researcher analyses the test for content validity. So, the researcher created a test based on material in the syllabus used to teach elective English students at SMAN 1 Lareh Sago Halaban. Next, the researcher consulted this test instrument with the supervisor and then it will be validated by English lecturer.

After collecting data, the data was analyzed by the researcher based on the aspect of assessing written text which is analyzing the data based on the holistic rubric for assessing writing fairy tales. It checked based on content, organization, vocabulary, languages features, and mechanics. The researcher used Weigle's theory because Weigle's holistic rubric covers all aspects that must be assessed in fairy tales. Besides that, this rubric has a wider scope in writing assessment. So, the researcher used this rubric without eliminating the elements in fairy tales.

To ensure the reliability of the results of the analysis by the researcher (rater 1), the researcher asked for help from the inter-rater. Reliability has a function to see whether test scores are reliable or not, therefore researchers need reliability. Usually reliability refers to consistency or measurement. According to Gay et al., (2009) they

said that reliability is focused around the data and information steadiness or consistency of the score product from the test. The inter-rater in this research was one of the lecturers at Universitas Negeri Padang, more adequate in the English Department and also suitable for the subject of this research.

RESULT AND DISCUSSION

Research Finding

In this research, the researcher got the data from the students writing tests about the fairy tales that was written by 36 elective English students. In the writing test session, the students were asked to write a fairy tales text related to the topic that had been provided by the researcher on the worksheet. There were two topics about writing fairy tales. Then, the students were free to choose one topic "An adventure with magical creatures" and "A mission to save the princess from an evil witch". The score was obtained from each part of the writing aspect. The aspects were about the content, organization, vocabulary, language features, and mechanics. The results of the test, which was administered in that class, are shown in the table below.

Table 1 The Students' Writing Score by Rater 1

| No | Student | Aspects of Writing | | | | | Total Score |
|----|------------|--------------------|----|----|----|---|-------------|
| | | C | O | V | LF | M | |
| 1 | Student 1 | 25 | 17 | 17 | 21 | 2 | 82 |
| 2 | Student 2 | 27 | 18 | 18 | 18 | 2 | 83 |
| 3 | Student 3 | 22 | 18 | 18 | 16 | 4 | 78 |
| 4 | Student 4 | 20 | 15 | 13 | 16 | 3 | 67 |
| 5 | Student 5 | 22 | 15 | 18 | 20 | 3 | 78 |
| 6 | Student 6 | 27 | 16 | 15 | 14 | 2 | 74 |
| 7 | Student 7 | 18 | 15 | 17 | 20 | 4 | 74 |
| 8 | Student 8 | 22 | 15 | 15 | 18 | 3 | 73 |
| 9 | Student 9 | 26 | 18 | 18 | 19 | 3 | 84 |
| 10 | Student 10 | 23 | 16 | 15 | 15 | 3 | 72 |
| 11 | Student 11 | 25 | 17 | 17 | 13 | 2 | 74 |
| 12 | Student 12 | 14 | 8 | 12 | 7 | 2 | 43 |
| 13 | Student 13 | 26 | 18 | 17 | 18 | 4 | 83 |
| 14 | Student 14 | 22 | 14 | 13 | 13 | 3 | 65 |
| 15 | Student 15 | 26 | 18 | 16 | 14 | 3 | 77 |
| 16 | Student 16 | 28 | 13 | 16 | 18 | 2 | 77 |
| 17 | Student 17 | 26 | 18 | 17 | 11 | 3 | 75 |
| 18 | Student 18 | 22 | 17 | 18 | 17 | 3 | 77 |
| 19 | Student 19 | 16 | 13 | 16 | 17 | 3 | 65 |
| 20 | Student 20 | 22 | 16 | 16 | 18 | 3 | 75 |
| 21 | Student 21 | 26 | 18 | 15 | 16 | 3 | 78 |
| 22 | Student 22 | 27 | 18 | 17 | 17 | 4 | 83 |
| 23 | Student 23 | 25 | 17 | 14 | 14 | 3 | 73 |
| 24 | Student 24 | 26 | 18 | 18 | 17 | 3 | 82 |
| 25 | Student 25 | 22 | 17 | 16 | 18 | 2 | 73 |

| | | | | | | | |
|--------------|------------|-----|-----|-----|-----|-----|------|
| 26 | Student 26 | 24 | 16 | 18 | 14 | 3 | 75 |
| 27 | Student 27 | 22 | 16 | 15 | 18 | 3 | 74 |
| 28 | Student 28 | 27 | 16 | 17 | 19 | 3 | 82 |
| 29 | Student 29 | 26 | 18 | 18 | 21 | 3 | 86 |
| 30 | Student 30 | 22 | 13 | 14 | 12 | 3 | 64 |
| 31 | Student 31 | 22 | 16 | 17 | 13 | 3 | 71 |
| 32 | Student 32 | 25 | 16 | 16 | 11 | 3 | 71 |
| 33 | Student 33 | 25 | 17 | 18 | 12 | 3 | 75 |
| 34 | Student 34 | 26 | 18 | 16 | 12 | 3 | 75 |
| 35 | Student 35 | 27 | 18 | 17 | 20 | 4 | 86 |
| 36 | Student 36 | 18 | 12 | 15 | 17 | 3 | 65 |
| Total | | 849 | 579 | 583 | 574 | 106 | 2689 |

Table 2 The Students' Writing Score by Rater 2

| No | Student | Aspects of Writing | | | | | Total Score |
|----|------------|--------------------|----|----|----|---|-------------|
| | | C | O | V | LF | M | |
| 1 | Student 1 | 26 | 16 | 18 | 21 | 2 | 83 |
| 2 | Student 2 | 26 | 18 | 18 | 16 | 3 | 81 |
| 3 | Student 3 | 22 | 17 | 18 | 18 | 4 | 79 |
| 4 | Student 4 | 21 | 16 | 14 | 17 | 3 | 71 |
| 5 | Student 5 | 21 | 14 | 18 | 23 | 3 | 79 |
| 6 | Student 6 | 26 | 17 | 13 | 12 | 2 | 70 |
| 7 | Student 7 | 17 | 10 | 18 | 22 | 4 | 71 |
| 8 | Student 8 | 22 | 16 | 16 | 19 | 3 | 76 |
| 9 | Student 9 | 28 | 18 | 18 | 23 | 3 | 90 |
| 10 | Student 10 | 22 | 15 | 15 | 13 | 3 | 68 |
| 11 | Student 11 | 25 | 18 | 18 | 11 | 2 | 74 |
| 12 | Student 12 | 13 | 7 | 10 | 5 | 2 | 37 |
| 13 | Student 13 | 26 | 17 | 16 | 18 | 4 | 81 |
| 14 | Student 14 | 22 | 14 | 14 | 13 | 3 | 66 |
| 15 | Student 15 | 25 | 18 | 17 | 11 | 4 | 75 |
| 16 | Student 16 | 28 | 14 | 15 | 18 | 3 | 78 |
| 17 | Student 17 | 27 | 17 | 16 | 11 | 4 | 75 |
| 18 | Student 18 | 21 | 18 | 18 | 17 | 4 | 78 |
| 19 | Student 19 | 15 | 13 | 17 | 17 | 3 | 65 |
| 20 | Student 20 | 22 | 14 | 15 | 17 | 3 | 71 |
| 21 | Student 21 | 27 | 18 | 16 | 16 | 3 | 80 |
| 22 | Student 22 | 27 | 18 | 18 | 15 | 4 | 82 |
| 23 | Student 23 | 25 | 16 | 14 | 13 | 3 | 71 |
| 24 | Student 24 | 25 | 18 | 17 | 17 | 3 | 80 |
| 25 | Student 25 | 21 | 18 | 15 | 17 | 2 | 75 |
| 26 | Student 26 | 23 | 16 | 18 | 13 | 2 | 72 |
| 27 | Student 27 | 21 | 14 | 14 | 18 | 3 | 70 |

| | | | | | | | |
|--------------|------------|-----|-----|-----|-----|-----|------|
| 28 | Student 28 | 26 | 18 | 16 | 20 | 3 | 83 |
| 29 | Student 29 | 25 | 14 | 17 | 18 | 2 | 76 |
| 30 | Student 30 | 23 | 11 | 15 | 10 | 3 | 62 |
| 31 | Student 31 | 22 | 17 | 17 | 11 | 2 | 69 |
| 32 | Student 32 | 27 | 15 | 17 | 11 | 3 | 73 |
| 33 | Student 33 | 27 | 18 | 18 | 11 | 3 | 77 |
| 34 | Student 34 | 27 | 18 | 17 | 11 | 3 | 76 |
| 35 | Student 35 | 27 | 18 | 18 | 20 | 4 | 87 |
| 36 | Student 36 | 16 | 1 | 14 | 17 | 3 | 60 |
| Total | | 844 | 564 | 583 | 560 | 108 | 2661 |

Table 3 The Calculation of Students' Score from Rater 1 and Rater 2

| No | Student | Aspects of Writing | | | | | Total Score | Category |
|----|------------|--------------------|------|------|------|-----|-------------|-----------|
| | | C | O | V | LF | M | | |
| 1 | Student 1 | 25,5 | 16,5 | 17,5 | 21 | 2 | 82,5 | Excellent |
| 2 | Student 2 | 26,5 | 18 | 18 | 17 | 2,5 | 82 | Excellent |
| 3 | Student 3 | 22 | 17,5 | 18 | 17 | 4 | 78,5 | Good |
| 4 | Student 4 | 20,5 | 15,5 | 13,5 | 16,5 | 3 | 69 | Good |
| 5 | Student 5 | 21,5 | 14,5 | 18 | 21,5 | 3 | 78,5 | Good |
| 6 | Student 6 | 26,5 | 16,5 | 14 | 13 | 2 | 72 | Good |
| 7 | Student 7 | 17,5 | 12,5 | 17,5 | 21 | 4 | 72,5 | Good |
| 8 | Student 8 | 22 | 15,5 | 15,5 | 18,5 | 3 | 74,5 | Good |
| 9 | Student 9 | 27 | 18 | 18 | 21 | 3 | 87 | Excellent |
| 10 | Student 10 | 22,5 | 15,5 | 15 | 14 | 3 | 70 | Good |
| 11 | Student 11 | 25 | 17,5 | 17,5 | 12 | 2 | 74 | Good |
| 12 | Student 12 | 13,5 | 7,5 | 11 | 6 | 2 | 40 | Poor |
| 13 | Student 13 | 26 | 17,5 | 16,5 | 18 | 4 | 82 | Excellent |
| 14 | Student 14 | 22 | 14 | 13,5 | 13 | 3 | 65,5 | Good |
| 15 | Student 15 | 25,5 | 18 | 16,5 | 12,5 | 3,5 | 76 | Good |
| 16 | Student 16 | 28 | 13,5 | 15,5 | 18 | 2,5 | 77,5 | Good |
| 17 | Student 17 | 26,5 | 17,5 | 16,5 | 11 | 3,5 | 75 | Good |
| 18 | Student 18 | 21,5 | 17,5 | 18 | 17 | 3,5 | 77,5 | Good |
| 19 | Student 19 | 15,5 | 13 | 16,5 | 17 | 3 | 65 | Good |
| 20 | Student 20 | 22 | 15 | 15,5 | 17,5 | 3 | 73 | Good |
| 21 | Student 21 | 26,5 | 18 | 15,5 | 16 | 3 | 79 | Good |
| 22 | Student 22 | 27 | 18 | 17,5 | 16 | 4 | 82,5 | Excellent |
| 23 | Student 23 | 25 | 16,5 | 14 | 13,5 | 3 | 72 | Good |
| 24 | Student 24 | 25,5 | 18 | 17,5 | 17 | 3 | 81 | Excellent |
| 25 | Student 25 | 21,5 | 17,5 | 15,5 | 17,5 | 2 | 74 | Good |
| 26 | Student 26 | 23,5 | 16 | 18 | 13,5 | 2,5 | 73,5 | Good |
| 27 | Student 27 | 21,5 | 15 | 14,5 | 18 | 3 | 72 | Good |
| 28 | Student 28 | 26,5 | 17 | 16,5 | 19,5 | 3 | 82,5 | Excellent |
| 29 | Student 29 | 25,5 | 16 | 17,5 | 19,5 | 2,5 | 81 | Excellent |

| | | | | | | | | |
|--------------|------------|-------|-------|-------|-------|------|-------|-----------|
| 30 | Student 30 | 22,5 | 12 | 14,5 | 11 | 3 | 63 | Good |
| 31 | Student 31 | 22 | 16,5 | 17 | 12 | 2,5 | 70 | Good |
| 32 | Student 32 | 26 | 15,5 | 16,5 | 11 | 3 | 72 | Good |
| 33 | Student 33 | 26 | 17,5 | 18 | 11,5 | 3 | 76 | Good |
| 34 | Student 34 | 26,5 | 18 | 16,5 | 16,5 | 3 | 75,5 | Good |
| 35 | Student 35 | 27 | 18 | 17,5 | 17,5 | 4 | 86,5 | Excellent |
| 36 | Student 36 | 17 | 11 | 14,5 | 14,5 | 3 | 62,5 | Good |
| Total | | 846,5 | 571,5 | 583 | 567 | 107 | 2675 | |
| Mean | | 23,51 | 15,87 | 16,19 | 15,75 | 2,97 | 74,30 | |

Based on the table above from the 36 students, the maximum score that was students got was 87. The text that she made shows the thoroughly development of excellent orientation, complication and resolution, and is easy for readers to understand the text. The text is also relevant to the topic, topic sentence and concluding sentences well organized. The student also used effective complex construction of action verb, past tense, sequence words, noun phrase, and adverb. While, the minimum score got by the students was 40. The text did not tell the ending of the story in resolution. The student does not mastery of construction of action verb, past tense, sequence words, noun phrase, and adverb. And the text was not communicated well.

Then, the average student's score in the content (generic structure) is 23,51 (rounded up to 24), it turned out to be on the "Good to Average" scale. For the organization, the average student's score is 15,87 (rounded up to 16), it turned out to be on the "Good to average" then for the vocabulary, the average student's score is 16,19 (rounded down to 16), it turned out to be on the "Good to average" for the language features, the average student's score is 15,75 (rounded up to 16), it turned out to be on the "Good to average" and the last for the mechanics, the average student's score is 2,97 (rounded up to 3), it turned out to be on the "Fair to poor" level. The students made frequent errors of spelling, punctuation, capitalization, and paragraphing. They presented meaning confused or obscured. So, the conclusion we can draw from this writing test is that students do not have any significant difficulties when writing fairy tales but their abilities are a bit low in mechanics.

Discussion

Based on the result above, it was found that the elective English students' ability in writing fairy tales texts was at the "Good" level. The students are in the good category because on average they got the following scores: First, in the aspect of content, the student got the "Good to average" level, which means students are able to write the generic structure in writing fairy tales adequately but lacks of detail, organization is at "Good to average" level which means the students made a text that loosely organized ideas but main ideas stand out and limited support as stated by Weigle.

Next, for vocabulary, the student got "Good to average" level which means they presented adequate amount of fairy tales-related vocabulary and occasional

errors of word/idiom choice, for the aspect of language features, the students also got "Good to average" level which means in general, they used effective but simple construction of action verb, past tense, sequence words, noun phrase, and adverb when write a text.

Meanwhile, in the mechanics aspect, the scores obtained by students were lower than the previous four aspects. The students got "Fair to poor" level which means in general, the elective English students made frequent errors of spelling, punctuation, capitalization and paragraphing and they presented obscured text. So, based on the results of the students' work and after being analyzed, in general according to Weigle's theory, they got a score that ranged from good to average and fair to poor in the mechanics aspect.

There are still limited studies discussing elective English students' abilities. However, so far there is one study that is quite similar, that is Sari's study. She discussed about students' abilities in writing fairy tales using Tangled Cartoon Media. The results showed that 80% of students were able to write with the media well but they had obstacles and were incompetent to write fairy tales due to conveying their ideas and lack of vocabulary mastery. Meanwhile in this research, the students were in the good category but from the five aspects of the assessment, they tended to be less able in terms of mechanics. However, the samples of each research are different. Sari's research used Tangled Cartoon Media and she conducted the research in junior high school. While this research asked students to write their own text by choosing one of the existing topics and the sample was elective English students in senior high school.

Finally, this research has limitation, that the result is segmented because it may not be generalized. This is because it only focuses on the elective English class at SMAN 1 Lareh Sago Halaban along with the characteristics and abilities of its students. So this finding is not expected to be a generalization of the students' ability in writing fairy tales.

CONCLUSION

Based on the findings, it can be concluded that the ability of elective English students in writing fairy tales in the eleven grade of SMAN 1 Lareh Sago Halaban was in a good category based on Harris scale get from the calculation of 36 students who got an average score of 74.30. Each aspect of writing has different categories. For content, organization, vocabulary and language features aspects were in the good to average category. Meanwhile, the mechanics aspect was in the fair to poor category if the score is rounded up. The highest score obtained by students was 87 and the lowest score was 40.

In general, the aspect with the highest score was the organization aspect. Their skill in using the organization aspect was clear when writing fairy tales; only a few students not fluent in organizing the main ideas and completing the sequences of the paragraph in the text. Overall, the students writing still makes sense and is easier to understand not disturbing the readers and writers' communicator. From all aspects and after the scores were calculated, we know that there are 9 students in the excellent category, 26 in the good category and 1 student got the poor category.

Thus, based on the instrumentations it concluded that the ability of elective English students in writing fairy tales in grade eleven are in good ability.

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