

## **Chapter I**

### **Introduction**

#### *Basic Consideration*

All literatures began with the ancient art of storytelling. Our ancestors told that stories purpose to entertain the reader and to comfort the reader to instruct the children about life also to passon their religious and cultural heritage. Storytelling is an integral part in every world and culture. In early times, people did not distinguis literature between adult and children. Children heard and, presumably, enjoyed the same stories as their parents, whether they were the adventurous tales of cultural heroes as retold by Homer in *The Iliad* and *The Odysseyor* the wondrous tales of gods and demons and magic spells and talking animals are found through out the world.

When the researcher read a literary work, whether in the form of novels, plays, poetry and short stories, and so on. In fact they are into enjoy, appreciate, and even evaluate such works. That means they struggle with the characters and characterizations contained in such works. The fictional character is a lot of features on the character and behavior associated with conflict as experienced by humans in real life. Literatures form of a person's thoughts in writing, and make as form of work that is created, writing is thinking that gushing by trough media language, a language that has been describe in writing, words and sentences, other media could have shoppedds the image, melody music, painting or work environment.

The relationship between language with literature it same with the side of the same coin. Both of them in mutual dependence, cannot be separated or stand alone. It support by (Prodopo,1995:2) state literature is the signs of system that has meaning to the medium language. Language itself is not neutral, because before it gets out of the building works of literature, language it has own meaning based on conventions language through that reading is the first level of heuristics.

Essentially learning language and literature at the school aimed to raise awareness of students, teachers, administrators, and principals of the existence of language and literature as a means of communication. Therefore, in order to realize the learning-oriented language and literature of student. So, it's time to innovation that related to the study of learning innovation.

Based on my opinion, study of literature is learning about life. Teaching literature to students seriously, on the other hand, it is not intended that the students become a writer, how they know world widely, because in the literature there is a lot of science, which is not only related to cultural values and morals, but also with the values of religious, social, and others. So it's not just learning literature to learn what and how metaphors, but to learn what and how literature can closely linked with lifes.

In addition, become a language and literature teacher is a great profession, because the subjects include the other areas, such as psychology. However, there are teachers of language and literature who do not know and care about the range of work. One of reason is the lack of reference books and other supporting books that difficult to get.

Regardless of the issue, it is not secret that the teaching of literature in junior and high schools level, the teacher of language and literature instead of their subject teacher's lessons. If those eateries like the literary works, these lessons will surely delight. Otherwise are not a secret, if ultimately literary subjects be missed.

The learning condition and situation at SMP N 4 Passi is sadness, based on my observation, the lack growth of literary subject to students since they child that made they are not interest with literary subject and there is no media that support of teaching learning process.

For schools that rein big cities are very rare things like that, but this issue is often even a lot going on at schools that are in these areas. The harsh reality that should be immediately addressed, that literature is not just a lesson in section of language subject.

There are kinds of literary, and tales are the part of the literary. Tales has been made in design as possible to increase the interest of the children to listen and read literature of this one. Literature application currently in particular schools is less, so the students' understanding of literature is lack, especially the study of literature in form of the English language.

In tale, there are folktale and fairy tales are simple narratives, typically involving supernatural beings or improbable events, settings, or characters, either of folk origin or individually authored in a style reminiscent of the folk tradition. Referring to focus of the preliminary study that interview constructed more about choosing this cases, I had to observe the children who lived in eastern Indonesia,

especially in north Sulawesi and the surrounding areas, is very rare of children who read fairy tales when they were little even it happens to us as well, because the parents have not been open their mind of the importance of fairy tales to increasing the intelligence of children, it is good to read fairy tales to child before they are sleep or take their free time to tell a fairy tale to children, children's Intelligence will evolve by itself. The children also did not get the literary learning at school, so led the students is does not interest to learning about literature. In SMP N 4 Passi the students is never got the lesson about tale entah from their parents or school, so that signs if how they are not had the basic of literature learning. Basically the tale is very useful for the development of children's intelligence.

In fact it is far from expectation. In relation to my experience to interview with the English teacher in SMP N 4 Passi, I found most or all of students had problems in literature and English subject. For example the students still had low motivation in learning literature and English because their do not understand what the meaning about the material and they are really not interesting with literary subject because the teacher still teaches english and literature by using a monotone method. It means that the teacher teaches them just one method for example teacher learning centre caused of the teacher is more active in the class than the students. After that the teacher gives exercise to the students without explanation. Furthermore in these school there is no media that support of teaching learning process. So, I am as a prospective teacher would like to apply the tale in English literature learning.

Fairy tales give the child a power of accurate observation. The habit of re-experiencing, of visualization, which they exercise, increases the ability to see, and is the contribution literature offers to nature study. In childhood acquaintance with the natural objects of everyday life is the central interest and in its turn it furnishes those elements of experience upon which imagination builds. For this reason it is rather remarkable that the story, which is omitted from the Montessori system of education, is perhaps the most valuable means of effecting that sense training, freedom, self-initiated play, repose, poise, and power of reflection, which are foundation stones of its structure.

Talking about tale's function, there are some advantages of tale especially for children, the function of tale to increase the interest read of child, introduce a literature work, improving speaking ability, developing the imagination and creativity, to inculcate moral value and also improving the interest of foreign language. Based on the function of tales I focused on how to teaching literature by using tale.

This study aims to find the learning model of children's literature in the junior high school. I am interested to do research entitles **“Descriptive Study on Teaching English Literature by Using Tale.”**

#### *Problem Statement*

Refers on the explanation above, the problem statement of my research is how is the application of Tale on teaching English Literature.

### *Reasons for choosing the topic*

1. Lack of students' interest towards learning English and literature lesson.
2. Application of tale to attract students to study of literature.

### *The Objective of Study*

The objective of this study to describe the using of tale on teaching English literature.

### *The Scope and Delimitation of Study*

This study focused on how to teaching English literature in using tale. The students need that something new to study of literature. Delimitation of study is used classic fairy tales. The fairy tales that used in this study are Cinderella, Mouse Deer and Crocodile, and Malin Kundang.

### *Significant of study*

I expect that the result of the research will give a beneficial contribution to:

1. Students: The students will interesting with literary subject.
2. Teacher: To improve the quality of learning under taken by teachers especially literary subject and help teachers to overcome the problem of learners in the classroom.
3. Writer: To en chance my knowledge and experience in compiling the results of scientific research and to develop my knowledge in the application of learning methods.