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# Students' Capabilities in Determining the Theme of Bugis Folklore Texts with Intrinsic Elements Approach

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## ABSTRACT

This study aims to describe the ability to determine the theme of Bugis folklore. Based on the table data, it can be concluded that the highest score obtained by students on the ability to understand the theme of intrinsic elements in the story text La Maddukkelleng is 4 and gets a score of 100 while the lowest score obtained by students is 2 so that they get a value of 50. The research design used in this research is a descriptive quantitative research design. The population of this research is the entire class VIII SMP, totaling 81 students and divided into four classes. Based on the results of this study, it was found that the Ability to Understand Intrinsic Elements in Bugis folklore texts with seven assessment indicators found the level of ability in the theme aspect was categorized as capable as much as 75% who got a score of 75-100.

**Keywords:** Capabilities, Themes, Folklore, Bugis, Intrinsic.

## INTRODUCTION

good and correct Indonesian in oral and written communication. These four skills are also useful in carrying out social interactions in society in general and in school life in particular. In addition, these skills have been included in the school curriculum as a subject.

The birth of a literary work is to be enjoyed by the reader. To be able to enjoy a literary work seriously and well, knowledge of literature is needed. Without sufficient knowledge, enjoyment of a literary work will only be superficial and cursory due to a lack of proper understanding. Previously, everyone should know what is meant by literary works. Literature is not a science. Literature is an art, in which many elements of humanity are included, especially feelings, making it difficult to apply it to scientific methods. Feelings, enthusiasm, beliefs, beliefs as elements of literary works are difficult to define. Literature is a tool for teaching, manuals, instruction books or teaching, for example silpasastra, architecture books; kamasastra 'a guide to the art of love' (Teeuw, 1988:

According to Pratt's formulation in Teeuw (1988:95) literary works are context-dependent speech events, speech events that depend on context: before we can successfully read a literary work we must have been mentally prepared, must know, through various social

conventions that we are facing challenges. Works which in our society are considered literature, are classified in the category of typical language use. Literary works are beautiful, good, and quality essays. The beauty is determined by the content contained in the essay or

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language composed, not determined by the beautiful language (Surana, 2001: 1).

Based on the definition of literary works above, it can be concluded that literary works are beautiful works expressed through beautiful language. Emotive theory is a theory that assumes that literary works are basically present from the depths of the author's emotions. Thus, in reading literary texts, the reader must also have a depth of feeling or emotion so that there is a link between something described by the author and the response that the reader has (Aminuddin, 2004: 57).

According to the general view, reading and writing activities have a positive relationship. Reading can be used to build concepts, develop vocabulary, provide knowledge, add to the process of personal enrichment, develop intellectuality, help understand and understand other people's problems, develop self-concept, and as a pleasure. Reading is the only way to absorb and interpret written information. Thus it can be concluded that reading activities are very useful for developing one's insight.

According to Tampubolon, (1991: 45), the habit of reading is a reading activity that has been ingrained in a person. Many factors affect a person's reading habits. Daryono (2009: 13) reveals several factors that influence a person's reading habits, including: (1) the education curriculum and learning system in schools; (2) the habits of the local community; (3) means of reading materials; (4) family environment; (5) motivation and interest in reading; and (6) socio-economic life. Cultivating the habit of reading must start from the family environment. The role of parents is very important in fostering a love of reading in their children. Reading that is accustomed from an early age, over time will become a necessity. Reading habits are also able to explore children's talents and potentials, stimulate reasoning and train concentration (Irawan, 2010).

Folklore is a story that is basically conveyed orally. The story characters or events that are disclosed are considered to have happened in the past or are creations or recordings that are merely driven by the desire to convey a certain message or mandate, or are an attempt by members of the public to provide or obtain entertainment or as solace. Folklore is a shared wealth that was born on the urge to communicate with each other. In folk literature or oral literature, various linguistic creativity are revealed to realize the values that exist in society. Oral literature or folklore in Indonesia can be in the form of fairy tales, saga, epics, myths, and so on (Sampe, 2021).

## **METHODS**

The research design used in this research is a descriptive quantitative research design. The population of this study were all eighth grade students of SMP Negeri 1 Sabbangparu, Wajo Regency, totaling 81 students and divided into four classes. In this study, a sample of 68 students was determined, because the population was not up to 100 students, so all the population was used as the research sample. To collect data for this research, the text of the story *La Maddukkelleng* based on essay questions was used. The data that has been collected was analyzed using descriptive statistical techniques which were processed using the help of MS. Excel.

## **RESULTS AND DISCUSSION**

All literary works have literary components or elements such as folklore. An important element of folklore is that the subject matter is the subject of the story, which continues to be discussed throughout the story. The theme seems to color the story from cover to cover. The author himself does not mention the background or theme of the story, but you can find out by reading the whole story. In other words, the subject or starting point of the story is usually implied and not spoken. The theme is the idea that underlies the story and also serves as a starting point for explaining the novel work created by the author. Theme as "the meaning of the story that explains most of its elements simply".

It is determined that there is an author's idea or problem, and that is followed by a problem-solving method. Folklore, which is used as an object, is basically a verbal story. The characters in the stories and events that are revealed are believed to have happened in the past, are mere creations or records driven by a desire to convey a certain message or mission, or are provided or provided by the general public. The folklore created on this object is a shared wealth born of the urge to communicate with each other. Folklore and oral literature express the creativity of various languages in order to realize the values that exist in society. Oral literature and Indonesian folklore can take the form of fairy tales, saga, epics, myths, and others.

Based on the results of the tests given to students, it will be explained in detail about the scores obtained by students. A clear picture of the scores per aspect obtained by students can be seen in the table below.

**TABLE 1**/Raw Scores for Ability to Understand Themes of Intrinsic Elements in Bugis folklore texts

NO	Sample Code	Raw Value		Final score
		Check I	Examination II	
1	47	4	4	4
2	46	4	4	4
3	45	4	4	4
4	44	4	4	4
5	43	4	4	4
6	39	4	4	4
7	41	4	4	4
8	48	4	4	4
9	50	4	4	4
10	51	4	4	4
11	52	4	4	4
12	54	4	4	4
13	56	4	4	4
14	57	4	4	4
15	58	4	4	4
16	59	4	4	4
17	61	4	4	4
18	62	4	4	4
19	63	4	4	4
20	64	4	4	4
21	65	4	4	4
22	67	4	4	4
23	66	3	2	2.5
24	55	4	4	4
25	31	4	4	4
26	53	2	2	2
27	49	4	4	4
28	60	2	2	2
29	40	4	4	4
30	42	4	4	4
31	7	4	4	4
32	6	4	4	4
33	5	4	4	4
34	34	4	4	4

35	36	4	4	4
36	23	4	4	4
37	27	4	4	4
38	28	4	4	4
39	30	4	4	4
40	39	4	4	4
41	17	4	4	4
42	10	4	4	4
43	13	4	4	4
44	15	4	4	4
45	4	4	4	4
46	3	4	4	4
47	2	4	4	4
48	1	4	4	4
49	29	3	3	3
50	26	2	2	2
51	24	2	2	2
52	21	4	4	4
53	20	4	4	4
54	19	2	2	2
55	18	2	2	2
56	38	4	4	4
57	35	4	4	4
58	8	2	2	2
59	9	2	2	2
60	11	2	2	2
61	12	2	2	2
62	22	2	2	2
63	32	2	2	2
64	25	2	2	2
65	14	2	2	2
66	16	2	2	2
67	33	2	2	2
68	37	4	4	4

The table 1 shows that the students who were used as samples amounted to 68 people. Each student is given a sample code starting from the first serial number to the last according to the student attendance list.

Furthermore, in the table about the list of raw scores on the theme aspects obtained by class VIII students according to the specified sample, it shows that there are 50 samples that received a score of 4 from the first examiner and the second examiner got a score of 4 while the final score got 4. Got a score of 3 from the first examiner and a score of 3 from the second examiner while the final score got 3. A score of 3 from the first examiner, a score of 2 from the second examiner and a final score of 2.5 was obtained by 1 sample. Then there were 16 samples who got a score of 2 from the first examiner and a score of 2 from the second examiner, while the final score got 2.

Raw data or scores obtained by students are then analyzed to calculate the value of individual abilities according to a predetermined procedure, namely each score is calculated using the formula, namely

$$S = \frac{R}{N} \times 100$$

Furthermore, the value of individual student abilities can be seen in the following table.

**TABLE 2/** of Values for the Ability to Understand the Theme of Intrinsic Elements in Bugis folklore texts.

NO	Sample Code	Final Score	Mark
1	1	47	4
2	2	46	4
3	3	45	4
4	4	44	4
5	5	43	4
6	39	4	100
7	41	4	100
8	48	4	100
9	50	4	100
10	51	4	100
11	52	4	100
12	54	4	100
13	56	4	100
14	57	4	100
15	58	4	100
16	59	4	100
17	61	4	100
18	62	4	100
19	63	4	100
20	64	4	100
21	65	4	100
22	67	4	100
23	66	2.5	62.5
24	55	4	100
25	31	4	100
26	53	2	50
27	49	4	100
28	60	2	50
29	40	4	100
30	42	4	100
31	7	4	100
32	6	4	100
33	5	4	100
34	34	4	100
35	36	4	100
36	23	4	100
37	27	4	100
38	28	4	100
39	30	4	100
40	39	4	100
41	17	4	100
42	10	4	100
43	13	4	100

44	15	4	100
44	4	4	100
45	3	4	100
46	2	4	100
47	1	4	100
48	29	3	75
49	26	2	50
50	24	2	50
51	21	4	100
52	20	4	100
53	19	2	50
54	18	2	50
55	38	4	100
56	35	4	100
57	8	2	50
58	9	2	50
59	11	2	50
60	12	2	50
61	22	2	50
62	32	2	50
63	25	2	50
64	14	2	50
65	16	2	50
66	33	2	50
67	37	4	100

The table above shows that the sample with a score of 4 got a score of 100 totaling 50 people (74%); samples with a score of 3 get a score of 75 totaling 1 person (1.4%); the sample with a score of 2.5 got a score of 62.5 totaling 1 person (1.4%); and the sample with a score of 2 got a score of 50 totaling 16 people (24%).

Based on the table data, it can be concluded that the highest score obtained by students on the ability to understand the theme of intrinsic elements in the story text *La Maddukkelleng* is 4 gets a score of 100 while the lowest score obtained by students is 2 so that they get a value of 50.

Based on the presentation of the results of data processing, it can be explained that the frequency and percentage of ability scores in understanding the theme of intrinsic elements in the story text of *La Maddukkelleng* namely 51 students (75%) who get a score of 75-100. On the other hand, 17 students (25%) scored 0-74. Thus, it can be concluded that the ability to understand the theme of intrinsic elements in the story text of *La Maddukkelleng* is categorized as capable because those who get a score of 75-100 reach 75%.

## CONCLUSION

Based on the descriptive description, it can be concluded that the ability to understand the theme of intrinsic elements in the story text of *La Maddukkelleng* class VIII students of SMP Negeri 1 Sabbangparu, Wajo Regency is categorized as capable because those who get 75-100 scores reach 75%.

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