
Innovation in Teaching Writing Folktales, Its Organization and Sentence Structure

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Abstract: The main purpose of learning English is to be able to communicate with other people either orally or written. One of the communication forms is writing. The role of writing is very important in many aspects. Realizing how important writing is, this paper explains innovation in teaching writing folktales, its organization and sentence structure. The purpose of the study is to know the organization and sentence structure in teaching writing at the university students. Students mostly don't pay attention to the sentence structures used in writing. In this study, the writer wants to describe sentence structure to build up a good writing particularly in writing folktales. Some related theories used by the writer to analyse writing. In this study, the writer uses descriptive approach. All the words, phrases, and sentences are described by the writer based on their organization and sentence structure. The analysis of writing is done through collecting, classifying, reducing, selecting, displaying, and concluding some related theory on how to build up an excellent sentence structure. The writer hopes that this study will be able to help the students to make a good writing folktales easily.

Keywords: writing, folktales, sentence structure

1. INTRODUCTION

There are many materials can be used for teaching writing, most of them are printed materials such as books, newspapers, magazines or other printed materials. Folktales which is rich of text and culture of its characters, can be the alternative way of teaching essay writing to college students. It is true that teaching writing sometimes can be very boring both for the teachers and students because the teachers apply the same teaching techniques all the times without improving it at all.

However, some teachers start using folktales in the class to accomplish various instructional objectives such as building background for particular topics or motivating student to write. Folktales can be used as the media of teaching writing. Writing is one of the skills that can be improved through reading folktales. A folktale is often defined as a tale or legend that begins from and is traditional among a people or folk. It is different from myths and legends, and are not based on historical truths. Folktales especially form a part of the oral tradition of the common people. In simpler terms, a folktale is a story that springs from the shared history of a particular

community. This history is then passed down through storytelling – earlier oral, now including print.

Writing an essay can be quite difficult for some students especially if they do not know how to start with. By using folktales, they can get some advantages that will help them in writing an essay. Why using folktales, instead of the real example of writing products such as books, short story or novel. The first reason is that students prefer seeing the pictures than reading. The second is that folktales consist of some chronological events which will help them to write in a good order or chronologically.

It will also help them to construct the outline of their writing. There are some advantages can be gained by using folktales as the media of teaching writing essay, such as the students can learn how to find the topic and also constructing the topic sentences, they can make their own sentence statements from the folktales, they can arrange the chronological events and make the main idea in their writing, and they can also make the conclusion of what they have been read. Fun learning is the other advantages that the students may get in this kind of learning, besides that the students can

distinguish topic sentence, and main idea, and they can practice to make them all then ask them to write a composition based on what they read in the folktales. However, the teacher should be wise in choosing the folktales.

1.1. Essay Writing

The essay is writing that consists of several paragraphs that discuss a topic. The term "essay" comes from the French word, which means to try or trying. The essay is an attempt to communicate the information, opinions or feelings and usually presents an argument about a topic. In this case, the essay is a short article which usually contains the author's opinion on a particular subject. The essay is the description of the author's opinion on a particular subject. Moreover, it is a kind of criticism. What is stated in the essay is more of a personal opinion of the author. According to Indonesian dictionary, essay is a short prose composition that expresses the opinion of the author on a specific subject.

An essay is divided into three parts, namely a basic introduction that contains background information that identifies the subject of discussion and introduction to the subject, the body of the essay that presents all the information about the subject, and the conclusion which gives the conclusion by restating the main idea, a summary of the body of the essay, or add some observations on the subject (Dalman, 2012: 105).

Based on some of the above opinion, it means that the essay is a form of writing that describes the author's opinion about a topic.

(Subject) specific. The essay can be a scientific essay that is objective and subjective nature of literary essays.

1.2. The Structure of Essay

The structure of essay consists of three parts as follows:

1.2.1. Introductory Paragraph

Paragraph first introductory paragraphs is used to initiate an essay, introductory paragraph has four objectives, namely as follows:

- 1) Introduce the topic of the essay
- 2) Provide general background topics
- 3) Provide overall guidance essay plan
- 4) Arouse the reader's interest

1.2.2. Body Paragraph

Body paragraph in the essay is called by stem paragraph which describes submits a thesis

statement in the introduction paragraph. In this case paragraph should be able to answer those questions: who, what, when, where, why, and how. Body paragraph contains about things that will be studied, the data, the interpretation of the topics which is discussed, and concluded, or suggestions about the covered topic. Development of a paragraph in the body of the essay can be done through several techniques, namely:

- 1) Chronological
- 2) The sequence according to the degree of Interest
- 3) Comparison
- 4) Examples or a combination of all three

Each paragraph in the body should be a direct explanation of the thesis. The description in paragraph must be focused and integrated. Information described to be supported by data and facts presented in the form of brief quotations, complete, and objective. In addition, citations should be relevant to the topic, convincing and specific. Quotes can be presented in the form of a summary, synthesis, and critical. Brief quotations meant to be short and clear. Synthesis means an amalgamation quote some facts presented using the author's own sentences. Critical means the quote must be the result of critical reading rewritten by using the author's own language (Dalman, 2012: 109-110).

1.2.3. Concluding Paragraph

The last paragraph of an essay is called by closing paragraph or concluding paragraphs. Concluding paragraph can be obtained by writing a summary of the things that are very important are discussed in paragraph essay or a reaffirmation of what is stated in the thesis sentence with words that are not the same, plus the author's comments on presented subject matter. Essay writing can be said to be good if it meets the essential requirements of essays, which have at least one piece opening paragraph, several paragraphs content or development. In this case, Authors also should pay attention to the things that need to be delivered from the contents of each paragraph of the essay. Thus, writing the essay can be considered as a good essay.

1.3. Sentence structure

In academic writing is considered important as it influences the readability of

writing. Moreover, by using proper sentence structure, it helps readers to understand the text. In academic writing, there are four types of sentences which can be used: (1) the simple sentence, (2) compound sentence, (3) complex sentence, and (4) compound-complex sentence (Byrd and Benson, 2001: 37).

1.4. Simple Sentence

The simple sentence is the basic one to create the other types. Most frequent sentences used in writing are simple sentences. The simple sentence begins with a simple structure of subject-verb-object, or subject-verb- complement (McCrimmon, 1967: 143). To make it more meaningful, then the simple sentence is embedded by additional information through coordination and modification. Coordination refers to the process of combining similar structures/compounds into series (McCrimmon, 1967: 143). For instance, *Technology is a creative process*. Technology is an innovative process. These common sentences can be coordinated as they have the same compound that is adjectives then they become *Technology is creative and innovative process*.

In modification, additional information is embedded in the word which is modified or called as headword. For instance, for the headwords *The boy was found* can be added with the information that the boy had been missing, that he was found in a gravel pit, that the finding occurred late this afternoon, and that he was unharmed then the modified sentence becomes *the missing boy was found unharmed in a gravel pit late this afternoon*. (Mc Crimon, 1968:142).

1.5. Compound Sentence

When two (or more) simple sentences (or independent clauses) are combined by a comma and a coordinating word or by a semicolon, it is then called a compound sentence (Byrd and Benson, 2001: 39). Coordinating words or coordinating conjunctions such as *and, but, or, nor, yet, so* have the function to join equal units (Emery, Kierzek, and Lindblom, 2005: 62). Moreover, in compound sentence, a comma is necessary as it distinguishes whether the coordinating word joins the compound predicate or simple sentences. Let us consider the following sentences:

- a. Technology is a creative and innovative process.
- b. Young children imitate the language sounds around them, and they learn to speak by listening and by repeating.

The coordinating word *and* in sentence (a) joins the complement *a creative process* and *an innovative process*. Moreover, sentence (a) is a simple sentence and thus a comma is not embedded before the coordinating word *and*. Unlike sentence (a) the coordinating word *and* in sentence (b) join two simple sentences *Young children imitate the language sounds around them* and *they learn to speak by listening and by repeating*. Thus, it is necessary to add a comma before the coordinating word.

In addition, in compound sentence, semicolon is embedded when there is no word that ties the simple sentences such *No one was in sight: I was alone in the huge auditorium*. Emery, Kierzek, and Lindblom, 2005:63). Moreover, the transition words such as *therefore, however, nevertheless, moreover, consequently, otherwise, besides, furthermore, and, accordingly* are commonly followed by a comma (ibid). However, to make a sentence less formal, it is usually added by a semicolon and commas within the second clause such as *Your arguments were well presented: we feel, however, that the plan is too expensive*.

1.6. Complex Sentence

A complex sentence is constructed by a subordinate clause and a simple sentence (Byrd and Benson, 2001:45). A subordinate clause cannot stand by itself, thus it is also called as dependent clause. Moreover, a subordinate clause is embedded with subordinating word to introduce the clause and it can be an adverbial clause, a relative clause, or a noun clause (ibid). Subordinating words which are classified to introduce adverbial clauses are *after, although, as, because, before, even though, if, since, unless, until, when, where, where, and while*. Those which are embedded to relative clauses are *that, when, where, which, who, whom, and whose*. Subordinate word *that* can also be used to introduce noun clauses. The followings are the examples sentences which are constructed by different types of subordinate clauses:

- a. When we arrived at the station, we found that the train already left. (Adverbial clause)

- b. This is the book that I bought yesterday.
(Relative clause).
- c. I believe that English is not difficult. (Noun
Clouse)

1.7. Compound Complex Sentence

When a sentence is constructed by two (or more) simple sentences and on (or more dependent clause (s), it refers to compound-complex sentence (Byrd and Benson, 2001: 47). In addition, it is possible when a complex sentence becomes a compound-complex sentence when it is added with a simple sentence as the following examples:

- (a) *When we arrived at the station, we found that the train already left.* (Complex sentence).
- (b) *Because we found that the train already left when we arrived at the station, we decided to take a bus.* (Compound-complex sentence).

Moreover, it is also possible to construct a compound-complex sentence by adding a subordinate clause in a compound sentence as the following examples:

- (a) *Young children imitate the language sounds around them, and they learn to speak by listening and by repeating.* (Compound sentence).
- (b) *When young children acquire the first language, they imitate the language sounds around them, and they learn to speak by listening and by repeating.* (Compound-complex sentence).

To produce sentences which are understandable for readers, a writer should consider four factors that make sentences to be effective: (1) unity, (2) economy, (3) emphasis, and (4) variety (McCrimmon, 1967: 151-160). Unity refers to logical relation that makes the sentences as a whole. A sentence is considered economy when the number of words meets the amount of meaning conveyed. A short sentence does not mean uneconomic if it states the meaning clearly. Then, emphasis is related with purpose and styles. Emphasis deals with unity and economy since both affect emphasis. Regarding variety in sentence structures, it is more effective if a writer uses varied sentences with varied lengths and patterns to avoid producing monotonous paragraphs.

1.8. Unity and Coherence

Coherence is a neat arrangement reality and ideas, facts, and ideas into a logical thread so it is easy to understand the message they relate. There are some coherence markers used in this study.

According to Zeemach and Lisa, unity in building a single paragraph means that all the ideas must have the relation to a single topic. There is no sentence which is out of topic. On the other hand, the unity to make an essay means that the all of ideas in the whole writing should have the relation to the thesis statement stated at the end of first paragraph, while the supporting sentences in the body must have the relation to the topic sentence (2005:78). Coherence of the writing means that the all of ideas stated by the authors are arranged in a logic way, so the ideas are clear and easy to understand by the readers (2005:82).

2. FOLKTALES IN WRITING

Students tend to enjoy and interest writing and do a better job on assignments when they know the topic. Folktales is essentially about the story, students already have a large amount of background information and a huge interest in the topic. Students will be using their own lives as the topic of their papers. Issues such as race, ethnicity, gender, class, and social justice will be highly prevalent in the students' writing and discussions allowing them to look not only at how their perspective is influenced by folktales, but how folktales has influenced their classmate's perspectives as well.

Class Specification: It is especially interesting when used in a culturally diverse classroom where several diverse cultural viewpoints will be expressed that would not be present in a non-diverse classroom. Activities that should be done by the students like demonstrate a narrative including description of events from direct experience or observation. Then using of relevant detail and figurative language to create an image of setting, characters, and events. Making dialogue between characters; and sequencing of events or ideas leading to a logical ending and gives a rationale that includes reasons to support or oppose the opinion; uses evidence to support the idea; and has correct spelling and

mechanics. By the end of the teaching and learning process students learned.

- a. The influence of folktales taken perspectives.
- b. The role of folktales in different cultures.
- c. Critical analyses of how and why people do things.
- d. Techniques for response to group members' writing, using positive feedback.
- e. The use of the library and Internet as resources

The following is the steps in teaching writing using Folktales in the classroom:

1. Create different versions: Take a popular folktale and find out how many different versions of it exist. Once the folktale has been read out, encourage the class to come up with their own versions.
2. Explore new words and objects: Highlight words and objects from the folktale that may be new to the class. If a story mentions a bullock cart, bring pictures to the class.
3. Plan a presentation: Divide the class into groups and ask them to read the folktale. Tell students to think about the main idea of the story, the values hidden in it, the main characters etc. Encourage them to put up a presentation based on their answers.

Folktales are a rich treasure trove of history. They provide insights into the workings of a community and answer questions about their life, their values, their beliefs, and most importantly its collective conscious.

3. CONCLUSION

Writing is not an easy things to do, particularly writing an essay. The writer needs some innovations and practices more and more to get good essay writing. Some aspects must be paid attention such as the structure of essay involving thesis statement, introductory paragraph, body, concluding paragraph, and sentence structure in order to get good unity and coherence. When ideas are organized in a chronological order and the readers are easy to understand the content of writing, it means that the essay has a good coherence. In addition, when all ideas in the whole essay are related each other's especially to the thesis statement, it means that the essay has a good unity. Teaching writing by using folktales is an alternative way to improve the writing skill.

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