

Understanding Moral Value in “Aesop’s Fable” in Teaching Writing Narrative Text for Eighth Grade Students

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Abstrak

Saat ini bahasa Inggris adalah subjek dan menjadi bahasa yang sangat penting di dunia. Ada empat keterampilan utama dalam bahasa Inggris; mendengarkan, berbicara, membaca, dan menulis. Keterampilan menulis adalah salah satu dari empat keterampilan yang harus dipelajari oleh siswa. Dalam komunikasi tertulis, ada dua cara berbagi informasi satu sama lain, yaitu teks fungsional panjang dan teks fungsional pendek. Teks fungsional yang panjang seperti teks naratif. Teks naratif adalah teks yang terdiri dari peristiwa, pengalaman, dan imajinasi. Para siswa biasanya mengalami kesulitan dalam memilih tema dan kesulitan dalam mengembangkannya untuk menulis teks naratif. Ada banyak bahan ajar yang menarik untuk menyelesaikan masalah ini agar membantu peserta didik memahami, antusias, tidak bosan, dan juga dapat membangun pendidikan karakter bagi siswa. Dongeng Aesop’s adalah salah satu bahan ajar yang dapat digunakan dalam proses belajar mengajar bahasa Inggris. Studi interpretatif dasar dipilih sebagai desain penelitian. Penelitian ini berfokus pada nilai moral dari hewan yang terhubung dengan kehidupan manusia dan hasil tulisan siswa melalui “Fabel Aesop” dalam menulis teks naratif. Peneliti telah memilih tiga siswa yang diminta untuk menulis ulang teks naratif setelah menonton video dongeng Aesop. Kemudian, setelah menonton video dongeng Aesop, mereka ditanyai beberapa pertanyaan dan membuat nilai moral dalam wawancara untuk mendapatkan informasi secara mendalam. Peneliti menemukan bahwa semua peserta dapat menyebutkan jenis nilai moral dari Fabel Aesop dan pendapat siswa mengenai penerapan nilai moral dari “Fabel Aesop” dalam kehidupan mereka. Para siswa menunjukkan bahwa mereka merasa antusias, senang, dan tidak bosan belajar teks naratif melalui dongeng Aesop.

Kata kunci: Menulis, Teks Naratif, Aesop’s Fable, Pesan Moral

Abstract

Nowadays English is a subject and becomes a very important language in the world. There are four main skills in English; Listening, Speaking, Reading, and Writing. Writing skill is one of the four skills that must be learned by students. In written communication, there are two ways of sharing information with each other. The first is using short functional text and the second is long functional text. Long functional text for example narrative text. Narrative text is a text that consists of events, experiences, and imaginations time. The students usually have difficulty to choose the theme and have difficulty in developing it to write into narrative text. There are many interesting teaching material to solve this problem in order to help the learners understand, enthusiastic, not bored, and also can build character education for the students. Aesop’s fable is one of the teaching materials that can be used in English teaching and learning process. Basic interpretive study is chosen as the research design. This research focuses on the moral value from the animals connected to human’s life and the students’ writing result through “Aesop’s Fable” in writing narrative text. The researcher has chosen the three students were asked to rewrite narrative text after watching the Aesop’s fable video. Then, after watching Aesop’s fable video, they were asked several questions and make the moral value in the interviews to get information in depth. The researcher found that all of participants could mention kinds of moral value from Aesop’s Fable and students’ opinion concerning the application of moral value from “Aesop’s Fable” in their life. The students show that they felt enthusiastic, fun, and not bored in learning narrative text through Aesop’s fable.

Keywords: Writing, Narrative Text, Aesop’s fable, Moral Value

INTRODUCTION

Nowadays English is a subject and becomes a very important language in the world. English has been an international language. Because of some considerations, people agree to use English as an international language. In this modern life, English has the important role, one of the important functions is in many aspects life supporting people to communicate with English, and it can be used in written or oral language to express ideas, feelings, and opinions to other people.

There are four main skills in English; Listening, Speaking, Reading, and Writing. Writing skill is one of the four skills that must be learned by students.

For English learners writing becomes the basic plan in mastering language, they have to create sentences in a specific order and connected in particular ways. Most people opine writing as a difficult process. Moreover, it is their non-native language. As stated by Heaton’s (1975:135) writing skills sometimes difficult to teach the students because it is needed grammatical, abstract, and elements mastery. Harris and Cunningham (1994) argue that for some, written production is the most difficult task for many people as a foreign language

learner. Therefore, most students or learners find many difficulties when they are trying to produce written paragraphs or even written sentences in English.

As stated in the eighth grade of junior high school basic competence of 2013 curriculum:

- 3.14 Understanding the social function, the structure of the text, and linguistic elements from narrative text of fable, according to the context of its use.
- 4.14 Narrative Text – Fable
 - 4.14.1 Catch the meaning of narrative text oral and written of fable short and simple
 - 4.14.2 Arrange the narrative text of fable oral and written short and simple, with attention to the social function, the structure of the text, and linguistic elements are correct and appropriate context.

Narrative text is a text that consists of events, experiences, and imaginations time. The arrangement of the text is following the chronological order which based on the sequence events and time (Depdiknas, 2006). Kane (2000) argues that narrative is an important sequence of events which are in order. Finoza (2001) argues that narration is a kind of writing which produce or make the story in the events in chronological order which happens in the past. As stated by Keraf (1996) defines narrative as a structure which has two basic elements, time and events. Narrative text is simply telling the story and the stories like myth, legend, fable, and folktale. The students usually have difficulty to choose the theme and have difficulty in developing it to write into narrative text. Moreover, to write a narrative text into appropriate composition students have difficulty to elaborate and organize the idea.

The teacher has to find interesting teaching material to solve this problem to help the learners understand, enthusiastic, not bored, and also can build character education for the students. In this research, the teacher used a fable in teaching writing narrative text.

Fable is a short story that tells about the life of animals that has the nature of the human-like and contains meaningful and have moral value and lessons learned in it (Riska, 2015). It means that Animals in fable told to act as a symbol of human life. As stated by Irdawati (2014: 5) that fable is the story and media which can help the students writing the narrative text easily. As stated by Tomlinson and Brown (2002: 98) that Fable is well known as a simple story about animals that related to the character and also animals in the story whose actions teach good moral values. Fable is the story usually has moral value and character educations that can be applied to the students (Abrams in Swandayani, 2013:1).

Aesop's fable is a fabled movie has many a good moral value which can build character education for the students. Also, Aesop's fable is a fabled movie and one of the materials which are used in teaching writing a narrative text for eighth-grade students. In teaching and learning process, Aesop's fable is interesting materials which can entertain the students and can bring relax,

enjoy, and the fun situation in class. It is important because, in the Aesop's fable, students can take the moral values contained in the story which can build students' character. For example from Turtle and Rabbit race movie, from this movie, we can find the moral values like "don't underestimate others or don't arrogance to others" because everyone has their advantages and lack and arrogance will one day be defeated by humility.

According to the previous study, it can be inferred that using Aesop's Fable in the teaching-learning process can bring a positive impact.

It can help the students to write a good narrative text and enjoy in the learning process and has many moral values which can build the character for the students.

Therefore, this study formulates research question below:

1. How is the students' rewrite the story of "Aesop's Fable" used in the students' narrative writing?
2. What kinds of moral value perceived by students from "Aesop's fable"?
3. How is the students' opinion concerning the application of moral value from "Aesop's Fable" in their life?

RESEARCH METHODOLOGY

This study describes understanding the moral value in Aesop's Fable in teaching writing narrative text and students' writing narrative text by using Aesop's Fable. Additionally, this research focuses on the moral value from the animals connected to human's life and the students' writing result through "Aesop's Fable" in writing narrative text. As a result, this study focuses on an English teacher and students as the subject to understand the moral value in Aesop's Fable in teaching writing narrative text and students' writing narrative text. Furthermore, the participant of this study was an English teacher in a junior high school who teaches narrative text by using Aesop's Fable. Also, 35 students of eighth grades were the subject of this study. But, the researcher had chosen three students. Three students were chosen because to be easier for researcher classify and obtain the necessary data.

Consequently, this study is qualitative research, due to the researcher understood in depth the phenomenon, Ary, et. al. (2006). Abawi (2008:5) said that the goal of qualitative research is developing an understanding of a symptom or problem that happened to society. The researcher who uses qualitative must be able to see and find the truth without any manipulation. This study is a basic interpretive study to collect the data to accomplish the study based on the research questions and the objective of the study in the previous chapter. As stated by Merriam (2002), the basic interpretive study is a type of qualitative research. This study tries to describe and interpret experiences and focus on the question about how are events, activities, and processes perceived by participants. Based on Ary et al (2010), the underlying question the researcher is asking is "*How are events, activities, and processes by participants?*"

The data that have been used in this research is the students' sentences in their narrative text to answer the first research question, to describe the students' rewrite the story of "Aesop's Fable" used in the students' narrative writing. Then, to answer the second and the third research question, to know kinds of moral value perceived by students from "Aesop's fable" and to describe the students' opinion concerning the application of moral value from "Aesop's Fable" in their life. The researcher will take data from the interview guide that comes from the students' utterance during the interview. For the second and the third research questions which have mentioned above are answered by the students' utterance.

The first instrument used the representation table. The representation is used to describe and analyze how the students implement their knowledge of the narrative text. Then, the second instrument is an interview guide from the students' is used to get depth information from the second and the third research question. The questions will be based on the indicators of the sub-variables with the data. Based on Ary et al. (2010), there are three kinds of interview those are, structured interview, semi-structured interview and unstructured interview. The structured interview shows the extent that the questions to be asked are developed before the interview. Based on the study the interviewer prepares the questions. While, semi-structured interview, the interviewer got to modify the question when conducting the interview process. Then, unstructured interview, the interviewer uses the questions based on the situation. The interview is used to get depth information and to help understand the experiences that people have and the meaning they make of them rather than to hypotheses. The recorder was also being a section of the instrument that the researcher used, then, the researcher gets all of the answers and information are given by the students.

To collect data for the first research question, the first data is obtained from students' work of research like one of technique to collect the data. Before taking the result or students' work, the students have been asked to rewrite a narrative text form and the researcher did not tell the students if their work was going to be analyzed by the researcher. The rewrite will conduct after the observation and watching the story of Aesop's Fable. This method is purposed to obtain the data as valid as possible from the students. The next data, the researcher obtained from interview using interview guideline. Based on Ary et al (2010, p. 438), the interview is one of the most widely used and basic methods for obtaining qualitative data. The interviews are intended to know kinds of moral value perceived by students from "Aesop's fable" and to describe the students' opinion concerning the application of moral value from "Aesop's Fable" in their life. It is formed in a semi-structured interview. Thus, the researcher and the students have the freedom to develop the question and the answer. The interview will conduct after rewrite the story of Aesop's Fable. The researcher also uses the audio recorder to help the researcher remember more about the student's answer during the interview process.

The researcher used familiarizing - organizing, coding - reducing, and interpreting - representing for data analysis. The first step is familiarizing and organizing, to obtain the necessary data. The first step is used the result or students' work which meant that the student was given the assignment to rewrite a narrative text based on the story of Aesop's Fable. Coding and reducing the data. This step will coding and reducing the data based on the teacher ways of teaching grammar in narrative text. This process aimed to reduce unnecessary data that do not include in this study. The last step is interpreting and representing. The researcher interpreted the data in phrases which indicated moral value to the theories which are stated that the finding belonged to what kinds of moral value perceived by students from "Aesop's fable"? Based on relevance theories after interpreting the students' utterances, the data were displayed or called as presenting data. The data displayed asserted the 2 stories from Aesop's fable as of this research. The stories were displayed also followed or had the moral values implied within the "Aesop's fable". Also, after explained moral values, the researcher described character education which can be picked from the moral values.

RESULT AND DISCUSSION

The researcher chose two fable video from the Aesop's fable entitled "The Lion and The Mouse" and "The Grasshopper and The Ants". Then, the researcher had explained the discussion and result of data which have been analyzed and collected by the researcher.

For the first research question, how the students' rewrite the story of "Aesop's Fable" used in the students' narrative writing?

Writing 1 (The Lion and The Mouse)

One day, a lion felt tired and slept under a shady tree. Suddenly, the mouse came and woke up the lion. The lion woke up and trapping him. The mouse was very afraid. He apologized and begged to the lion, then the lion pitied the little mouse and set the mouse free. Next day, the lion was walking and trapped in the hunter trap. The lion struggled to free himself but could not. The lion roared, then the mouse heard and the mouse came, the mouse remembering the lion's goodness that let it go that time. The mouse used his sharp little mouse teeth to gnaw the ropes and set the lion free. Finally, the lion and the mouse became good friends forever.

Moral Value: "Good Deeds are Rewarded".

Writing 2 (The grasshopper and the ants)

One warm spring day, there was a grasshopper and the ants. A grasshopper was busy played in grassy, while the ants worked hard carrying some seeds. Then grasshopper noticed and meets with ants. "Where you going with carrying some seeds?" said grasshopper. "We're taking these seeds to our nest", said the Ant. It's such a beautiful day, come and have fun with me" said grasshopper. The ants do not respond to the grasshopper, the ants were only focused on collecting some foods and the ants said: "I think you should come work with us because it's going to be a long winter". "Why worry about winter? There is lots of food everywhere", said grasshopper. After that, winter arrived, the grasshopper was confused because there is no food to eat. Then, the grasshopper faint and stops in front of the ants' nest. After that, the ants helped and invited the grasshopper to eat together. Finally, after the winter, the grasshopper and the ants foraging together to prepare the future.

Moral Value: "Work today for what you will need tomorrow".

Writing 3 (The Lion and The Mouse)

Once upon a time, there was a lion asleep because it was tired, then there was the mouse and disturbing up and down upon him. After that, the lion woke up from his sleep and trapping the mouse. The mouse felt scared and apologized because disturbing his sleep. Then, the lion pitied with the mouse and free his grip, after that the mouse ran away. The next day, the lion walking around the forest, then the lion was trapped the net. So, he could not get to come out. The lion tried to struggled and roared but could not. Then, the mouse came and help him out of the net by gnawing it. Finally, the lion and the mouse befriends forever and after.

Moral Value: "Little friends may attest kind friends".

Writing 4 (The Grasshopper and The Ants)

Once upon a time, there lived a lazy grasshopper and the ants that diligent and helped each other. At that time, the grasshoppers were busy played, sang, and relaxed while the ants worked hard collecting some seeds in confront of the long winter. The ants also said to grasshoppers that long winter was coming and we had to collect the food together, but grasshoppers were still playing and singing. "This is a beautiful day, let's have fun with me and sing together," said grasshopper. When long winter arrived, the grasshopper was very hungry and miserable because there is no food to eat. The ants felt pitied to the grasshopper and gave the

foods for the grasshopper. Finally, by the time winter had ended, the grasshopper also helps the ants collecting and carrying food for the future.

Moral Value: "Hard work now for the next days of necessity".

Writing 5 (The Lion and The Mouse)

One day, a mighty lion was slept in the forest, when the lion slept several mouse passed or jumped over the lions. Then, the lion woke up and caught one of the last mouse. The mouse apologized and begged to the lion to be freed. After that, the lion pitied the mouse and set the mouse free. Sometimes, the lion walking around the forest, when the lion walking, he accidentally treads trapping made by the hunter. When the lion was captured, the lion roared and struggled for help. Suddenly, the mouse came to help by gnawing the ropes until it free. Finally, the lions be friends forever with the mouse.

Moral Value: "No matter how great, kindness is never wasted".

Writing 6 (The Grasshopper and The Ants)

One day, there lived the grasshopper and the ants. A Grasshopper was singing and chirping to its heart's content. At that time, the grasshopper noticed the ants that bringing a lot of corn he was took to the nest. "Why are you collecting corn," said the Grasshopper. "I am collecting food for the long winter," said the Ant. "Why to bother to collect food?", "Here we have a lot of food now, come and have fun with me", said the grasshopper. But, the ants went on its way and focused on collecting the foods. When the winter came the Grasshopper had no food and found itself of hunger. Finally, the ants gave food to the grasshopper. After the winter ended, the grasshoppers also help collect food with the ants.

Moral Value: "Work for today and you can obtain the benefits tomorrow".

There are four parts of generic structure: Orientation, Complication, Resolution, and Re-Orientatation.

Orientation is the first component of generic structure that is included in a narrative text. This is the main part that will interest the readers' attention with a short introduction. In this section, the students should show who (the characters), where (the place), when (time), and what (the story about).

After making orientation in the first paragraph, the students continued into the next part of narrative text generic structure is complication. The students should not have any difficulties in arranging the complication in

their text because complication provides the sequent of the event which happened to the main character.

Then, to end the writer's story after mentioning the sequence of complications, resolution is needed. Resolution is the ending of the story which involves a sad or happy ending.

After resolving the last sentences, the students continued into the next part of narrative text generic structure, that is re-orientation. Re-orientation is the lesson from the story or moral value.

Then, the second research question, what kinds of moral value perceived by students from "Aesop's fable"? Table 4.1 Moral Value in "The Lion and The Mouse"

Analysis Student 1:

Interviewer : What do you think about the characters from "The Lion and The Mouse" movie?

Student 1 : Actually lion is the wild animal but in this movie the lion has the different characteristic. For example, the lion has *empathy* and he *compassionated* the mice. While the mouse is *kind*.

Interviewer : How do you know that the lion has empathy and the mouse is kind?

Student 1 : Yeah, the evidence that the lion set the mouse free. Then, the mouse is kind because have helped the lion from the nets.

Interviewer : Ohh, So in your opinion the character from the movie the lion has empathy and he compassionated the mice. While the mouse is kind because have helped the lion from the nets.

Student 1 : Yes, sir.

Analysis Student 2:

Interviewer : What do you think about the characters from "The Lion and The Mouse" movie?

Student 2 : First, from the movie the lion is *forgiving*. Then the mouse also *kind*.

Interviewer : How do you know that the lion is forgiving and the mouse is kind?

Student 2 : From the lion, because when the mouse disturbs the lion, he still forgives the mouse and from the mouse, the mouse is kind because helped the lion free from the trap that made by hunters..

Interviewer : So, from the movie the lion is forgiving, because when the mouse

disturbs the lion, he still forgives the mouse. While the mouse is kind?

Student 2 : Yes, sir.

Analysis Student 3:

Interviewer : What do you think about the characters from "The Lion and The Mouse" movie?

Student 3 : The lion is *kind-hearted*. Then, for the mouse is *kind*.

NO	The Participant	Moral Value
1.	Student 1	<ul style="list-style-type: none"> • Empathy or compassionated • Kind
2	Student 2	<ul style="list-style-type: none"> • Forgiving • Kind
3	Student 3	<ul style="list-style-type: none"> • Kind-hearted or kind

Interviewer : How do you know that the lion is kind-hearted and the mouse is kind?

Student 3 : Because set the mouse free from the grip although the mouse has disturbed his sleep and the mouse releasing the lion from the net.

Interviewer : So in your opinion both of the animals is kind. Right?

Student 3 : Yeah, sir.

Table 4.2 Moral Value in "The Grasshopper and The Ants"

NO	The Participant	Moral Value
1.	Student 1	<ul style="list-style-type: none"> • Diligent • Sluggard
2	Student 2	<ul style="list-style-type: none"> • Hard worker • Negligent
3	Student 3	<ul style="list-style-type: none"> • Kind • Care of soul • Sluggard • Disparage

Analysis Student 1:

Interviewer : Then the next movie. What do you think about the characters from "The Grasshopper and The Ants" movie?

- Student 1 : The ants' characters are *diligent* While the grasshopper character is a *sluggard*
- Interviewer : Why do you say that the ants' characters are diligent and the grasshopper character is a sluggard?
- Student 1 : The ants' diligent because they work together carrying some seeds and always help.
- Interviewer : Help who?
- Student 1 : Help another ants.
- Interviewer : How about the grasshopper? Why the grasshopper is sluggard?
- Student 1 : Because doesn't think about the soon situation.

Analysis Student 2:

- Interviewer : What do you think about the characters from "The Grasshopper and The Ants" movie?
- Student 2 : The ants are *hard worker*. Then, the grasshopper is *negligent*.
- Interviewer : Why do you say that the ants' characters are diligent and the grasshopper character is a sluggard?
- Student 2 : The ants' diligent because they work together carrying some seeds and always help.
- Interviewer : How do you know that the ants are hard worker and the grasshopper is negligent?
- Student 2 : The ants are hard worker. They know that winter was coming. So, in the summer, ants work hard collecting some food for a long winter because finding food in the winter was difficult. For the grasshopper, the grasshopper is negligent because in the summer the grasshopper just relaxing and when the winter the grasshoppers can't do anything.

Analysis Student 3:

- Interviewer : What do you think about the characters from "The Grasshopper and The Ants" movie?
- Student 3 : The ants' characters are *kind* and *care* to the grasshopper. For the grasshopper, the character is a *sluggard*.
- Interviewer : How do you know that the ants are kind and care to the grasshopper?

- While the grasshopper is sluggard?
- Student 3 : The ants' diligent because they work together carrying some seeds and always help.
- Interviewer : Ohh so, the grasshopper disparage the ants, right?
- Student 3 : Yes, Sir.

Through analyzing the stories chosen of Aesop's fable, the researcher got some kinds of character education from the students' utterances. So, from the Aesop's fable movie entitled "The Lion and The Mouse" and "The Grasshopper and The Ants" the students can show which good or bad character in the animals. In the story of Aesop's fable, the lesson from fable is not that the "good character" is rewarded and "bad character" is punished (Pelletier and Beatty, 2015). Rather, the students said that an animal in the fable movie demonstrating a human character flaw like "sluggard, negligent, and disparage", indirectly helping the bad character to fulfil his/her intention. In many cases, the "good character" can be weak and the "bad character" can strong. As stated by Clayton (2008), we can understand this kind of characterization that strength and evil can win over innocence and good intentions unless wise actions are taken. Besides, fables may exploit a situation in which a good character attribute is revealed by the students "*empathy or compassionated, kindness or kind-hearted, forgiving, care of the soul, diligent, and hard worker*" resulting in an unexpected positive outcome.

The last research question, how the students' opinion concerning the application of moral value from "Aesop's Fable" in their life?

Table 4.3 The Students' Opinion Concerning the Application of Character Education from Aesop's Fable in Their Life

No	The Participants	The Title of Aesop's Fable	Application of Moral Value
1	Student 1	The Lion and The Mouse	As a student, we should always help and do good to everyone, especially to friends because if we have difficulties the friend will help us.
		The Grasshopper and The Ants	We must always study in order to be a smart people and get new knowledge for the future.
2	Student 2	The Lion and	We must not

3.		The Mouse	choose friends based on their cover, we must believe that our friends are good friends
		The Grasshopper and The Ants	We don't know what's happening tomorrow? So, we have to prepare of necessity now for the next day.
	Student 3	The Lion and The Mouse	We must always do kindheartedness to friends. Because if we get difficulty, Insya Allah the friends that we help will help us
		The Grasshopper and The Ants	We must be saving money from now and we could use the result in the future.

Analysis Student 1:

As the utterance of the data below:

- Interviewer : As a student, how do you reflect the character education in the school in narrative writing and the moral message that you have made?
- Student 1 : As a student, we should always help and do well to everyone, especially to friends because if we have difficulties the friend will help us.
- Interviewer : Then, how about The Grasshopper and The Ants?
- Student 1 : We must always study in order to be a smart people and get new knowledge for the future.

Analysis Student 2:

It is proven by the utterance of data below:

- Interviewer : As a student, how do you reflect the character education in the school in narrative writing and the moral message that you have made?
- Student 2 : As a student, we must not choose friends based on their cover, we must believe that our friends are good friends.
- Interviewer : Then, how about The Grasshopper and The Ants?
- Student 2 : We don't know what's happening

tomorrow? So, we have to prepare of necessity now for the next day.

Analysis Student 3:

It is shown from the sentences of data below:

- Interviewer : As a student, how do you reflect the character education in the school in narrative writing and the moral message that you have made?
- Student 3 : We must always do kindheartedness to friends. Because if we get difficulty, Insya Allah the friends that we help will help us.
- Interviewer : Then, how about The Grasshopper and The Ants?
- Student 1 : We must be saving money from now and we could use the result in the future.

Based on the research questions in the first chapter, the researcher asserted the students' opinion concerning the application of character education from Aesop's fable in their life. Then, in this chapter, the researcher presented about the application of character education from Aesop's fable.

CONCLUSION AND SUGGESTION

The researcher has concluded the results of this study in a brief explanation. Aesop's Fable had many kinds of character education like good or bad character in the story. So, from the Aesop's fable movie the students can show which good or bad character in the animals.

Then, there are some parts that can be taken into a few paragraphs. Based on the result of orientation, complication, and re-orientation that made by the eighth graders, most of them are be able to rewrite the orientation, complication, and re-orientation clearly and well.

Aesop's Fable is the story that implied moral values. Moral values which were found in Aesop's fable can build student's character education

In conclusion, the stories of Aesop's Fable video have a different way to present and illustrate the events of each story. Even though there are some stories teach about the same moral value, the value is illustrated by the different event. In addition, Aesop's fable not only gives or teaches moral values, but the different explanation or plot of stories make the children are not bored.

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