Using Tenggerese Oral Folktales for Teaching Paragraph Writing: How Good Are the Students' Composition?

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Abstract: Indonesia is a nation that is rich in cultural artifacts. One of the cultural artifacts is the oral literature which is spread across the archipelago. This study is intended to describe the use of documented local Indonesian oral folktales applied for a paragraph writing class. The oral literature chosen was the Tenggerese oral literature in Pasuruan, East Java, Indonesia. The study used a mixed-method design. The subjects of the study were 46 students of the English Education Study Program who joined a paragraph writing class in Universitas PGRI Wiranegara, Pasuruan. The students' writing was assessed by using a primary trait scoring rubric. The result shows that 98% of the students were able to make a topic sentence that shows comparison and contrast paragraphs. Although most of the students were able to make comparison and contrast paragraphs (83%), half of them were still unable to develop the ideas in the paragraph well (52%). The probable causes identified were first, the students were not given enough chance to revise and edit their composition, and secondly, the documented local oral literature lacked details in its story development. Yet, the study implies that local oral folklores have a chance to be used as one of the teaching materials for skill courses.

Keywords: oral folktales, paragraph, writing

INTRODUCTION

In recent years, the use of literature in language classes has attracted much attention among researchers and practitioners. Despite the debate among practitioners about what, how, and why literature is used in the language classroom (Hişmanoğlu, 2005), discussions about the benefits of literature for language learners continue. There are several benefits literature can give when it is used in the language classroom. Firstly, literature can become a very useful material to train learners' four language skills and increase cultural awareness and social understanding (Hişmanoğlu, 2005; Keshavarzi, 2012; Sukmawan & Setyowati, 2017, Setyowati & Sukmawan, 2018). Secondly, literary works are authentic because their creation is not meant for teaching purposes. The authenticity of literary materials can be seen in the use of words and phrases to express feelings in their context (Hişmanoğlu, 2005; Khatib et al., 2011; Setyowati, 2017). Thirdly, literature also offers personal involvement (Hişmanoğlu, 2005) as students can do some self-reflection concerning the values found.

Western literature in prose and poems are widely popular in its use for Foreign Language (FL) teaching. Some studies can be found exploring and investigating the use of literature for language teaching. Firstly, Setyowati and Samsu (2015) explore the use of Western children's literature for learning academic writing. They use children's literature for teaching academic writing, namely *The Giving Tree* by Shell Silverstein, and Aesop fables. Sukmawan et al. (2015) also explore the use of mini fictions for writing expository text developed by comparison and contrast through the use of *The Little Match Seller.* In their paper, the students were asked to watch the movie version of The *Little Match Seller* and read the original version of the story. Then, the students compared and contrasted the movie version and the original version of the story. Unfortunately, the study did not reveal the results of the use the fiction on the students' writing performance. Another study is also found exploring the use of Western literature for teaching reading and its generic structure and lexico-grammatical structure (Lwin, 2015), such as *The Little Red Riding Hood*, and the Aesop Fables.

Even though most discussions have been devoted to the use of literature in language teaching, very scarce research is found in investigating in what way literature is beneficial to language learners, especially in their learning of writing. Some research, however, is found investigating the use of literature for teaching writing. The first research is conducted by Setyowati (2016) who investigates the use of fiction for writing opinion essays by using the English literary text *The Lady or The Tiger.* The result of the study shows that even though the students were not able to develop the ideas well, the use of fiction enables the student-writers to make a thesis statement for their opinion essays. The second study is conducted by Sukmawan et al. (2015) which investigates

how flash fiction helps English language learners to write argumentative essays. The result of the study shows that in general, the students were able to make argumentative essays quite well, although they still have difficulties in making refutations by using flash fiction. Newer research has shown that literature is effective to improve students' writing performance Setyowati et al. (2021).

The use of other types of literary genres, in this case, oral literature, that originally comes from the learners' native context, has not touched the interest of researchers. Indonesia is a country that is rich in oral literature as the islands and tribes are spread across the archipelago. Each tribe in Indonesia has its unique oral literature. Oral literature itself is a type of literature that is passed down from generation to generation by word of mouth. One form of oral literature is traditional stories which are narrated orally that can take many genres, such as myths, legends, and folktales. These traditional stories originated from oral-storytelling traditions of a particular society in which they become the means of passing the religious beliefs, customs, history, values, lifestyle held sacred from generation to generation (Reese, 2007). As a result, the younger generation has not only to gain entertainment but also knowledge about life. Moreover, much oral literature contains environmental wisdom which implicitly states that there is a close connection between man, nature, local knowledge, and oral literature itself (Butterfield, 1993; Teorey, 2010).

This present study is intended to describe the use of native Indonesian folktales for teaching expository paragraphs. The native folktales chosen was the Tenggerese folktales. Tengger is the name of a mountain in East Java situated near Bromo mountain. The people of Tengger are the indigenous people who still hold Hinduism beliefs although they are Javanese. Hefner (1985) calls the people as Hindu-Javanese. There are several reasons why the researchers use Tenggerese folktales. Firstly, as a part of verbal folklore, Tenggerese folktales contain environmental ethics which means many of the values found in Tenggerese folklore obtain environmental awareness and environmental wisdom (Sukmawan & Nurmansyah, 2012). This being the case, the use of Tenggerese folktales will be beneficial not only for learning a language but also for learning environmental values. Secondly, Tenggerese folktales describe the history of Tengger people and the origins behind the naming of places in Tengger area (Sukmawan et al., 2017).

Gaining knowledge about the history of one's place is beneficial for the students because they will have a sense of belonging to their homeland. This will result in the appreciation and the responsibility to maintain their cultural identity and natural surroundings. And thirdly, the use of native folktales might enhance personal involvement in learning. The personal involvement does not only relate to the messages they can learn from the tales but also the familiarity of the places they see and visit in daily life as told in the tales.

This study is intended to investigate in what way Tenggerese native folktales help learners to write expository paragraphs developed by comparison and contrast organization. One main research question in this study is posed as follows: "How is the overall students' ability in writing comparison and contrast paragraphs by using local folktales?". The main research question is then specified into the following research objectives to investigate 1) kind of local folktales which are appropriately used for teaching comparison and contrast paragraphs; 2) the student's ability in making a topic sentence that shows a comparison and contrast paragraph; 3) the student's ability in providing details and examples to support the topic sentence; 4) the number of the sentences the students are able to make in developing an expository paragraph developed by comparison and contrast by using Indonesian oral literature; and 4) the student's ability in using acceptable language that shows comparison and contrast ideas.

Every culture in any part of the world has its oral tradition. In the oral tradition, storytelling becomes an important way of transmitting information. One type of oral tradition is a folktale. Folktale is a term usually used to describe traditional stories which are transmitted orally (Widdowson, 2009). According to Leimbgruber (2010), folktales can serve as a cultural transmitter. The students who study their folklore can transmit their own culture to others which the same case happens when they read folklore from other cultures. Furthermore, the reflection of moral codes, values, and socio-cultural understanding can also be learned from folklore (Hourani, 2015). Thus, Lwin (2015) argues that most folktales have universal themes which apply to all humanity. The folktales usually touch on daily life's themes such as kindness, honesty, greed, arrogance, friendship, love, generosity, and so forth.

Nowadays, with the development of writing systems and technologies, many folktales have been documented. On the internet, people can find different kinds of folktales from other countries which are mostly downloadable. Within the Indonesian context, many folktales have become so popular that make them memorable, for example, the origins of Lake *Toba, Roro Jonggrang, Timun Mas, Malin Kundang,* and *Ande-Ande Lumut*. These folktales belong to Sumatran and Javanese tales which contain religious, individual, and social values and make them appropriate for young learners' development (Kaltsum & Utami, 2015). Many Indonesian folktales have been documented in printed form. One of them is a book entitled *Dongeng dan Cerita Rakyat Nusantara* (Siregar, 2015). In the book, there are 60 Indonesian folklores from 16 Indonesian provinces published by Skylar Books. Recent research conducted by Sukmawan and Setyowati (2017) shows that some folktales documented in *Dongeng dan Cerita Rakyat Nusantara* contain environmental messages either literally

or symbolically. The result of the study also shows that these folktales are appropriate and applicable for language classes as long as they are planned carefully. Sukmawan and Lestari (2017) further suggest that the use of folktales with environmental messages can help students to raise their awareness of environmental problems and trigger their appreciation of nature.

Before producing an essay, one needs to write a paragraph. A paragraph is a collection of related sentences that discusses one single idea which usually consists of six to twelve sentences (Zemach & Islam, 2004; Oshima & Hogue, 2006). The purpose of the paragraph can vary. It can give an opinion, give information, explain something, and tell stories. According to Oshima and Hogue (2006), a paragraph has a structure, namely a topic sentence, supporting sentences, and a concluding sentence. The topic sentence has one central idea to be developed in the body of the paragraph through the provision of details and explanations (Zemach & Islam, 2004). As stated by Oshima & Hogue (2006), the most important sentence in the paragraph is the topic sentence because it briefly explains the topic of the discussion. Without the topic sentence, the writer would lose the structure of the paragraph and lose the points of the discussion. Thus, to write a good paragraph, the writer must have a topic sentence.

A paragraph can be organized in many ways. It can be organized by using illustrations, examples, cause and effect, and comparison and contrast (Delmendo, 2006). The comparison and contrast organization enables the writer to explain the similarities and differences between two things (Oshima & Hogue, 2006). To connect ideas in comparison and contrast paragraphs, the connectors usually are*, however, but,* and *whereas.* Zemach and Islam (2004) & Oshima and Hogue (2006) suggest two ways to organize the paragraph, firstly by using the block style and the point-by-point style. In the block style, the writer talks about the first subject, then followed by the second subject, while in the point-by-point style, the writer uses several points of comparison, then explains each similarity and difference point-by-point.

METHODS

This research uses a mixed-method design. The researchers combined the qualitative data and the quantitative data (Cresswell, 2012). Firstly, the researchers did observation and interviews about the oral folklores, then developed a performance writing test for the students. The data from the interviews were documented and transcribed for the teaching materials, then the writing test was set up to find out the student's ability in writing a comparison and contrast paragraph. The participants of the study were the students who joined a paragraph writing class in their second year of study in the English Education study program of the Faculty of Psychology and Pedagogy, University of PGRI Wiranegara. In total, forty-six students participated in the study. The main instrument used was the documentation of students' writing. The learning material was Indonesian oral literature, more specifically Tenggerese oral literature. Since much of oral literature has already been familiar to the students and can be easily accessed from textbooks and the internet, the researchers decided to use the unfamiliar oral literature that talks about local legends.

The data collection took several stages. Firstly, the researcher and the writing instructor decided on the learning objectives and set up the teaching scenario. During the implementation of the teaching scenario, the writing instructor taught the students how to make a topic sentence for comparison and contrast paragraphs. After that, the students practiced making sentences by using connectors that show comparison and contrast ideas. The next step was reading the Tenggerese folktales which have been transcribed by the researcher. In pairs, the students then did some pre-writing activities, such as discussing the stories and filling out the comparison and contrast diagram. Finally, the students translated the plan into a paragraph individually.

Simple codification techniques and assessment to rate the students' composition were prepared to ease the researchers to analyze the data. The students' paragraph was rated by using an analytical scoring rubric for comparison and contrast. There were four criteria for the assessment, firstly the students' writing was rated based on their ability in stating the purpose of the composition reflected in the topic sentence that shows comparison and contrast. The second criterium was the provision of details and examples based on the text. The third criterion was the length of the paragraph reflected in the number of sentences the students made. And the last criterium was the language use, in terms of tenses, mechanics, and sentence connectors. The maximum score of each criterion is four. Therefore, the highest score the students can get is sixteen. To get score conversion, the total score is divided by the maximum score and then multiplied by one hundred. To find out the student's overall ability in writing, the scores were then converted by using the institution standard. The conversion helps the researcher to determine whether the students were in the category of *excellent, very good, good, poor,* and *fail.*

RESULT AND DISCUSSION

The main research problem under the study mainly deals with how far the student's ability in writing comparison and contrast paragraphs by using native folktales. What makes this study distinct is that the native

folktales used in the present study are not familiar to the students, have never been documented before, and come from the local region known by the students.

The Local Folktales

The researchers conducted some interviews with the elders of Tosari and Ngadiwono villages living in the Tengger mountains in East Java to investigate their local legends which were passed orally from generation to generation. The result of the interview resulted in the origins of the naming of villages in Tosari and Ngadiwono. The local legends were told in *Bahasa Indonesia* by the sources, but then they were transcribed into English to teach EFL writing skills. The oral literature of Tosari and Ngadiwono then was used as the learning materials for a paragraph writing class.

Both legends share similarities and differences. The similarities lay in the theme of the story, that is the naming of both places and the nature of the characters (old people with gifts). Another similarity is the content of the story in which both talk about the origin of the spring in the villages which then becomes the name of the villages. On the other hand, the differences lay in the name of the characters, the family, and the cause of the naming of the places. The character from the Legend of Ngadiwono lived with his Buffalo (*Eyang Tanggul*), while the character of the Legend of Tosari lived with his children (*Mbah Jingkati).*

The Students' Overall Ability in Writing Comparison and Contrast Paragraphs by Using Local Legend

To find out the student's overall ability in writing comparison and contrast paragraphs, the researchers used an analytical scoring rubric developed by the writing lecturer to score the students' composition. The items in the scoring rubric cover the purpose, organization (examples and details), several sentences in one paragraph, and language used. Each of these items scores 4 for the highest, and 1 for the lowest. The highest score would be 16, and the lowest would be 4. The scores are then converted into the institutional standard to decide the category of the student's grades.
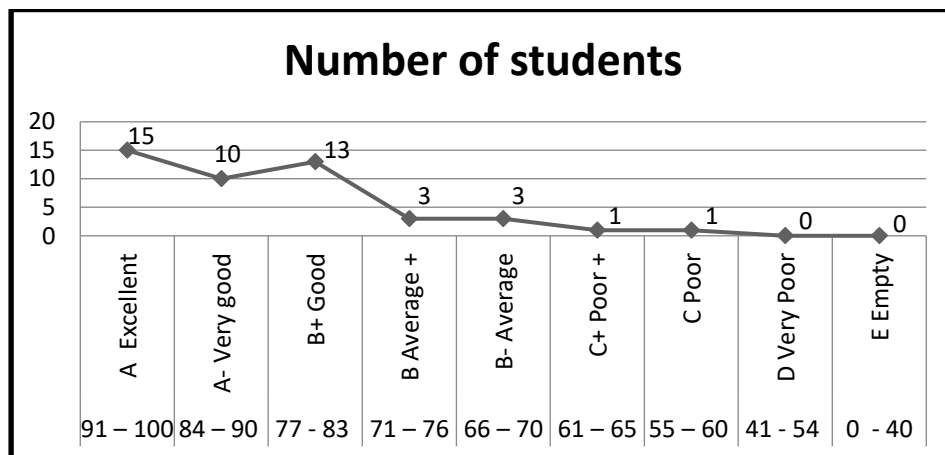

Figure 1. The Overall Students' Ability

Figure 1 shows the distribution of the overall students' ability in writing a comparison and contrast paragraph by using local folktales. The data reveals that 15 students score 94 (grade A), 10 students score 88 (Grade A-), 13 students score 81 (Grade B+), 3 students score 75, 3 students score 69, 1 student scores 63, and 1 student scores 56. In sum, the majority of the students fall in the "good" category (83%), 13 % of the students fall in the "average" category, and 4 % fall in the "poor" category.

The Students' Ability in Making Topic Sentences

To answer the first research problem, the researchers analyzed the students' writing and identified whether the students were able to make a topic sentence that showed comparison and contrast ideas.

Table 1. Topic Sentence

Weight	Criteria	Number of students	Percentage
4	The Topic sentence shows similarities and differences between the object/subject compared	45	98 %
3	The Topic sentence states similarities only or shows differences only	1	2%
2	The topic sentence does not show a comparison and contrast idea	0	0
1	No topic sentence	0	0
	Total	46	100%

Based on the scoring rubric, none of the students mostly fall in the category 1 and 2. And almost all of the students were able to state the topic sentence that shows a comparison and contrast paragraph (98%), while only 1 student was unable to state the topic sentence that shows differences as it only shows similarities. The topic sentences from the students' compositions are shown in the following examples.

Excerpt 1 Topic sentences
After reading the story of the origins of Ngadiwono and Tosari, there are three differences and 2 (two) similarities that can be found. (Sav/055/B)
After reading the stories of Ngadiwono and Tosari there are four differences that can be found. (Maya/049/B)
After reading the legends of Ngadiwono and Tosari, five similarities can be found (Miya/034/B)
After reading the origins of Ngadiwono and Tosari, there are four similarities and five differences that can be found. (Dina/ 032/B)

The purpose of the composition is usually stated in the topic sentence, whether it is to describe, to tell a story, to present an argument, or to explain something, such as to compare and contrast two things. Most of the students' composition has a topic sentence that shows a comparison and contrast of the origins of villages, in this case, the origins of Ngadiwono village, and the origins of Tosari village.

Table 2. Details

Weight	Criteria	Number of students	Percentage
4	The similarities and differences are shown by specific details and explanations	18	38%
3	The similarities and differences details are shown but no further explanation and elaboration	24	52%
2	Only details of the similarities or the differences are shown (either one of them), and no further explanation	4	9%
1	Details are not clear and no explanation	0	0%
	Total	46	100%

The second research problem deals with the students' ability to provide details from the text they read. Table 2 shows that more than half of the students were able to provide details and examples from the text. Not only giving details, but the students were also able to give some elaborations and reasons for the details they wrote (38%). The data also shows that 24 students were able to give details, but no further elaboration about them (52%). Four students were found to write details either only for similarities or differences with no further explanation.

Excerpt 2. Student's paragraph
After reading the story of the origins of Ngadiwono and Tosari, there are 3 (three) differences and 2 (two) similarities that can be found. The first difference is the characters in the texts. The Origins of Ngadiwono tells about an old man, Eyang Tanggul, who lived with his buffalo, he was a breeder and very curious about everything, but the story of the Origins of Tosari tells about an old man, Mbah Jingkat (Mbah Wiryosari), who lived with his family, three sons named Sumendung, Supanjang Joko Untung and his daughter, named Putri Sejati…………..(Sav, 055/B)

In the excerpt of the composition, as shown above, the student gives specific details about the topic discussed. She elaborates the explanation by giving details about the name of the characters in the story, and with whom they lived.

The Number of sentences in a paragraph
The third research problem deals with the number of related sentences in one paragraph. The number of the sentences which were counted was only the relevant sentences appropriate to the topic discussed.

Table 3. Number of related sentences

Weight	Criteria	Number of students	Percentage
4	>11 sentences	12	26 %
3	7–10 sentence	29	63%
2	3-6 sentences	4	9%
1	1-3 sentences	1	2%
	Total	46	100%

The result of the study shows that the majority of the students were able to write seven to ten sentences in one paragraph (63%) while only 12 of them (26%) were able to write more than eleven sentences. Surprisingly, five students were only able to write less than six sentences in one paragraph.

The Language Use

The fourth research questions deal with the students' ability in writing comparison and contrast paragraphs by using acceptable grammar, mechanics, and connectors that show comparison and contrast ideas.

Table 4. The Language Use

Weight	Criteria	F	%
4	Very few errors in grammar and mechanics, connectors for comparison contrast sentences are used in the composition (and, but, while, however)	8	17
3	Some errors in grammar and mechanics, connectors for comparison and contrast sentences are used in the composition	28	61
2	Many errors in grammar and mechanics, minimum use of connectors.	10	22
1	No connectors, many errors in grammar, and mechanic	0	0
	N	46	100%

The data shows that only 17% of the students made very few errors in their writing while more than half of them made some errors in grammar, mechanics, and sentence connectors (61%). The errors the students made were mostly the use of articles *a, an,* the*,* and countable and countable noun*.* And the rest of the 22% of the students still made many errors in grammar and mechanics.   This shows that none of the students' essays are free from error, yet their language is still within the acceptable level of usage.

In recent years, language teachers have applied literature to their language classes. It is used for teaching integrated skills (Erkaya, 2005; Rahman, 2019), but most literature is used for teaching reading (da Silva 2001; Sariçoban & Küçükoğlu, 2011; Khatib & Nasrollahi, 2012; Chen, 2014). Some also have used it for teaching writing (Arif, 2010; Sukmawan et al., 2015; Setyowati & Sukmawan, 2015; Setyowati & Samsu, 2015; Setyowati, 2016; Sajeevlal, 2017). All those previous studies use documented literature which mostly uses western literature written by famous writers. The use of documented oral literature for the teaching and learning process is relatively new in English Language Teaching (ELT) classes.

After the researchers documented the oral literature in the Tengger Mountains area, it was then used for teaching paragraph writing in the classroom. The result of the study shows that the majority of the students (83%) were able to write expository paragraphs developed by comparison and contrast. The students were also able to make a topic sentence that shows comparison and contrast ideas (98%). Although the students' ability was good, they were making errors in the composition (61%) in articles *a, an, and* countable and uncountable nouns. The students were also unable to develop the ideas well shown by the lack of elaboration and explanation (52%) and the number of sentences they produced in one paragraph (63%). Overall, the result of this study is similar to Setyowati (2016) in whose research the use of stories enables the students to write a short essay although they are not able to develop the idea well.

There are several possible causes why the result of the research did not reach the expected outcome. Firstly, the student's inability to elaborate on their composition and develop their ideas are probably caused by the lack of time to revise and edit their composition. In this research, the students were given some time to pre-write their writing and plan what they wanted to write through the use of a comparison and contrast Venn diagram. Pre-writing itself is an important part of writing process. Eliwarti and Maarof's (2017) research show that the majority of students thought pre-writing was helpful since it allowed them to gather and organize their ideas. In this present study, after filling out the diagram, the students translated their plan into a composition and submitted it directly when they had finished the task. As a result of the not fully implemented stages of the writing process, the students were not able to improve their writing as expected. Revision, as a part of the writing process, is as important as other stages of writing. During revision, the students can make changes in their writing, ranging from surface changes to diction (Nakanishi, 2007) or even expand the content of the composition through the addition of details. Research reveals that revision has an important role in writing (Beach, 1976; Sommers, 1980; Shibani et al., 2018; Conijn et al., 2022). It influences the quality of the student's writing (Nakanishi, 2007). Nakanishi (2007) stated that further states that the writing instructor should give feedback to improve their draft, either in the form of peer feedback or teacher feedback. Thus, Nakanishi (2007) believes that giving more opportunities for the students to revise and edit enables them to improve the quality of their compositions. Because there were so many processes involved in revising, it was never easy for the students (Suprapto et al., 2022). Taken into this study, if only the students had been given more time to revise and edit their writing, as well as providing them with feedback, the result of this present study might have been different.

Secondly, even though the students met the expectations of writing a paragraph in 6-11 sentences, having them able to write more than 12 sentences in one paragraph is preferable. In this study, more than half of the students were able to make short paragraph comprises only 7-11 sentences. The probable cause might be the students' difficulty of expressing ideas in English. As stated by Sasmita and Setyowati (2021), expressing ideas in writing is a typical problem faced by the beginner writers. The expressing ideas challenge might have something to do with the language and vocabulary issue. Ramadhani (2021) asserts that students' limited vocabulary and lack of teacher feedback contribute to their writing errors. Therefore, one way of helping the students write more is to help them with the vocabulary needed to develop ideas and provide constructive feedback.

Thirdly, many students still made mistakes errors in grammar. The result of this study is similar to Alharbi (2019), who investigates how challenging it is for students to write an effective paragraph for academic writing in the Saudi EFL context. The findings indicate that mechanics (spelling and punctuation), grammar, topic sentences, and supporting sentences are the most common issues students run into when writing academic papers. Similarly, in Indonesian EFL context, grammar is one of the problems commonly faced by learners (Sasmita & Setyowati, 2021). One way of helping to improve the quality of the students' grammar is by introducing the *Grammarly* application. According to Parra and Calero (2019), the development of writing skills with the use of recent computer applications has drawn significant attention in the study of writing in English as a Foreign Language. The lecturer can train the students to check their own errors and fix them by using the *Grammarly* software. This being the case, the writing lecturer can shift her intention to the idea development, instead of the language use. According to Parra and Calero's (2019) study, utilizing an automatic writing evaluation tool like Grammarly can help students write better than not using one. Similarly, Setyowati et al. (2022) also found out that the students had favorable feelings about utilizing writing tools, and they believed that apps like Grammarly helped them produce better essays.

Fourthly, along with developing their knowledge and writing abilities, students who learn to write by drawing on folklore and local wisdom also gain an understanding of and appreciation for the cultures present across the archipelago (Hastuti et al., 2022), have more vocabulary (Suryadi et al., 2022), as well as improved creativity and imagination (Darihastining, 2018). Unfortunately, the local oral literature used in this study lacked details and elaboration itself. The local legends used were originally narrated in the Javanese language, then translated into Bahasa Indonesia, before finally translated into English. Because the stories had undergone several stages of translation, many of the details were missing. Some missing details perhaps caused by oral literature which is mostly told only by general points, less artistic worth (Kadarisman, 1999), situational (the concept of the story is typical to the particular society and less abstract) (Ong, 1982), simple, and in repetitive style (Sukatman, 2009). Because the oral literature was simple and flat, the students probably had difficulties elaborating and generate ideas for more details in their compositions. Unlike the documented folktales found in textbooks, such as *Ande-Ande Lumut, Roro Jonggrang, the Origin of Lake Toba,* etc, the local folktales used in the present study lacked some elements of fiction, such as character development and complication. If only the local narrations which had been translated into English were developed by the researchers in terms of plot, characters, and setting, the students were probably able to make better writing.

All in all, the use of native oral literature for teaching language skills is quite beneficial for language learners. Aside from the academic aspects, native folktales offer the learners with knowledge about their cultural values, life values, and cultural identity. This knowledge can help them to respect, love, care for, and protect their community and environment. The result of the study also implies that local folktales have a great chance to be used as one of the learning sources for teaching language skills. This research, however, has some weaknesses. Firstly, the result of this research does not explore the students' feelings when they wrote a paragraph by using documented oral literature. Exploring the students' views, emotions, and difficulties when using documented local oral literature will give some information to the teacher and material developer about the type of stories/myth/legends from the oral tradition which is applicable for paragraph writing instructional materials. Secondly, the result of this research does not give information about the cause-effect relationship. Thus, the result of this study cannot be used as a generalization as it applies only to the subjects under study. To find out whether documented oral literature either written in English or the native language can improve the students' writing performance, future researchers need to conduct an experimental study to address the topic. And finally, the result of this study does not explore in detail the students' problems in language use. Future researchers need to apply the error analysis in second language acquisition theory to find out the students' linguistic problems. Having some information about the students' linguistic problems enables the teacher to provide help and appropriate feedback to improve the students' linguistic competence.

CONCLUSION

Based on the result of the study, it can be concluded that local oral literature can be utilized for teaching

paragraph writing. Although most of the students were able to make comparison and contrast paragraphs (83%), half of them were still unable to develop the ideas well (52%). The probable causes identified were first, the students were not given enough chance to revise and edit their composition, and secondly, the local oral literature used lacked details. The result of the study implies that the writing teachers/ lecturer who wishes to use local oral literature for their teaching materials should find texts which have sufficient details, in terms of the plot characters, development, and setting. Additionally, during the writing process, the students should be given enough time to revise and edit their compositions as well as provide them with feedback, either content feedback or language feedback, or a combination of both. Secondly, future research needs to be devoted to the exploration of cultural wealth, especially in oral tradition. Within the Indonesian context, the oral traditions are richly found and spread across the archipelago. One of the expected results of the exploration of oral tradition is the documentation of oral literature or folktales. In short, documented folktales/oral literature can be used as one of the alternative teaching materials to learn to write an expository text and to cultivate one's pride in local identity and culture.

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