# IMPROVING VOCABULARY MASTERY TROUGH READING FOLKTALES TO THE EIGHT GRADE STUDENTS OF SMP NEGERI 2 SIDAYU









Submitted in Partial Fulfillment of the Requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I) in Teaching English



Oleh:

ZAHROTUL ILMIYAH D35206006

STATE INSTITUTE FOR ISLAMIC STUDIES SUNAN AMPEL SURABAYA
FACULTY OF TARBIYAH
DEPARTMENT OF ENGLISH TEACHING

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### **APPROVAL**

Thesis by

Name : ZAHROTUL ILMIYAH

NIM : D35206006

Title : IMPROVING VOCABULARY MASTERY TROUGH READING

FOLKTALES TO THE EIGHT GRADE STUDENTS OF SMP

**NEGERI 2 SIDAYU** 

Has been accepted and approved to be examined.

Surabaya, August 2<sup>nd</sup>, 2010

Thesis Advisor

<u>Dra. Írma Soraya, M.Pd.</u> NIP.196709301993032004

### EXAMINERS APPROVAL SHEET

This thesis by:

Name

: ZAHROTUL ILMIYAH

NIM

: D35206006

It has been corrected and approved by Board of Examiners as the requirements for the Degree of Sarjana Pendidikan Islam (S.Pd.I) in Teaching English.

abaya, August 20<sup>th</sup> 2010

piyah Faculty,

The board examiners Advisor/ Head Examiner,

Dra. frma Soraya, M.Pd. NIP.196709301993032004

Siti Asmiyah S.Pd. NIP.197704142006042003

Examiner I,

Masdar Hilmy MA. Pl

NIP.197103021996031002

Examiner II,

Dr. Muhammad Salik M.Ag NIP.196712121994031002

#### **DECLARATION**

Yang bertanda tangan dibawah ini:

Nama

: Zahrotul Ilmiyah

NIM

: D35206006

Jurusan

: Pendidikan Bahasa Inggris

**Fakultas** 

: Tarbiyah

Judul skripsi : IMPROVING VOCABULARY MASTERY TROUGH READING

FOLKTALES TO THE EIGHT GRADE STUDENTS OF SMP

**NEGERI 2 SIDAYU** 

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Surabaya August 2<sup>nd</sup>, 2010

Penulis

Zahrotul Ilmiyah

iv

#### ABSTRACT

Name : ZAHROTUL ILMIYAH

NIM : D35206006

Title : IMPROVING VOCABULARY MASTERY TROUGH READING

FOLKTALES TO THE EIGHT GRADE STUDENTS OF SMP

**NEGERI 2 SIDAYU** 

Advisor : Dra. IRMA SORAYA, M.Pd.

University : STATE INSTITUTE FOR ISLAMIC STUDIES, TARBIYAH

FACULTY, ENGLISH DEPARTMENT

English is international language which is very important in the world communication. Therefore the English has been taught in all of school level based on the curriculum. The first and main step in learning English as second language is mastering the vocabulary. Without master any vocabulary the students will not be able to develop the four skills in learning second language, thus are listening, reading, speaking and writing.

In this thesis, the researcher tried to prove the theory that reading text can enrich the vocabulary mastery. Therefore the researcher determined to conduct her research improving vocabulary through reading folktale. She chose folktale as material because it is fun for teaching to motivate students in reading the texts.

The design of this research is Collaborative Classroom Action Research. The researcher conducted four cycles in four meetings. One cycle consist of four elements thus are: planning, implementing, observing and reflecting. Moreover, the researcher used instruments to collect the data they are observation checklist, field notes, questionnaire and the score of students. The researcher discussed the data as the result of study in descriptive qualitative manner.

In the implementing of study, the researcher conducted the activities, thus are: reading folktale, identify the word classes, guessing the meaning of word considering the context, opening the dictionary to look for difficult word, drilling the list vocabulary, and memorizing.

After the implementing the study, the researcher gave the students vocabulary test to measure the improvement after implementing the material. The data of test score stated that the students could reach the Standard Minimal Score and it always increases in every meeting.

In addition, the researcher gave the students questionnaire sheet to check their response after getting the material. Considering the result of questionnaire, the researcher concluded that most of students like the material of this study.

Finally, this research is expected to give useful contribution for teacher and students in teaching learning process of English lesson. Moreover, it is also expected become references to help other researcher whether they want to conduct wider the research study in the same field.

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#### CHAPTER I

### INTRODUCTION

This chapter discuss about the background of the study. The research problem talks about what will be discussed and answered in this study. The purposes of the study were explained in the objective of the study. The usefulness of the result is the content of the significance of the study. The scope and limitation explains about where the data will be taken and what does the writer focus on. The last part of this chapter will present the definition of key terms to the reader in order to comprehend the content of the study.

### A. Background of the study

Language is very important means of establishing relationships with other people. It takes an important role in human life. Moreover, Language is very important for communication. For example English, as we know it is the most popular language in the world. Almost every country in the world understands English. Because of this reason all of people in the world determine this language as international language. Furthermore, by mastering English well, someone will get information in all over the world easily. Therefore our government determines English as one of main subjects in all of study level. The students in the school have to master all of English skills. They are reading, speaking, listening, and writing. During the English learning process the students are expected to develop those skills.

Beside these four skills, English also has two main complements. They are grammar and vocabulary. Grammar is the rules about how words change their form and combine with other words to make a sentence. While vocabulary is the words which are exist in particular language and subject. Therefore without these two main elements, we can not master the four skills. Therefore the researcher chooses vocabulary as one of main elements in English as the focus or subject of the research.

Vocabulary has the most important role in the process of teaching learning English. It is essential things in terms of learning because English as a second language in our country. The success of the student in learning language is greatly influenced by how many words they could master. The students who have more number active vocabularies in their brain will be greater to express their ability in four skills.

In line with the discussion above, it is essentially worth noticing that to enable themselves to communicate accurately and fluently, students need to learn language practically, which means primarily learning to use the words of language, that is, vocabulary. It functions as the main devices to build up a language.

Furthermore, Deighton said that vocabulary is basic things in terms of learning the first or second language, we can not comprehend the four language

<sup>&</sup>lt;sup>1</sup> Ummu Latifah Ahmad, vocabulary teaching of narrative Text of junior high school by employing students active learning Technique (Surabaya: UNESA Library, 2009),p.2.t.d.

skills, we do not know the meaning of word in the teaching of English at all of levels of school<sup>2</sup>. Vocabulary is commonly taught in textbook's contents that are monotony and uninteresting. Therefore, it makes them get bored and do not have spirit when they get reading activity.

Seeing these facts, it is teacher task to find something special for the students so that they can avoid boredom and difficulties in learning English. As we know, the teacher is facilitator in the teaching learning process for example making things easy for students' assignments.

Vocabulary becomes a tool to master the four skills in English, especially for reading. Dupois M. and Askove states that factors influencing reading ability are language mastery, vocabulary and motivation. This statement showed that the vocabulary can not separated with reading. Moreover there are many beliefs that reading has a great role increasing vocabulary. James Coady and Thomas N. Huckin stated that "...it is argued that language learners who achieve advanced reading proficiency in a language will acquire most of their vocabulary knowledge trough extensive reading rather than from instruction.<sup>3</sup> However when the teacher teaching the students, they should remember to give students reading text that appropriate with their linguistic level, in order to avoid unknown and confusing about the vocabulary that is used in the reading text.

<sup>&</sup>lt;sup>2</sup> Edgar dale, *Technique of Teaching Vocabulary* (United states of America: the Ohio state University Field Educational Publication incorporated, 1971),p.461

<sup>&</sup>lt;sup>3</sup>James Coady and Thomas N. Huckin, *Second language vocabulary acquisition, a rational pendagogy* (united kingdom: Cambridge university Press, 1997), p.225

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge. A person may also read for enjoyment, or to enhance knowledge of the language being read.<sup>4</sup> Moreover, using reading the students can enrich their knowledge and their vocabulary mastery weather they read second language text. In addition, it is stated by Stahl, that learning a word can be thought of as an incremental process along a continuum of word knowledge. He suggested three stages of word knowledge: association, comprehension, and generation. At the association level, students can make accurate associations with the word, although they may not understand its meaning; at comprehension level, they can understand the commonly accepted meaning of a word; and at generation level, they can use the word for example in a fiction context.5 This statement was confirmed in the descriptive qualitative research entitled" Vocabulary Teaching of Narrative Text at Junior High school by Employing Student Active Learning Techniques" by Ahmad. He stated that using reading the students can improve their vocabulary mastery. In this research, teacher asked the students to guess the meaning of word in narrative text using their knowledge and their translation ability trough practicing three stages of word knowledge: association, comprehension, and generation. With these three stages, they can guess the meaning of difficult word. Beside that by these stages

5 ibid

<sup>&</sup>lt;sup>4</sup> Heydi Byrness, *Reading in the Beginning and Intermediate College Foreign language class* (Washington: Center of applied Linguistic,1998), http://arbhome/teachingreading.com 27 October 2009 at 10.20 pm.

students were not being passive in the process of teaching learning. It means that the teacher success in implementing Students Active Learning Techniques.

Moreover, in this thesis, the researcher used reading folktales as material to improve vocabulary mastery of students. As Hidayati stated in her research entitled "The Effect Using Pictures on Learner's Vocabulary Mastery at Seventh Grade of MTs Babussalam Jombang" that to make easy vocabulary mastery the teacher should give media as a tool to the students, such as watching the movies, looking at visual aids (picture and real object), reading more the texts and listening to good conversation.<sup>6</sup> From this statement, the researcher can conclude that reading more the texts can improve vocabulary mastery especially in reading folktales. Her thesis was an experimental research; she gave the treatment to the subject, and her thesis report that the pictures can help students master the vocabulary using statistical calculation as evidence. It was concluded from her hypothesis research by using formula differences between means which says students who are using pictures can master their vocabulary (4, 44) and students who are without using pictures can master their vocabulary (1,671). From these results are conclude (1, 67 < 4, 44). It means that the experiment is successful and reporting that students can master their vocabulary by using pictures as a media. However it is different with this thesis. The researcher uses collaborative classroom action research so the researcher gives the implementation to the

<sup>&</sup>lt;sup>6</sup> Fatkhul Hidayati, *The effect of Using Pictures on learner's vocabulary mastery at seventh grade of Mts Babussalam jombang*, (Surabaya: IAIN Library, 2009), p. 9.t.d.

students. Beside that it is also only focused on reading folktales as material to improve the vocabulary mastery of students.

Folktale is one of narrative texts beside novels, poems, stage plays, feature films and television drama that can motivate the students to learn vocabulary (Bramer & Sedley in Ahmad)<sup>8</sup>. In Ahmad's thesis entitled" Vocabulary Teaching of Narrative Text at Junior High school by Employing Student Active learning Techniques" she described process of student's active learning techniques implemented by the teacher in teaching vocabulary, and described the student's responses toward the employment of the techniques. Beside that she took her study in general term, narrative texts. However this thesis will focus on folktales as a kind of narrative texts and the subject are students of eight grades in junior High School students. Here, the researcher will try to answer how folktales are implemented as material in teaching vocabulary, and how the improvement of the student's vocabulary mastery after getting this material. Moreover the researcher also tries to find out the student's response toward the material teaching vocabulary through folktales.

Beside that there are many reasons why the researcher chooses folktale as a means to improve English skills especially vocabulary. First, folktales are easy to be understood, the sentences structures which are used in folktales are simple enough. Second, they are short, it is easy to distribute copies of short tales or

<sup>&</sup>lt;sup>8</sup> Ummu Latifah ahmad, Vocabulary Teaching of Narrative Text at Junior High school by Employing Student Active learning Techniques, (Surabaya; UNESA library, 2009), p.4.t.d.

rhymes to a whole class, discuss them during a class period, and compare a variety of examples relating to different topics, without needing time for extensive reading assignments. Third, folktales are fun for teaching, many types of folktale are entertaining, giving enjoyment for class assignment, and most of us have fond memories of stories and rhymes we have known since childhood<sup>9</sup>. It also helps stimulate motivation for reading and give the ease of learning to the students. Student's motivation is very important in teaching learning process because it is the main factor to determine the success of learning. Moreover Nababan points out in his book that in general, a good teacher always tries to use the most effective method and the best media in teaching. It shows that the teacher has to remember that students need materials that can motivate them to speed up their learning. <sup>11</sup>

Folktales are reading material that can be used as source of writing, then based on that reading passage the students can write summary by using their own language. The introduction of words that are found in the folktales can help students to improve their vocabulary, so it will help the students to construct good sentences, as the result their writing skill will also increase<sup>12</sup>. Thus are stated in research entitled "Using Folktales as Alternative Material in Writing Class for the

<sup>9</sup> Tina L. Hanlon, general Guide Lines for Teaching with Folktales (Ferrum College, 1999) http://www.ferrum.edu/split/studyg/STUDYFOLK.htm.27 October 2009 at 10 pm.

Departemen Pendidikan dan Kebudayaan(Jakarta:Departemen pendidikan dan kebudayaan,1994),p.2

Carter Renold and michail Mc carty, Vocabulary Language Teaching, (United States: Longman Group, 1998), p.5

Dwi Safitria, Using Folktales as Alternative Material in Writing Class for the First Grade Students of SMAN 1 Probolinggo (Surabaya: UNESA Library, 2006), p.7.t.d.

First Grade Students of SMAN 1 Probolinggo". From this statement it is concluded that folktales are good media that can improve student's vocabulary mastery.

Considering the explanation above, the researcher chooses the teaching of English vocabulary trough reading folktales. The researcher chooses these folktales of teaching vocabulary because they are included as authentic materials that hopefully the teacher and students can break monotony and boredom in teaching learning process. Folktales is the authentic material that can be a media in motivating students, it is different with picture, watching movie, songs, humorous, and games that are only included as additional with purpose as media to motivate the students in learning process and break boredom of students in learning process<sup>13</sup>. In the research entitled "Humorous Construction in Learning (Alternative Method to Create Democratization, Motivation, and Achievements of Students)" explained that a teacher must be able to motivate the students to reach the purpose of teaching learning, humorous and make jokes in teaching process are believed can refresh the students condition in tired and bored to spirit anymore in learning process. From this statement can be concluded that the duty of teacher is motivating students using his/her creativities. The teacher can use authentic material as like folktales or addition materials.

<sup>&</sup>lt;sup>13</sup> Imam Suhairi Sp.d, *Konstruksi Humor pada pembelajaran* (metode alternative mewujudkan demokratisai, motivasi dan prestasi belajar siswa)2008, enewsletterdisdik. wordpress.com 3 November 2009 at 11.am

Furthermore, the researcher would like to conduct her study improving vocabulary mastery trough reading folktales stories at the eighth grade students of SMP Negeri 2 Sidayu. The researcher focuses on VIII B class. The reason for researcher to take the research in this class is that because as the result of preliminary study observation that was conducted by researcher before doing implementing the material of her research, the students of this class have problem in translating English into Indonesia. This problem happened because they lack vocabulary. Therefore, the teacher used mixture English and Indonesia when the process of teaching learning in this class to make students more easy in understanding the lesson. Considering this problem, the researcher determines that her research improving vocabulary mastery trough reading folktales is appropriate to applied in this class.

### B. Statements of the problem

Based on the background of the study above, the researcher would like to answer the main problem, which is formulated as follow:

- 1. How are folktales implemented as materials in improving vocabulary mastery to the eight grade students of SMP Negeri 2 Sidayu?
- 2. How are student's responses toward material improving vocabulary mastery trough reading folktales?
- 3. Can reading folktales improve vocabulary mastery of the eight grade students of SMP Negeri 2 Sidayu?

# C. Objectives of the study

Derived from formulated problems above the purposes of the study are:

- 1. To describe how the folktales are implemented as materials in improving vocabulary mastery to the eighth grade students of SMP Negeri 2 Sidayu.
- 2. To describe the student's responses toward material improving vocabulary mastery trough reading folktales.
- To know whether reading folktales can improve student's vocabulary mastery.

# D. Significance of the study

Significance of the study that as follow:

- 1. For teachers, it is expected that this study can give contribution to the teaching of English and help students improve their vocabulary mastery.
- For the students, trough reading folktales stories, it can motivate and encourage their interest in reading because it serves a lot of information and pleasure for the readers.

### E. The scope of the limitation

The scope limitation of this study is limited as follow:

1. This study will be implemented to the students of SMP Negeri 2 Sidayu, however the researcher focuses on VIII B class in this school.

- This study emphasizes on the process of teaching learning English. It
  focuses on describing the use of reading folktales stories as material to
  teach vocabulary.
- 3. The topics of using folktales as material to teach vocabulary are limited into: Gold Cucumber (Timun Emas), Frog Prince, Malin Kundang, and Cinderella.

### F. Definition of key terms

In order to avoid misunderstanding, the researcher defines the key terms as follow:

### 1. Improving

Improving is making something better;<sup>14</sup> in this study the purpose of researcher is to make the student's vocabulary mastery better after get the reading folktale as material.

#### 2. Vocabulary

Vocabulary is collection of words or phrases and a list of words in language textbook, usually alphabetically and explained of defined. <sup>15</sup> The purpose of this study is to help the students to master the vocabulary.

AS. Hornby, Oxford Advanced Learners Dictionary Of Current English (New York: Oxford University, 1995), p. 598
 Ibid ,p. 959

Students get new vocabulary after reading the folktale. Therefore they can enrich their vocabulary competence.

# 3. Reading

Reading is looking at and understanding something written or printed<sup>16</sup>. Trough reading text the students can improve their vocabulary mastery.

### 4. Folktales

Folktales are stories that grow out of the lives and imagination of the people or folk and were created at early of civilization.<sup>17</sup> Using familiar and fun folktale, the students will be more attractive to do reading activity. Therefore the students can enrich their vocabulary trough reading folktale.

<sup>16</sup> Ibid n 967

<sup>&</sup>lt;sup>17</sup> Carney Stacoy, Folktales what are they? 2002, http/www.Falcon.com 27 October 2009 at 9.00 pm.

#### CHAPTER II

#### REVIEW OF RELATED LITERATURE

The purpose of this study is to support the researcher's opinion as a basic of analysis to answer the research problem which were presented in chapter one. Realizing that is important to support the researcher's opinion, she should like to discuss the nature of the vocabulary, definition of vocabulary, the importance of vocabulary, vocabulary acquisition, types of vocabulary, and levels of vocabulary, presenting vocabulary and testing vocabulary.

The researcher also discusses about the nature of reading, the relationship between reading and vocabulary, learning vocabulary trough reading, word knowledge, repetition and vocabulary learning, dimension of vocabulary knowledge, teaching learning process, the nature of folktales, subtypes of folktales characteristic of folktales, motifs of folktales and using folktales for teaching.

### A. The nature of vocabulary

Before starting how to test vocabulary, it is necessary first to explore the nature what we want to asses. The concept of vocabulary is dominated by the dictionary, it tends to think if it as inventory of individual words, with their associated meanings. This view is shared by many L2 learners, who see the task of vocabulary learning as a matter of memorizing long list of second language

words, and their immediate reaction when they encounter an unknown word is to reach for a bilingual dictionary.<sup>18</sup>

This perspective, vocabulary knowledge involves knowing the meaning of words and therefore the purpose of a vocabulary test is to find out whether the learners can match each word with synonym, a dictionary-type definition or an equivalent word in their own language.<sup>19</sup>

However when we looks more closely at vocabulary in the light of current developments in language teaching and applied linguistics, it has to address a number of question that have the effect of progressively broadening the scope of what we need to assess. Those questions as following are:

#### • What is word?

This is an issue that is of considerable interest to linguistics on theoretical level, but for testing purposes we have more practical reasons for asking it.

 Does vocabulary consist only of a single word, or should we be thinking in term of larger lexical items as well?

It is a well establish to classify idioms as well.

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<sup>&</sup>lt;sup>18</sup> John Read, Assessing Vocabulary, (United Kingdom: Cambridge University Press, 2000)

p.16

19 Ibid, p. 17

#### • What does it mean to know such item?

At a beginner level of learning a second language, it may be sufficient for the learners to show that they understand L2 words by being able to match them with an equivalent word in their own language with a L2 synonym.

 What is the nature of the construct that we set out to measure with a vocabulary test?

We realize that vocabulary ability involves more than just knowing a lot of lexical item, learners must have ready access to tat knowledge and be able to drawn on it effectively in performing language use task.<sup>20</sup>

# 1. Definition of Vocabulary

p.17

There are various definitions of vocabulary. Laurie stated that vocabulary is about words where they came from, how they change, how they relate to each other and how we use them to view the world.<sup>21</sup> Beside this statement there is other theory about definition of vocabulary. Michel Mc. Carty stated that vocabulary knowledge is only one component of language skill such as reading and speaking.<sup>22</sup> Here, vocabulary is regarded as one of the basic tools in achieving the goal of teaching learning process. Moreover, it

<sup>&</sup>lt;sup>20</sup> John Read, Assessing Vocabulary, (United Kingdom: Cambridge University Press, 2000)

<sup>&</sup>lt;sup>21</sup> Laurie Baurier, vocabulary, (London: Rout ledge, 1988), p. viii

Norbert Schmitt and Mc. Carty, *Vocabulary description, acquisition, and pedagogy*, (united Kingdom: the press syndicate of the university of crambdge,1997), p.6

stated that vocabulary is important things to develop four skills especially reading and speaking.

Another definition of vocabulary according to Hornby is collecting of words in language textbook, usually alphabetically arranged and explained or defined. In addition, that vocabulary is a total number of words that (with rules for combining them) makes up a language. Vocabulary is an important component of language. Thus, vocabulary involves two components: those are words and meaning. Finnochiarro said that among the three components of language are distinctive sounds, vocabulary, structure, vocabulary is central to language.<sup>23</sup>

From these definitions, the writer concludes that vocabulary is list of word or phrases with their meaning that are used in language especially in text and oral communication.

### 2. The importance of vocabulary

Vocabulary has many main roles in learning second language. It is also the main first step for students to learn language especially English as foreign language. Without vocabulary the students can not express their idea even less develop their ability in English skills. Considering the study that vocabulary has great relation to reading skill, without vocabulary the reader can not comprehend the content of some second language texts. This

<sup>&</sup>lt;sup>23</sup> Cook guy, *Discourse Oxford*, (Oxord University press, 1989), p. 172

statement is confirmed by Stahl that vocabulary has some important roles, thus following are:

- By vocabulary we will be referring to student's knowledge of word meaning.24
- Words are the tool we use to access our background knowledge. express idea, and learn new concept.
- Reading is for more than recognition words and remembering their meanings, but if the reader does not know the meaning of sufficient proportion of the words in the contexts, comprehension is possible.<sup>25</sup>
- A person who knows more words can speak even think more precisely about the world.
- For teacher, vocabulary is more important most of all, especially to clarify difference in word knowledge of students and difference of the exposure to new word song families and difference social classes.<sup>26</sup>

Moreover there is statement of Scott Thurnburry that 'without grammar very little can be conveyed, without vocabulary nothing can be conveyed'. This is how the linguist David Wilkins summed the importance of vocabulary learning. His view is echoed in this advice to students from a recent course book. (Dellar H. and Hocking D. Innovation LTP): if you spend

Associated Inc, 2006), p.5

<sup>&</sup>lt;sup>24</sup> Stahl, Steven A. and William E. Nagy, *Teaching word meaning*, (Laurence Erlbaum Associated Inc, 2006), p.3

<sup>&</sup>lt;sup>26</sup> Stahl, Steven A. and William E. Nagy, *Teaching word meaning*, (Laurence Erlbaum

most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more new words and expression. You can say very little with grammar, but you can say almost anything with words.<sup>27</sup>

Based on this statement we can conclude that vocabulary is very important in learning second language. Moreover, it is more important than grammar. For example if there is student competence the grammar structure in a sentence but he does not master any vocabulary. The students will not be able to do anything when teacher ask him to make sentence. On the other hand, if that student master vocabulary but he does not competence in grammar, he can make sentence although the sentence structure in disorder.

### 3. Vocabulary acquisition

In learning second language process, getting language occurs both on purpose and accidentally. The process of learning is on purpose usually done on formal teaching trough study for example at school, at course, or other language foundation. Meanwhile, as accidental process of learning language usually raised informal learning trough experience. For example, children learn language that is spoken around them. An English child who's arisen in

<sup>&</sup>lt;sup>27</sup> Scott Thornbury, *How to teach vocabulary*, (England: Longman, Pearson Education limited, 2002), p. 13

Indonesian will master the Indonesian well because the people in his environment use Indonesian as they daily language.

In addition, considering the study that vocabulary of second language can acquire from the activity of reading text. By reading the reader can comprehends the meaning of word although they do not know the real meaning, It is confirmed by James Coady and Thomas N. Huckin"...it is argued that language learners who achieve advanced reading proficiency in a language will acquire most of their vocabulary knowledge trough extensive reading rather than from instruction<sup>28</sup>. For example Krashen (1989) a leading proponent of extensive reading, argues that language learners acquire vocabulary and spelling most efficiently by receiving comprehensible input while reading.<sup>29</sup>

### 4. Types of vocabulary

In general, there are types of vocabulary. They are function words and content words or lexical words. Function words are some lexical unit of words that are used to express grammatical function. They consist of interrogators, preposition, auxiliaries, determine, coordinator, etc. Such as *do, of, or, with* and they must be learn in logical order and sequence.<sup>30</sup>

<sup>&</sup>lt;sup>28</sup>James Coady and Thomas N. Huckin, Second language vocabulary acquisition, a rational pendagogy (united kingdom: Cambridge university Press, 1997), p.225

<sup>&</sup>lt;sup>30</sup> Lado Robert, *Language Teaching*( New York: mc Grew Hill Publishing Company, 1970), p. 115-117

This second type is content or lexical words. They are words whose meaning recorded in dictionaries and often stated by means of definition, synonym, antonym and contextual explanation. They consist of noun, verb, adjective and adverb. For example *sport*, *health*, *sanitation*, *etc*. It means that we can look for the meaning do this kind of word in the dictionary.

According to Thornbury, the words divide into eight classes, those are:<sup>31</sup>

- Nouns : a word refers to person, place, thing, even,
   substance, or quality. Such as: bits, pieces, record,
   player.
- Pronouns : a word which is used instead of noun or a noun phrase. Such as : *I, them*
- Verbs : a word or phrase that describe the action, condition,
   or experience. Such as: like, looking, doing, to look
- Adjectives : a word that describe a noun or pronouns, such as: old, second, new
- Adverb : a word which describes or gives more information about a verb, adjective, adverb or phrase such as: up, cheerfully.

<sup>&</sup>lt;sup>31</sup> Scott Thornbury, *How to teach vocabulary*, (England: Longman, Pearson Education limited, 2002), p. 3

Preposition : a word which is used before a noun, a noun phrase or a pronoun, connecting it to another word, such as:
 for. like

• Conjunction : a word which connect the word, such as: and, or

• Determiner : a word which is used before a noun, to show which particular example of noun you are referring to, such as: in the phrase my boy friend, that strange woman, the word my and that are determiner.<sup>32</sup>

Nevertheless, the researcher in this study used lexical word or word classes as material focus on vocabulary and explaining the types of vocabulary.

### 5. Levels of vocabulary

Based on level of difficulty Stainback as cited in Hidayati divides vocabulary into three levels they are elementary, intermediate, and advanced.

- a. *Elementary vocabulary* is words that are easy o learn. It usually consists of simple words like person, animals, or things in the classroom.
- b. *Intermediate vocabulary* is vocabulary of normal difficulty. It is best o teach intermediate vocabulary in contextual areas such as food,

<sup>32</sup> Cambridge advanced learner's dictionary, third edition

clothing, work, school, shopping, city, arts, human body, a city, a county, an explanation, geography, education and government.

c. Advanced vocabulary, in this level student will learn new vocabularies that are more difficult than before. English dictionary become very important in this case.<sup>33</sup>

### 6. Presenting vocabulary

Before teaching the students, first we should consider how to present vocabulary in class, it is necessary in making lesson plan. Therefore there is no incidental vocabulary occurs when the process of teaching learning. Before presenting vocabulary we should consider the factors that are as foundation in presenting vocabulary, this following are:<sup>34</sup>

- The level of the learners (whether beginner, intermediate or advanced).

  Before determine the material the researcher consider that the vocabulary that contained in the folktale it is suitable or not with the Junior High School level.
- The learner's likely familiarity with the words.

<sup>33</sup> Fatkhul Hidayati, *The effect of Using Pictures on learner's vocabulary mastery at seventh grade of Mts Babussalam jombang*,(Surabaya: IAIN Library,2009),p. 16.t.d.

<sup>34</sup> Scott Thornbury, How to teach vocabulary, (England: Longman, Pearson Education limited, 2002), p. 75-76

- The difficulty of items, therefore the researcher chose folktale as material
  in teaching vocabulary because the sentence construction and vocabulary
  is easy for beginner level.
- Their teach ability. Whether the vocabulary can be easily demonstrated or explained.
- Whether items are being learned for production. Considering the research here, the researcher use for recognition only reading skill.

There is the choice of the sequence of presentation, either:

- Meaning first, then form, or
- Form first, then meaning

The next set of choice relates to the means of presentation whether to presents the meaning trough:

- Translation
- Real things
- Pictures
- Action/gestures
- Definition
- Situation

# 7. Testing Vocabulary

According to Hughes testing recognition ability of vocabulary, are as follow:<sup>35</sup>

# 1) Recognize Synonyms

The students have to look for the true synonym or similar meaning word in multiple choices.

### 2) Recognize definitions

The students have to choose one of multiple choice of description sentence or meaning of word. All of about the option should have same length.

Meanwhile, the testing production ability of vocabulary is divided into three as follow:

#### 1. Pictures

Here, the teacher draws some picture in paper, then ask students to write the name of pictures.

### 2. Definition

The exercise is a definition sentence and the students should look for the name of definition sentences.

<sup>&</sup>lt;sup>35</sup> Arthur Hughes, *testing for language teacher*, (United Kingdom:Cambridge University Press,2003), p.180-184

### 3. Gap-fill

This can take the form of one or more sentence with a single word missing.

According to John Read vocabulary assessment seems straight forward in the sense that word are readily available to provide a basic of selecting a set of words to be tested. In addition, there is a range of well-known item types that are convenient to use for vocabulary testing, here are example:

- 1. Multiple choice (choose the correct answer)
- 2. Completion (write the missing word)
- 3. Matching (match each word with the meaning)<sup>36</sup>

# B. The nature of reading

Some expert gives definition about reading. Reading is a complex cognitive process of decoding symbols for the intention of deriving meaning (reading comprehension) and/or constructing meaning. It is the mastery of basic cognitive processes to the point where they are automatic so that attention is freed for the analysis of meaning.<sup>37</sup>

It means reading is the result of the interaction between perception of graphic symbols that represent language and the reader tries to understand the meaning that is intended by the written.

<sup>&</sup>lt;sup>36</sup> John Read, Assessing Vocabulary, (United Kingdom: Cambridge University Press, 2000)

p.2

Definition of reading, (<a href="http://en.wikipedia.org/wiki/Reading\_process">http://en.wikipedia.org/wiki/Reading\_process</a>), 28, June, 2010 at 07.00 am

According to Abbot Reading is silent and individual activity while the reader is reading and comprehending the text.<sup>38</sup> It means that the students can improve their reading skill by reading a lot even tough the teacher does not guide them in the process of reading activity.

### C. Relation between reading and vocabulary

Vocabulary is one of the language components that are important in learning English. Vocabulary become a tool master the four skills in English especially in reading skill, as we know that one of factor beside language mastery and motivation and which influence the reading ability is vocabulary. The reader will not understand well the content of text if they are lack vocabulary. Moreover, by reading the second language text the students can improve their vocabulary understanding trough comprehensive reading. It was conclude that reading activity and vocabulary give advantages each other.

Since reading material play the important role in increasing students reading ability, the teacher should select material that is suitable for the level and the condition of the students. Reading material should be appropriate to the student's comprehension and not to be difficult for them. If the level of the language is too difficult for students, they can not understand the vital information and of course they can not understand and comprehend of all the text.

<sup>&</sup>lt;sup>38</sup> Heidy Byrness, *Reading in the Beginning and Intermediate College Foreign language class* (Washington: Center of applied Linguistic, 1998), http://arbhome/teachingreading.com 27 October 2009 at 10.20 pm.

Stahl Steven stated that one of our main goals in promoting students vocabulary growth is to maker them better able to understand what they read. However, the relationship between vocabulary knowledge and reading comprehension is more complicated than just knowing more words make you better reader. If we want to increase student's vocabularies is as way of improving reading comprehension, it is important to here at least some understanding of this complexity. In particular considering the nature of the connection between vocabulary and reading comprehension can tell us some important thing about how we should approach the task of trying to increase student's vocabulary. <sup>39</sup>

Vocabulary is the key to understand a reading material. And reading activity is one of tool to acquire vocabulary. If students find many words in reading material that are difficult and the word is that are unknown, they will soon get understand the meaning of word by comprehending the text.

# D. Learning vocabulary through reading

When the teacher teach the students vocabulary trough reading some text, the teacher should consider the background knowledge, context clues, and word part clues, therefore the process of learning vocabulary can applied. According to Blachowicz & Fisher stated that "these provide teachers with assessment data on

<sup>&</sup>lt;sup>39</sup> Stahl, Steven A. and William E. Nagy, *Teaching word meaning*, (Laurence Erlbaum Associated Inc, 2006), p.9-10

student ability to work out the meanings of words as they read by using background knowledge, context clues, and word part clues<sup>40</sup>.

# 1. Word knowledge

An individual word fits into a complicated system of language. There are many things to learn about any particular word and there are many degrees of knowing. Therefore, learning a word can be thought of as an incremental process along a continuum of word knowledge.

Stahl suggested three stages of word knowledge:

## 1) Association

At the association level, students can make accurate associations with the word although they may not understand its meaning.

# 2) Comprehension

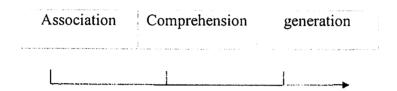
At comprehension level, they can understand the commonly accepted meaning of a word.

### 3) Generation

At generation level, they can use the word in a novel context.<sup>41</sup>

<sup>&</sup>lt;sup>40</sup> Learning Vocabulary through reading (Ministry of Education, Wellington, New Zealand, 2009) Http://Learning-Vocabulary-through-reading/php.com, 27 October 2009 at 10 pm

These vocabulary resources enable students to increase their knowledge of a word from whatever point it lies along the knowledge continuum from association at the first step of vocabulary knowledge through to comprehension and generation.



## Word knowledge continuum

The resources assess student word knowledge (through writing the word in a sentence and then defining it) prior to and after exposure to the word in question in the context of a story. Moreover, by using the word in longer and more detailed sentences after analyzing the word in context. Looking at context also enabled students to come to appropriate definitions of words they had no understanding of.

Although trials showed that word knowledge increased for most students through contextual analysis, word knowledge strongly reflected the context of the story it was seen in. The word *awkward* for example, which appeared in the context of kids running through water, produced definitions related to movement and a sporting context. Results showed a clear improvement on the

<sup>41</sup> ibid

initial definitions and sentences the students gave, but the students' word knowledge remained partial. The information provided by any single context is only partial, something which adds to previous knowledge and will be expanded on by subsequent experiences of the word.

The success of analyzing word parts to understand new vocabulary depends to a large degree on the word being analyzed. Words such as *tragedy* and *grateful* don't yield much information, but others, such as *implode* and *memorable*, with their clear relationships to *explode* and *memory*, provide solid clues.

The most difficult task for the trial students was showing how they had analyzed the word in context to make meaning. Most students found it difficult to explicitly unpack the way they found meaning in context, although subsequent tasks proved that they had made meaning from context. NZCER's vocabulary acquisition technique (VAT), which appears in the Teachers' Notes in these resources, approaches meaning making through the use of context clues and word part clues in a clear step-by-step approach. The word being analyzed in each resource is looked at in detail against the following criteria:

- attachment to neighboring words
- electrical value(whether the word is in a positive, negative, or neutral context)
- nearby meanings that may be similar or synonymous
- Word parts (including prefixes and suffixes).<sup>42</sup>

## 2. Repetition and Vocabulary Learning

In considering the use of textbooks for vocabulary development, two related features of vocabulary occurrence in texts can be highlighted in terms of their role in promoting incidental vocabulary acquisition.

# Repetition

Word repetition is a favorable condition in vocabulary learning. Provide more favorable repetitions of unknown vocabulary than is the case in unrelated texts, and thus provide improved conditions for vocabulary acquisition. This is due to the effect of incremental acquisition of repeated vocabulary while reading.

## • Spaced Repetition

Spaced repetition is the spreading out or 'spacing' of repetitions of a word throughout a text and more conducive to the learning of vocabulary

<sup>42</sup> ibid

than repetition that is massed (the concentration of repetitions of a word in only one part of a text).<sup>43</sup>

# 3. Dimension of Vocabulary Knowledge

Vocabulary learning can be viewed in two dimensions, and

#### Breadth

Breadth of vocabulary knowledge refers to the number of words one has at least superficial knowledge of (one's vocabulary size) and can be calculated in terms of recognition, recall or production of vocabulary items.

## Depth

Depth of vocabulary knowledge, on the other hand, refers to how well one knows a word.<sup>44</sup>

## E. Teaching and Learning Process

The objectives method

#### 1. Teacher's role

Teacher roles in method are related to the follow issues:

Warren Matsuoka & David Hirsh, Vocabulary learning through reading: Does an ELT course book provide good opportunities? (Australia: University of Sydney 2010) <a href="http://nflrc.hawaii.edu/rfl/April2010/articles/matsuoka.pdfing">http://nflrc.hawaii.edu/rfl/April2010/articles/matsuoka.pdfing</a>, 28 June 2010 at 07.00 am

- a. The types of fiction, teacher are expected to fulfill, whether that of practice director, counselor, or model, for example.
- b. The degree of control the teacher has over how learning takes a place.
- c. The degree to which the teacher is responsible for determining the content of what is taught, and
- d. The instructional pattern that develop between teacher and learners. 45

#### 2. Learner's role

John and Paul son spell out learner's role in an individualized approach to language learning as follow:

- a. Learners plan their own learning program and thus ultimate assume responsibility for what they do in the classroom.
- b. Learners monitor and evaluate their own progress.
- c. Learners are members of a group and learn by interacting with others
- d. Learners tutor other learners.
- e. Learners learn from the teacher, from other students, and from other teaching sources.

### 3. The roles of instructional materials

a. The roles of instructional material within a method or instructional system will reflect decisions concerning the primary goal of materials.
 (present content to facilitate communication between learners, or to enable learners to practice content without teacher's help)

<sup>&</sup>lt;sup>45</sup> Larson Dianne, *Techniqe and priciples in language*, (Oxford University press,1986), p. 24

- b. The form of the material (textbook, audiovisual, compute software)
- c. The relation of materials to other sources of input (only as minor component of it)
- d. The ability of teachers (their competence in the language or degree of training and experience)

#### 4. Procedure

There are three dimensions to method at the level of procedure:

- a. The use of teaching activities (drills, dialogue, information gap, activities, etc) to present new language and to clarify new language and to clarify and demonstrate formal, communicative, or other aspect of target language.
- b. The ways in which particular teaching activities are used for practicing language
- c. The procedures and techniques used in giving feedback to learners concerning the form of content other utterances or sentences.

### F. The nature of Folktales

Carl Tomlinson and Carol lynch Brown defines folktales as the story that grows out of the lives and imagination of people. In line with this statements stated that folktale is from of traditional literature, which begun as an attempts explain understand the natural and spiritual world, thus the story pried out from country or through mouth to mouth.

Here, the researcher chose the folktale as reading material in order to make students get motivation in reading activity. As stated by Hanlon, folktale is fun for teaching. This motivation is much needed in the process of teaching learning.

Whatever we think of the teaching method used or there reason for language learning that teacher and students in case have a number of things on their side: they were motivated, they really wanted to learn and they have powerful reasons for doing so including, of course, a fear failure.<sup>46</sup>

## 1. Subtypes of folktales

Norton describes subtypes of folktales into six, those are:

### a. Cumulative Tale

Cumulative tales are that build upon actions, characters whether animal, vegetables, human or inmate object, intelligence and ability.

### b. Humorous tales

Folktale allows people to laugh at themselves as well at others. The results of this tale are from absurd situations or stupidity of characters.

### c. Beast tales

Beasts tales are folktales in which animal usually appear as character that talk and act like human.

 $<sup>^{\</sup>rm 46}$  Carter Ronald and Michael Mc. Carty, <code>Vocabulary</code> and <code>language</code> teaching (Uk. United ; Longman Group, 1988), p.8

# d. Magic and wonder tales

The majority of these tales contain some elements magic and wonder. Good or bad magic can be performed, when it is good, the person who benefits from it usually has unfortunate or is considered inferior by a parent or society.

# e. Pour quoi tales

The tales are told to answer question, explain the existence of something, or explain the characteristics of animals, plants, and human.

#### f. Realistic tales

The majority of folktales include the supernatural characters, magic, or other exaggerated incidents. They are about plots that could have happened and people who could have existed.<sup>47</sup>

#### 2. Characteristic of folktales

Because folktales is differed from other types of literature, their setting, plot development, characterization, style and theme may be different from other types of children's stories, These basic elements are:

### a. Setting

Setting in literature includes both time and place. They are not carefully because there is no need for description.

# b. Characterization

<sup>&</sup>lt;sup>47</sup> Norton Donna, *Trough the eyes of a child*, (London; a bell and Hall Company,1980)p.200

Folktales characters are less completely developed those other types of the stories. There are essentially symbolic and usually referred to as flat that is they do not change the course of the story.

## c. Plot development

The plot is never complicated but of course may contain surprises.

Supreme skill is necessary in the art foreshadowing these surprises, the conflict and action abound I folktales.

### d. Style

The style has few distracting details or unnecessary description. This simplicity is apparent in the trough and dialogue carried on y characters

### e. Theme

Folktales contain universal truth and reflect the traditional values of the people. The characters and their actions the rewards and punishment in folktales provide for considerable reflecting about human nature and society. Within the folktales are themes that reflect the highest human hopes as well as moral and material attainment.<sup>48</sup>

### 3. Motifs of folktales

According to Norton, motifs are elements in folktale that take them out of the ordinary and encourage folk to remember and repeat the tales. Motifs are used to analyze folktales and identify similar elements in other tales. The analyses is especially rewarding when investigating folktales from various

<sup>&</sup>lt;sup>48</sup> Ibid, p.202

cultures. Some motifs are practically universal, suggesting similar thought process in people living in different parts of worlds. Norton divides motifs I folktales into following motifs:

## a. Supernatural adversaries and deceitful beats

The supernatural beings folktales maybe adversaries or helpers the wicked beings such as the ogress and withes may find children, entice them into their castle, and prepare to feast upon them.

# b. Supernatural helper and remarkable beats

Dwarf, a fairy god mothers, and extraordinary beats frequently help the stories of heroes. His motifs are found in tales Cinderella was helped by fairy godmother. Just as there are deceitful animals in most cultures, there are also animals that are extraordinary companions and help the deserving human characters.

# c. Magical object and power

The possession of magical object or power is a crucial factor in many folktales. Magical object are frequently obtained in extraordinary manner, maybe lost or stolen and must be received in Javanese folktales Gatotkaca has magical cloth; this enabled him to flying in the sky.

#### d. Transformation

Beasts who are enhanced humans, cranes who become supernatural wives and frog that are enchanted royalty illustrate the popular motif of magical transformation. The cycle found in breast marriage stories usually

follows pattern ion which a prince is magically transformed into a beast or monster and a gentle, unselfish youngest daughter breaks the enchantment when falls in love with the beast, Beauty and the beast is known of those tales.<sup>49</sup>

## G. Using Folktales for Teaching

Folktale is kind of narrative story which can be applied in the class as material. Folktale is fun for teaching, because it can give pleasure. Folktale is familiar for students, when they child, they always hear her mother or grand mother tell the folktale when they are going to sleep. In addition, the children always watch the folktale movie in television. This movie is interesting program for children. Beside give pleasure, folktale also gives knowledge about history, legend and good message. Hence, the researcher chooses this material as her study. Moreover according to Hanlon folktale has many advantages in teaching learning, those following are:

They are short!, it is easy to distribute copies of short tales or rhymes to a
whole class, discuss them during a class period, and compare a variety of
examples relating to different topics, without needing time for extensive
reading assignments.

<sup>&</sup>lt;sup>49</sup> Norton Donna, *Trough the eyes of a child*, (London; a bell and Hall Company,1980), p. 204

- 2. They are fun!, many types of folklore are entertaining and most of us have fond memories of stories and rhymes we have known since childhood. Viewing illustrated versions or film adaptations can also add variety and enjoyment to class assignments.
- 3. They are memorable, most tales and rhymes from oral traditions use patterns of language and plot that make them easy to retell and dear to the hearts of tellers and listeners.
- 4. They are found in infinite variety everywhere, every culture has long traditions of oral storytelling, verse-making, and joke-telling. Students can learn about different cultures by studying folklore, collect folklore from their own families and communities, and write or dramatize their own variants of traditional tales and rhymes. Once you start looking for them, you find allusions to familiar folk heroes, rhymes, and sayings throughout popular culture.
- 5. They are universal, Although it is interesting to compare culturally specific details in folklore from different times and places, one of the most intriguing phenomena in human experience is the similarities in stories with universal themes from all over the world. For example, there are obvious historical connections between the Appalachian "Ashpet" and the German "Ashputtle," which European settlers in Appalachia would have known, but why are stories with similar Cinderella motifs also found in ancient African and Asian

- traditions? There are fascinating theories about the universal elements in world folklore and myth.
- 6. They are infinitely meaningful, Because folk and fairy tales represent human experience through symbols and archetypes, there is room for endless debate about how to interpret particular tales. They provide excellent examples of the complex interplay of realism, fantasy, and symbolism in literature. They can be analyzed in papers that do not require research, but there is also a wealth of recent research available on folklore, fairy tales and picture books. They can function as primary sources in complex research projects like any other literature.
- 7. They link oral and written literatures of the world, We often forget that all literature developed from oral traditions, and most people in human history have had no writing system to record their languages and stories. Storytelling is still alive as an oral tradition in many places, especially in Appalachia. Folklore works well when teaching oral skills, speech and drama.
- 8. They link popular culture with many academic subjects and skills, Almost every type of literary and cultural analysis has been applied to folklore, so short or familiar pieces from oral traditions can be used to introduce longer works of literature (many of which have mythological or folkloric roots or themes), as well as topics in history, social studies, fine arts, and science. For example, Keepers of the Earth by Caduto and Bruchac links Native American tales from different regions with environmental activities for children.

- 9. They enhance transitions from childhood to adult life, Short works from folklore can provide springboards as students move from writing about childhood experience to more complex types of analysis. They need to learn, as an important part of their heritage, that Disney versions and other widely available children's books and movies do not adequately represent the larger body of folklore that people of all ages have enjoyed for centuries.
- 10. They unite children and adults, Many types of folklore have been reprinted and adapted in children's books in the past couple centuries, while older children and adults who don't read or hear folklore or picture books often lose touch with exciting parts of their own culture. Many recent storytellers, dramatists, and filmmakers (such as Tom Davenport and R. Rex Stephenson) endeavor to entertain the whole family, just as traditional storytellers have done around home or campfire for generations. Among other benefits of teaching with folklore, what more worthy goal is there for general education courses than to prepare young adults to share good stories and rhymes with the children in their lives in the future?<sup>50</sup>

# H. Related to the Study

Considering on the title of this research Improving Vocabulary Mastery trough Reading Folktale that the researcher tried to discuss the three problems, they are: how the implementation of folktale as material in learning vocabulary,

<sup>&</sup>lt;sup>50</sup> Tina L. Hanlon, general Guide Lines for Teaching with Folktales (Ferrum College, 1999) http://www.ferrum.edu/split/studyg/STUDYFOLK.htm.27 October 2009 at 10 pm.

what students' respond toward the material, and the improvement of students after get the material.

Mean while in other research that has same theory In Ahmad's thesis entitled" Vocabulary Teaching of Narrative Text at Junior High school by Employing Student Active Learning Techniques, here the researcher tried to answer her research problem about how SAL technique implemented by teacher in teaching vocabulary of narrative text, what difficulties that encountered by booth the teacher and students, and what student's response toward the implementation of this technique.

Both of these researches have same theory that by reading the students can enrich their vocabulary knowledge. James Coady and Thomas N. Huckin stated"...it is argued that language learners who achieve advanced reading proficiency in a language will acquire most of their vocabulary knowledge trough extensive reading rather than from instruction.<sup>51</sup>

In Ahmad research, there is other theory that confirmed statement that by reading the students can improve their vocabulary. Strickland describes reading as a means of developing vocabulary mastery in this way: states "...a letter began to acquire more new words through reading".

<sup>&</sup>lt;sup>51</sup>James Coady and Thomas N. Huckin, *Second language vocabulary acquisition, a rational pendagogy* (united kingdom: Cambridge university Press, 1997), p.225

by employing students active learning Technique (Surabaya: UNESA Library, 2009),p.6.t.d.

Nevertheless, these researches have different on the research problems. One focus to the technique that implement in vocabulary using reading text, and other only focus to the reading text without special technique that used. Moreover, in other side the design of the research also has difference, first research use Collaborative Classroom Action Research and the researcher make lesson plan by her self, while the second research use descriptive qualitative design and the researcher does not need to make the lesson plan because her duty is only observe everything that happened in vocabulary class using narrative text by SAL technique. In addition, one research discussed the material in general narrative text; however other discussed focus on folktale which is as a kind of narrative text.

#### CHAPTER III

### RESEARCH METHODOLOGY

This chapter is focused on a description of research design, subjects of the study, research instruments, and data of the study, research procedures, data collection techniques, and data analysis. All of those components are discussed in this chapter as follows:

### A. Research Design

This study deals with the use of folktales in learning vocabulary to junior high school students. It tried to answer the question of "how "are folktales implemented as material to teach vocabulary. It also tried to answer the question "how" student's responses toward the material learning vocabulary trough reading folktales. And the last question is "how" improvement of students after getting the material improving vocabulary through reading folktales.

Dealing with this, the research was classified as Collaborative Classroom Action Research (CCAR). A Collaborative Action Research was an approach whereby a facilitator engages with a group of participants in the context of their working environment to help define and explore certain problem and needs.<sup>53</sup> Moreover, according to Arikunto stated that in collaboration research, the practitioner who implementing the action is teacher, while the practitioner who acted as observer is researcher not the teacher who is implementing the action.

<sup>&</sup>lt;sup>53</sup> Bill Atweh, Stephen K. and Patricia W., *Action Research in Practice: Partnership for social justice in Education*, (London: Routledge, 1998), p 212

Collaboration also able to be conducted by two practitioners and observe by turns. When she or he is implementing the study she acted as teacher, but when she is observing, she is researcher.<sup>54</sup> Hence in this study, in the first up to last cycle the researcher and real teacher make cooperation or collaboration in implementing reading folktales as material to improve vocabulary.

This study was conducted at VIII B of SMP Negeri 2 Sidayu from 26<sup>th</sup> April until 18<sup>th</sup> May 2010. At 26<sup>th</sup> April the researcher did the preliminary of her study. Here, the researcher only came and observed the class when the English teacher was teaching students. In this observation, the researcher found the problem that the students have. The problem is the student can not translate English into Indonesia. Hence, the teacher always use mixture English and Indonesia to make students easy to understand the material, it was mean that they were lack vocabulary as the English teacher told me. Based on this problem, the researcher thought that her study improving vocabulary trough reading folktale appropriate to applied in this class.

Then, the researcher did the implementing after get the permission from English teacher. The researcher could reach as the criteria of student's improvement in four cycles from 8<sup>th</sup> up to 18<sup>th</sup> May 2010. The researcher was able to finish her study one cycle in one meeting. For the first and second cycle at 8<sup>th</sup> and 11<sup>th</sup> the researcher acted as practitioner or teacher, while the real English

<sup>&</sup>lt;sup>54</sup> Suharsimi Arikunto , prof, et al, *Penelitian tindakan kelas*, (Jakarta: PT. Bumi Aksara,2009), p. 17

teacher acted as an observer during the teaching and learning process. On the other hand, when the third and fourth cycle are conducted at 15<sup>th</sup> and 17<sup>th</sup> May, the real English teacher acted as a practitioner who carried out the lesson plan but the researcher acted as an observer who observed the process of teaching learning in the classroom.

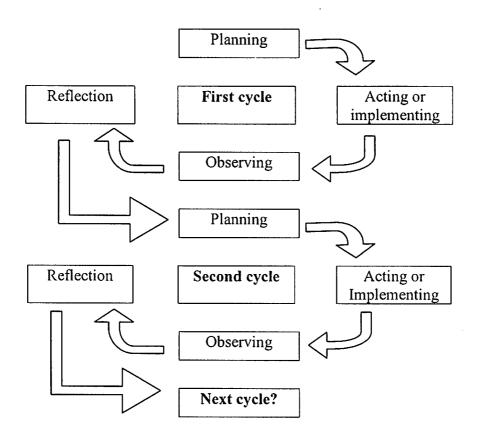
Here, the researcher used research design classroom action research in her study is a cyclical process that consist of four steps, they are:

- 1. Planning
- 2. Acting or implementing
- 3. Observing
- 4. Reflecting<sup>55</sup>

Considering the design of this study, this research design employed in this study will belong to descriptive methodology to obtain the information of the student's vocabulary mastery while they are getting the material of reading folktale. This information became an indicator whether the reading folktale can improve the student's vocabulary mastery or not. The using of reading folktale in the classroom as technique to improve vocabulary mastery of students was described in the form of the words rather than in numbers.

Bellow is the model of classroom action research that was drawn by Arikunto in her book Classroom Action Research: 56

<sup>&</sup>lt;sup>55</sup> ibid, p. 16



In the planning level, after the problems of preliminary study were identified, the planning of action was done to improve the present situation; the detail plan was needed to inform what the modification of presenting "folktales" and how the revised teaching strategies would be implemented. In implementing level, what the researcher had planned was applied in this level. Meanwhile, the effect of action or implementing level was observed and documented at the observation level. Finally the effects that were found during the observation was evaluated and explained to be further planning, acting, and reflecting.

 $<sup>^{\</sup>rm 56}$  Suharsimi Arikunto , prof, et al,  $Penelitian\ tindakan\ kelas,$  (Jakarta: PT. Bumi Aksara,2009) p. 16

Bellow is also the model of classroom action research according to Dr. Iskandar M.pd.<sup>57</sup>

1. First	a. Planning the action:	Preparing lesson plan, instructional
cycle	problem identification	material and media, some
	and solving problem	instrument, and the criteria of
		success.
	b. Implementing the	Applying the first implementation
:	action	based on the lesson plan
	c. Observing the action	Conducting the observation and
		assessing to the result of the
		implementation.
	d. Reflecting the action	Evaluating the first implementation
		and the learning result and revising
		the first implementation of plan
-		based on the evaluation result.
2. Second	b. Planning the action	Identifying the problem, determining
cycle		problem solving and developing the
		second implementation
	c. Implementing the	Applying the second implementation
	Action	
	d. Observing the action	Data collection of second
		implementation.
	e. Reflecting the action	Evaluating the second
		implementation
The next cycle		
Conclusion, suggestion, and recommendation		

<sup>&</sup>lt;sup>57</sup> Iskandar, Penelitian Tindakan kelas, (Ciputat; Gaung Persada, 2009), p 28

## B. Subjects of the Study

The subjects of this study were students of SMP Negeri 2 Sidayu. This school is one of famous school in Gresik, because it had big school building, great members of students and complete facilities. This school was located next to the main road, so it is very strategic and easy to reach. Moreover this school was near with the researcher residence. Therefore, it made the researcher easy to conduct this research. In addition, the researcher expects to be able to giving contribution to the development of English ability in that school.

This school was include junior high school which still need fun and interesting in process teaching learning such as folktale, games, song, etc. Furthermore, the writer specified this research on the eighth grade students. The researcher focused on VIII B in implementing this study. This class consists of 18 students and most of them have sufficient knowledge to get the material reading folktale as technique to improve their vocabulary mastery. Moreover, the researcher took this class as subject for her study because the eight grades have more intelligent in reading skill than the seventh grade. Beside those, eight grades had no obligation to preparing them selves for the last examination as ninth grades. That is why the researcher chose this class in order to the research was workable.

#### C. Research instruments

To collect the data that were needed for this study, the researcher used three forms of instruments. They were observation checklist, question test, and questionnaire. The detailed explanation of each instrument can be seen bellow:

### a. Observation checklist and field note

Observation is the primary techniques which were going to be used by the writer to collect the data. According to Guy there are two kinds of observation; those are participant and non participant. Participant observation means that the observer becomes a part of the situation being observed. On the other hand, non participant observation means that the observer is not directly involved in the situation being observed.

In this study included as non participant observation. When the researcher was being an observer, she did not take a part to teach student. While when the researcher was being the teacher, she did not become an observer, but the real teacher who was being a non participant observer. While participating as an observer, she observed the application of the technique, the materials and the activities in the classroom. All of these points were written down in the checklist. This instrument used in order to make observer easier to observe the class who only thick the table. Moreover, the researcher took a note which written during and observation. The note included a detailed

description of anything that happened in the field, the teacher and student activity.

Considering with the statement of Narbuko that the observation had to appropriate to the purpose of study, the researcher made determination that the aspects which were measured in observation checklist are:

- 1. The material, it describes the response of students toward the reading folktale as material. This aspect is consists of 5 items.
- Teacher's activities, it describes what kinds of activities that are done
  by the teacher during the process of teaching vocabulary through
  reading folktales. This aspect consists of 10 items.
- 3. Student's activities, it describes what kinds of activities that are being done by the students during the process of teaching vocabulary through reading folktales. This aspect consists of eight items.
- 4. The process of teaching learning, this aspect describes of the stages in teaching learning process. This aspect consists of 3 items.
- 5. Note, this aspect describes the important thing that should be written by observer as addition or comments for giving opinion about the teacher and students activities in the class.

In addition, the researcher also used field note in order to get all of the data that can not cover by observation checklist. Checklist is only to observe the improvement of observation for each meeting and it can be as addition for reflecting to make lesson plan for next meeting. However the field note is to

describe all of procedure of the study from everything that being happened in the planning, implementing, observing and reflecting.

## b. Questionnaire

The other technique in the data was questionnaire. Questionnaire is list of questions about the problems that will be researched. <sup>58</sup>The purpose of the questionnaire to find out the student's responses in learning vocabulary through folktales. The students were given some questions with four alternative answers which have to be chosen by the students. This instrument was also used to gather the real information relating with the difficulties that are encountered by students in learning vocabulary through folktales. Even though the main points or aspects were measured in the questionnaire is the student's responses toward material learning vocabulary trough reading folktales.

### c. Test

This instrument was to measure student's comprehension to the material. The researcher gave the students the assessment for each meeting. The assessment was vocabulary tests which to check their memory to the vocabulary that has taught by the teacher based on the material reading.

<sup>58</sup> Narbukho kholid, Metodology Penelitian (Jakarta:P.T.BumiAksara,2001),p.76

## D. Data of the Study

In relation to the research problems which were formulated in the previous chapter. The data of the study are as follow:

### 1. The result of the observations

The result of observation was to answer the research problems about how folktales were implemented as the material to improve vocabulary mastery of the eighth grade students of SMP Negeri 2 Sidayu. Beside that, based on the observation checklist the researcher knew the improvement of teacher for each meeting.

# 2. The result of the questionnaire

The result of questionnaire was to describe the student's responses about the implementing vocabulary through folktales.

### 3. The result of tests

The result of test was to answer the research problem about the improvement of student's vocabulary mastery after getting the material reading folktales.

# E. Research procedure

The study was conducted under the following procedure: preliminary study, planning, implementing the action, observing and reflection.

# 1. Preliminary study

Preliminary study was carried out to get information about the model of teaching and learning English at SMP Negeri 2 Sidayu at 26<sup>th</sup> April 2010, especially in the teaching vocabulary. In addition the researcher attempted to get information about the student's problem in teaching and learning process especially in vocabulary subject.

In this procedure, the researcher met the headmaster of SMP Negeri 2 Sidayu to talk about the allowance of research at 19<sup>th</sup> April 2010. After that the researcher met the English teacher of eight grade students for an informal interview and doing direct observation in teaching learning process. In informal interview with the English teacher and observation during the class that was done at 26<sup>th</sup> April, the researcher conducted the analysis. This analysis was done by the researcher to find out the student's vocabulary competence and used to set up an action plan.

## 2. Planning

After the researcher conducted a direct observation to the classroom and does some informal interview to the English teacher of eight grade students, the researcher made a prior preparation to the implementation of action based on preliminary study. As the next step, the researcher prepared a suitable topics and materials of reading folktales in teaching vocabulary,

design lesson plans, prepares instructional materials, criteria of success, and question test.

# a) Lesson plan

The lesson plan was designed by the researcher consist of these following items: course identity, time allotment, learning objectives, learning material, teaching and learning activities, assessment and evaluation.

## b) Instructional material and media

In the plan level, the researcher prepared the instructional material and media which are relevant to the topics vocabulary competence. Both material and media were taken from student's workbook and other available sources selected by the researcher. The instructional materials were appropriate with the topics that were given and student's level. The media used by the researcher were interesting, motivated students to master new vocabulary, enjoyable and supporting the teaching and learning activity in the classroom.

# c) The criteria of success

The criteria of success were set up in order to judge whether the implementation of the action effective or not. Therefore the criteria of success are used to see whether the application of the use of reading folktales in improving student's vocabulary mastery succeeded or failed.

Based on the study improving vocabulary trough reading folktale the researcher determined there are three criteria used in the research to measure the success of the action, they are as follow:

- a. The teacher has good performance in implementing reading folktale in improving student's vocabulary mastery.
- b. The students are enthusiastic and interesting the material approximately 75% of the students who participate during the teaching learning process.
- c. More than or equal to 60 percent of student's score of vocabulary test get more or equal 70 score especially in the last meeting. Dealing with the KKM (Kriteria ketuntasan Minimal) in this school is students have to reach minimal 70 score in English subject.

# 3. Acting or implementing

After the planning was finished, the researcher implement reading folktale in improving vocabulary mastery of eight B grade students of SMP Negeri 2 Sidayu and 8<sup>th</sup> and 18<sup>th</sup> of May 2010. When implementing this study, the researcher as a practitioner carried out the lesson plan while the real teacher acts as an observer. This action carried out in four times. In the first and second cycle at 8<sup>th</sup> and 11<sup>th</sup> May the researcher acted as practitioner or teacher, while the real teacher acted as an observer during the teaching and learning process. However, in the third and forth cycle at 15<sup>th</sup> and 18<sup>th</sup> may, the real teacher acted as a practitioner the action or teacher and the researcher acted as an observer.

### 4. Observing

Observation was conducted at the same time when the action is being implemented in the classroom beginning at 8<sup>th</sup> and 18<sup>th</sup> of May 2010. Here, the researcher used observation checklist and note as addition in carrying out the observation. These observations were used to monitor the teacher and students activities during the process of teaching and learning. The result of observation and note become input for improvement of teacher performance in the following meeting.

# 5. Reflecting

According to Arikunto reflecting or reflection was included with analysis from the activity that has done.<sup>59</sup> The result from this activity can be as input for fixing the procedure of the next cycle. The practitioner and the observer conduct the discussion about the implementation of planning action, they can discuss about the obstacle or the successful of the previous cycle. Discussion conducted by them with the purpose to make good lesson plan for the next cycle.

There are two kinds of reflection employed in this study. The first reflection was concerning to what teacher has done in implementing the action and student's behavior in applying reading folktale in teaching vocabulary. It was conducted after the teaching learning process finished on each meeting beginning at 8<sup>th</sup> up to 18<sup>th</sup> May 2010. It was also gained based on the result of observation checklist, and note. The researcher and the real teacher crosscheck it to share perception about the strength and the weakness of the teacher in implementing reading folktale as material to improve vocabulary mastery. Furthermore, it was also used to check the student's behavior in doing task. In conclusion the objective of this reflection is to improve the teacher's step in implementation in the next meeting.

<sup>&</sup>lt;sup>59</sup> Arikunto Suharsimi, prof, et al, *Penelitian tindakan kelas*, (Jakarta: PT. Bumi Aksara, 2009), p.19

The second, three, and the last reflection were a total process that conducted for each cycle. It was made to judge to what degree the student's competence in each cycle that has been improved. In addition the strength and the weakness of implementing reading folktales as material to improve vocabulary are also evaluated test result. However, the researcher in this study was able to finish one cycle in one meeting. Therefore the researcher only needs reflection for each meeting.

# F. Data collection technique

After preparing everything dealing with the study, included the instrument and permission to establish study, the writer will start to collect the data. There are several steps to collect the data:

#### 1. Observation

Observation was the first step that the writer do to collect the data. This instruments conducted by researcher at 26<sup>th</sup> April 2010 for preliminary study. In the preliminary study the researcher fill the checklist and make field note. And beside that the researcher also had done this instrument from 8<sup>th</sup> up to 18<sup>th</sup> April 2010 during the process of implementing. The researcher observed the VIII B class. She observed directly the real situation and behavior as they occurred naturally from the start of the teaching learning by folktale materials in learning vocabulary until the end of class. She drew a

thick on the observation checklist. Moreover, she wrote down little note in checklist whether three is item which needs addition, comment or explanation.

The observer observed how the teacher leads the class using folktales. Beside that she also observed how the teacher gives the students folktales reading as material in teaching vocabulary. Moreover, the observer observed how well the students master the material especially the new words. All of the results of observation will be written in descriptive form.

## 2. Questionnaire

The researcher copied the questionnaire sheet as number as VIII B students 18 sheets. This instrument was given to the students at the last cycle or meeting at 18<sup>th</sup> May 2010. The students must choose one of the multiple choices according to their argument or response. After students submitted the questionnaire sheet to researcher, then she analyzed all the answer to make conclusion from the result. The writer analyzed the data by using percentage technique. The sum of the student's response of one item (question) were divided into the number of the student who participate in the class and multiplied 100%.

### 3. Test

The test score of the student were described on the table form, in order to know the improvement score of students from first cycle up to the last cycle. The researcher asked the students to do the exercise in the end of teaching learning process. The study consisted of four cycles and meeting, so

the researcher gave the students test for four times at 8<sup>th</sup>, 11<sup>th</sup>, 15<sup>th</sup>, and 18<sup>th</sup> May 2010. The total score for each meeting were divided the total of students, so that the writer got the average score for each meeting. This way was very important to determine whether the study is effective or not for students.

## G. Data analysis

The data comprised from observation checklist result and scores of the student's competence in their learning from four times assessments during the observation done. The data presented in descriptive manner and numerical form. The descriptive one was used to explain the result from the observation checklist and note. Meanwhile, the numerical form was the scores of the student's measurement in learning vocabulary.

Based on the student's answers to the questionnaire, the researcher analyzed the data by using percentage technique. The sum of the student's response of one item (question) were divided into the number of the students 18 and multiplied 100%. This way was important to know how many percent the students answer the questionnaire on multiple choice.

In addition, The data were analyzed based on the notes, observation checklist, the teacher performance, the student's score, and the last was the student's response toward the implementation of reading folktale in teaching vocabulary.

#### CHAPTER IV

#### RESULT AND DISCUSSION

This chapter presents and describes the result of this study. The data obtained from the instrument observation checklist, questionnaire, and test score. The instrument will be analyzed and elaborated to answer the research problems mentioned in chapter one. First, about the implementation of folktale is as material to improve vocabulary mastery. Second, the responses of student after get the material. The last, the improvements after the folktale material applied in the subject. All of the answer of these research problems will be discuss in this chapter. The discussion will elaborate in the descriptive manner.

As researcher explained in the third chapter research methodology, that to answer first research problems, the researcher needed to describe the data from the observation result that contains the description of application folktale as material in improving vocabulary mastery based on action and reflection model.

Meanwhile for the second question, the researcher used the data of questionnaire, which contains many questions about the response of student toward English lesson, and folktale material in improving vocabulary in multiple choices. This instrument was given to the students in the last meeting after the end of teaching learning process. After get the result questionnaire, the researcher analyzed the data using percentage techniques and it will be discussed in this chapter.

For the last question, the researcher used the data from vocabulary test score of students. This data were obtained by researcher in every meeting. This data could inform whether the study can improve the students' vocabulary mastery or not.

## A. The Glance Description of Research subject

The subject of this study is SMP Negeri 2 Sidayu in Gresik which has identities number 200750 and became the state school that develop under National Education department. Beside this school also has Accreditation Certificate number 05.01. Dp 00.41.06. Beside the reason that the researcher want to improve the student's vocabulary in this school, other reasons why the researcher chose this school as subject of the study is because it is strategic school, and very easy to reach from many sides, especially from researcher's residence. Thus are the reasons why researcher chose this school as research subject. In addition, this school has many facilities such as, big built classroom, canteen, parking lot, library, computer, Musholla etc. All of the teachers of SMP Negeri 2 Sidayu are very competent in their field. In addition, each teacher are discipline and responsible in doing their duties. Moreover, the school workers also work each other to keep the school reputation and the student's quality. They are very kind and friendly especially for the English teacher.

#### B. The Result

# 1. The description of the teacher's activities in implementing folktale material

Before doing the research, the researcher did the preliminary study. The researcher observed the VIII B class when the process of teaching learning English. Moreover the researcher also interviewed the English teacher to get the information about the teaching learning process, and the vocabulary ability of students.

As what researcher stated in the chapter three before, there were four meetings in this research. The chosen topics were different in each cycle. The description of the teacher's activities in implementing folktale material is explained as follow:

### a. Preliminary Study

Preliminary study was held on April 26<sup>th</sup>, 2010. Here, the researcher came to the school and observed the class when the English teacher was teaching the students. This observation was conducted by researcher to get information about how the teacher teaches the students and the situation of VII B class when the process of the teaching learning. The teachers taught the students using the lesson plan based on curriculum. The material was

asking for, giving and refusing goods or service. Moreover the time allotment was 2x40 minutes.

First time, teacher gave warming up to the students; the teacher reviewed the lesson that was taught in the last meeting before. After that the teacher wrote down the material in the white board, and then she explained to the student. After explained the material, she asked the students to discuss the exercise. She pointed one by one student to answer the question. Teachers taught students by using the English and mixed with Bahasa Indonesia to make the students more understand. She asked the students to read the paragraph exercise appropriate with the material, and then the students answered the exercise. In the last session, the teacher asked the students to discuss the homework that was given in the meeting before. The teacher moved around the class to check the student's homework.

Moreover, the preliminary study is very important. It would become as foundation to make lesson plan that appropriate with the researcher study, so it has to be conducted. (See appendix 1 and 2)

In addition, based on the preliminary study, researcher can determine that the problem of class appropriate or not with the research. As the result of observation response note that was filled by researcher, as follow are:

- The total of students are 18 students, 11 boys and 7 girls
- The students who always gave response when teacher giving question are: Syarifu'adi, Atika, Mariah, and Irgi.
- The students who never gave response toward the question of teacher are Deddy and Hukam.
- The student who is clever especially in English lesson is Atika.
- The student that is weaker in English lesson is Hukam.
- The students who seems always silent, but actually he is clever is
   Imam.
- The students who always active are Atika and Irgi.
- The students who always help her friend in the process of learning is syarifu'adi.
- Most of the student's ability are active in answering the teacher's questions, but their English abilty is still low.
- The diffculties that always experienced by students is getting difficulties when they translated English into Indonesia.
- The activity which they like more is answering the teacher's question and directly given the score.

- The teacher used mixture English and Bahasa Indonesia in communication in order to make students more easy in understanding the expalanation.
- The students getting difficulties when the teacher explain the material using fully English.
- The students got difficulties when translating English into indonesia, it
  means that they were lack vocabulary and it was confirmed by the real
  English teacher that most of them only master the little vocabulary.

Based on the observation response note, the researcher found that the students VIII B have the problems in translating English into Indonesia. This statement was confirmed by the English teacher when the researcher was interviewing her after the process of teaching and learning finished. The teachers also added statements that they were lack vocabulary. Hence, the researcher thought that this class is appropriate to be subject of her research "Improving vocabulary mastery trough reading folktales".

### b. First Cycle

### Planning

The first cycle was held on May 8<sup>th</sup>, 2010. In the first cycle, the researcher became as teacher she got time allotment 2x40 minutes to

conducted her study. First time, she started her lesson by saying greeting to the students and checking student's attendance. Thus was included as pre-teaching activity. Before teaching, the researcher prepared the topic *Timun Emas or Gold Cucumber* as the topic in the first meeting. In this meeting the teacher was researcher who applied the material reading folktale in improving vocabulary mastery.

### > Implementing

The teacher gave stimulus or motivation for them to answer the question of the researcher that has relation with the story. Based on the question, the students were able to guess the title of story. After that, the teacher asked some of students to tell the little about the plot of story as they have known, because Gold Cucumber is familiar folktale so the students could retell it well although thy were still using mixture English and Bahasa Indonesia.

In this main activity the students were given the copy of story from the teacher. The teacher asked them to read the story. Before reading activity, the teacher introduced the word in the bold type, this activity was aimed to make students would guess the meaning of the bold word appropriate the context based on their comprehensive to the text. If they have difficulties in translating, the teacher asked them to

open the dictionary to look for the difficult meaning. This activity proposed to them in order to they could think how learn vocabulary using reading material. After students finished read the story and the teacher checked their understanding about the story, she explain to the students about the word classes. This activity aimed to make students understand how to identify the word classes of vocabulary that have presents in folktale.

After that the teacher gave them the exercise of vocabulary.

When the students were doing the test the teacher moved around the class to check the student's work.

### Observing

In this activity, the observer acted by the real teacher and the researcher acted as the teacher to implement the study. Before conducting the observation, the researcher prepared the observation checklist and note for the observer. Observer only sat on the backside of students; she only filled the checklist and observed the process of teaching learning. In this cycle the material was not done perfectly, because the story is too long for them so they showed appearance bored, and some of them did not pay attention to the teacher. In addition, based on the observation checklist, the teacher could not

apply the lesson plan well. The teacher did not explain the instruction until the students understand.

### Reflecting

In this cycle, the researcher found that there were some important points that should be given more attention. The first is about material or topic. The real teacher told that the students must be given the shorter folktales than this meeting. Based on the observation note the observer wrote that the material is too difficult, and the instruction is not clear for students, so it must be repeated until the students understand. Moreover, according to her the teacher did not use the total communication perfectly. And the last comments when the teacher asked the students to do the exercise the teacher did not give the students enough time. Seeing this fact, it was important for researcher to prepare the shorter story for the next meeting, and control the time allotment when students doing the exercises. In addition, the teacher must be more communicative to make the students understand the instruction until all of the students understand. As the observer the real teacher suggested to the researcher that it is better whether the teacher used picture in the process of warming up. Thus, aimed to make students became more enthusiastic to the material. She stated that because the successful in warming would be able to make students always enthusiast to the material up to the process teaching learning finished.

### c. Second Cycle

### > Planning

The second cycle was held on May 11<sup>th</sup>, 2010. The researcher prepared the topic for this cycle *Frog Prince*. The researcher also got time allotment 2x40 minutes. In this cycle the researcher acted as the teacher like first cycle. In addition, considering to the previous reflection, the researcher used picture in warming up. Here, the pictures were related with the story. First picture was about the animal frog which wear crown. Second picture was about princess who was playing the golden ball. Third picture is about princess who was talking with the frog on the well. The last picture was about the princess who got married with the prince. Based on this chronologies picture the teacher asked the students to guess the title of folktale. The story was shorter than first cycle. In this cycle, the teacher tried to give instruction more briefly and repeated more frequently to avoid misunderstanding of the students toward the instruction.

### > Implementing

Before start the lesson, the teacher did not forget to review the last vocabularies that have been thought. In this session, the teacher gave the copy of story to the students, and asked them to read it. Before reading activity, the teacher introduce the word in the bold type, this activity is aimed to make students would guess the meaning of the bold word appropriate the context based on their comprehensive to the text. After that, she asked some of students to read the story loudly. This activity is aimed to check the pronunciation of students. And after that the teacher let the students to discuss the meaning of whole story. After that, the teacher explained to the students about the word classes. This activity aimed to make students understand how to identify the word classes of vocabulary that have presents in folktale.

For the last activity of this session, the teacher asked the teacher to do the exercise anymore. In this cycle the teacher gave time allotment longer than before. The teacher did not forbid them opening dictionary when they looked for the answer of vocabulary test. After the students collected the task, the teacher gave the feedback, she wrote down the answer of the exercises beginning number one up to the tenth question based on student's discussion.

### > Observing

In this cycle, the students became more active than before, because the topic was not too difficult and shorter than previous topic.

And the process of teaching learning had done perfectly. Because all of them enthusiastic in learning and pay attention to the teacher.

Nevertheless, this meeting still had the weakness. The observer stated in the observation checklist that the topic was rather not familiar for students. However, they were very enthusiast because the successful of warming up. It also was caused the topic was shorter than the previous meeting. Moreover, the teacher forgot ordering the students to apply the technique in translating difficult text using dictionary. In this meeting, the researcher only had to give attention to those two points. However, in this meeting the researcher didn't find any note in the observation.

In this meeting the teacher did not forget to ask some of the students to read the story per paragraph. However, the teacher found the other student's problem. The students could not pronounce the word well.

## > Reflecting

In this cycle, the researcher done the reflection with the real teacher after the process of implementing finished. According to the real teacher the process of implementing this cycle is better than before. The teacher could apply the material well. However this meeting the topic is rather not familiar for students. Therefore the real teacher suggested the researcher to use more familiar topic for the next meeting.

### d. Third Cycle

### Planning

This cycle was held on May 12<sup>th</sup> 2010. Like in the previous meetings, the implementing conducted for 2x40 minutes. The researcher used the result of second reflection. Here, the researcher used more familiar topic than previous meeting. The topic was *Malin Kundang*. This topic was one of folktale from Indonesia which had been known by the students. This cycle was different with both of first and second cycle. Here, the researcher acted as observer, and the real teacher acted as practitioner or teacher in implementing the material. Thus was conducted because considering the design of this research was Collaborative Classroom Action Research. Therefore, the

researcher had to make collaboration with the real teacher for everything that related with this study or research. In addition, in this cycle the researcher made some improvement than previous meetings. The real teacher tried to implement the study as well as possible. In the middle of teaching learning the teacher gives a game quiz vocabulary that related with the topic to make students always enthusiastic up to the process of implementing finished.

### Implementing

Before teaching the students, the real teacher checked their memorization of word in previous meeting. After that, she introduced the topic of folktale. She divided the students into four groups. She gave the quiz for students to guess the word that related with the topic of folktale in this meeting. Therefore the students could guess the title of story. After that she gave the students the copy of story. Before reading activity, like in the first meeting the teacher introduce the word in the bold type, this activity is aimed to make students would guess the meaning of the bold word appropriate the context based on their comprehensive to the text. Then, she asked some of students to read the folktale. While other the students translated the difficult word using dictionary. After the students read the folktale, the teacher asked some of students to translate the meaning of folktale per paragraph.

Then, the teacher explained and asked to the students to identify about the word classes of vocabulary which is available in the story. The teacher directly ordered the students to practice identifying the word classes because she considered that all students surely already understood word classes after got this material for last two meetings.

After that, the teacher gave the exercise sheet for students. The teacher asked the students to do it. Then all of students collect the answer sheet to the teacher.

In the last session the teacher gave feedback and cheeked the students work whether there are students who have mistake in their test.

### Observing

The material was conducted well by the teacher. In this meeting they are very interesting with the story because the topic is very familiar for them. The students have understood what they should do in the process of teaching learning. In this meeting, person who acted as observer was the researcher. According to the researcher the process of teaching learning worked well. Only little problem happened but it did not crucial. In this meeting, the students did not ask to the teacher the difficult word. They could translate all the words

by them selves because the folktale is very familiar for them.

Therefore have much spirit to translate the story.

### Reflecting

Here the researcher and the real teacher discussed about the process of teaching learning and the result of test. The researcher as the observer said that the teacher only should more attention to the students whether they should not to open the dictionary when the students did the test. Moreover also reminds that for the next meeting she wants the topic that more familiar for students. In addition she wanted the researcher to prepare the picture for warming up that has relation the story to make students more attractive in the next meeting.

### e. Fourth Cycle

### Planning

This cycle was conducted at May 18<sup>th</sup> 2010. The topic in this meeting was *Cinderella* and the time allotment was 2x40 minutes. In this meeting, the practitioner was the real teacher as like in the third meeting. Therefore, as the result of reflection in the last meeting the teacher asked to the researcher used more familiar folktale than all of folktales at the previous meetings. Moreover the researcher also did not forget to prepare the picture that has relation with the folktale as

the media for warming up. The researcher also reminded the real teacher to forbid the students open the dictionary when they were doing the test vocabulary.

### Implementing

First, the teacher checked student's attendance and then she said greeting to them. After that she did not forget to review the student's vocabularies that have taught in the meeting before. In this meeting the teacher used the picture for warming up. The teacher showed picture and then she asked the students to guess the title of story like warming up in the second cycle. After that she asked some of students to retell little about the story as the have known using mixture Indonesia and English. The teacher after that gave the copy of folktale to the students and asked them to read that story. Before reading activity, the teacher introduce the word in the bold type, this activity is aimed to make students would guess the meaning of the bold word appropriate the context based on their comprehensive to the text. She also asked one of students to read the story loudly. Then the teacher asked some of students to translate per paragraph. The teacher also did not forget to red loudly the list of vocabulary and asked the students to repeat after the teacher pronouncing the words.

In addition, it liked in the pervious meetings the teacher asked the students to do the test vocabulary that was given by observer who acted as observer, she helped the real teacher especially manage the class. Therefore, all of students always paid attention when the teacher explaining. The teacher also did not forget to give feedback and discuss the word that they have gotten in the previous meetings.

### Observing

According to the researcher; who act as the researcher in this cycle, for this meeting the process of teaching learning was done well and perfectly. Thus caused by the practitioner is the real teacher who had known the condition or behavior of the class. Therefore she could apply material well. In addition, for two cycles she acted as the observer so she had known how to make the study worked perfectly. The students also always paid attention what the teacher explain.

### > Reflecting

After the process of learning finished, the researcher did not forget to discuss about the whole of process of teaching learning in all of meetings. The researcher also carried the all of result of test. Based on the result of observation checklist and the score students, the real teacher said that this meeting is enough up to fourth meeting because

all of the criteria could reach by researcher. She always did not forget to suggest to the researcher that the warming up is important. Whether the warming up successful, it could make them more attractive from beginning teaching learning up to the teaching earning finished. In addition this meeting is the last cycle, because limited time that have given by school and the researcher got all of the data that needed and the last score students that appropriate the criteria.

### 2. The result of questionnaire

In conducting her research, the researcher also used questionnaire to collect the data. She used this technique to know the student's response then indicates the effectiveness of using folktale material in improving vocabulary mastery. This instrument was given by researcher to the students at the end of last meeting or cycle at May 18<sup>th</sup> 2010. The researcher asked the students directly collected after they finished answering the questionnaire.

Concerning the result of questionnaire, the researcher comes with conclusion that the folktale, in fact, could help the students to practice their vocabulary competence. Moreover, the topics that were used in the implementation of the reading folktale could motivate them to learn new vocabulary especially familiar topic. Beside that according to them the questionnaire in useful material, it because the folktale not only give pleasure

for the reader but also can give some knowledge in history and good message in moral value. The followings are the indicators that being measured and elaborated in the questionnaire:

- a. The student's response toward English (1, and 2)
- b. The student's response toward learning vocabulary (3)
- c. The students response toward reading skill or activity (4)
- d. The students response toward reading folktale (5)
- e. The student's response toward folktale in vocabulary teaching (6,7, 12, and 13)
- f. The student's response toward the topics of folktale (8, 9, and 10)
- g. The student's response toward the content of folktale (14,15,16,and17)
- h. The student's response toward the role of teacher (11)
- i. The student's response toward the vocabulary test (18)
- j. The student's response toward the advantages of folktale material in teaching vocabulary (19, and 20)

The result of the student's answer of questionnaire is presented in the following table:

NUMBER OF QUESTIONS	NUM	BER OF	ANSW	ERS	NUMBER OF STUDENTS
	A	В	C	D	
1	5	12	1	-	18
2	2	14	2	-	18
3	4	12	1	1	18
4	3	12	2	1	18
5	12	4	1	1	18
6	7	10	1	-	18
7	12	4	1	1	18
8	5	11	1	1	18
9	10	6	3	-	18
10	6	11	1	-	18
11	7	9	2	-	18
12	-	8	8	2	18
13	6	11	1	-	18
14	7	8	3	-	18
15	2	7	8	1	18
16	4	12	2	-	18
17	2	14	2	-	18
18	3	11	2	2	18
19	10	8	_	_	18
20	4	11	1	2	18

After analyzing them, the frequency of occurrence of each opinion type is counted to know the proportion of each opinion type. It is calculated using percentage formula:

# a) The student's response toward English

No.	Α	В	C	D
1.	27,7 %	66,6%	66,6% 5,5%	
2.	11,1%	77,7%	11,1%	-

## b) The student's response toward learning vocabulary

No.			С	D	
3.	22,2%	66,6%	5,5%	5,5%	

# c) The students response toward reading skill or activity (4)

No.	A	ВС		D
4.	16,6%	66,6%	11,1%	5,5%

# d) The students response toward reading folktale (5)

	No.	A	В	C	D
	5.	66,6%	22,2%	5,5%	5,5%
L		<del></del>			

# e) The student's response toward folktale in vocabulary teaching

No.	A	В	C	D	
6.	55,5%	38,8%	5,5%	-	
7.	66,6%	22,2%	5,5%	5,5%	
14.	44,4%	44,4%	11,1%	-	
13.	33,3%	61,1%	5,5%	-	

# f) The student's response toward the contents of folktale

No.	A	В	С	D	
12.	38,8%	44,4%	16,6%	-	
15.	11,1%	38,8%	44.4%	5,5%	
16.	22,2%	66,6%	11,1%	-	
17.	11,1%	77,7%	11,1%	-	

# g) The student's response toward the topics of folktale

No.	A	В	C	D
8.	27,7%	61,1%	5,5%	5,5%
9.	55,5%	33,3%	11,1%	-
10.	33,3%	61,1%	5,5%	-

# h) The student's response toward the role of teacher

No.	A	ВС		D	
11.	38,8%	50%	11,1%	-	

## i) The student's response toward the vocabulary test

No.	A	В	C	D	
18.	16,6%	61,1%	11,1%	11,1%	

# j) The student's response toward the advantages of folktale (19, and 20)

No.	A	В	C	D	
19.	55,5%	44,4%	_	-	
20.	22,2%	61,1%	5,5%	11,1%	

### 3. The result of students score

The researcher gave the students the test vocabulary for each meeting after the researcher implemented the material. Then, the researcher asked them to collect the answer sheet directly. After got the data researcher analyzed the student's answer sheet from first up to the fourth cycle.

The assessment was scored for each meeting. After that, the researcher counted average score of the students each meeting, to measure the average score, the researcher used pattern:

And the score of them can be seen in the table bellow:

NO	NIM	NAME OF STUDENTS		SCO	ORE	
			1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>st</sup>	4 <sup>th</sup>
			CYCLE	CYCLE	CYCLE	CYCLE
1	1023	Ahmad Shohibul Khukam	60	65	80	85
2	1026	Andri Setiawan	70	80	80	100
3	1027	Antika Permatasari	95	100	100	100
4	1028	Anur Sholeh Cahyono	90	100	100	100
5	1029	Dedy Setiawan	80	85	90	100
6	1031	Hariyanto	70	75	80	90
7	1032	Ifa Rifiani	80	95	100	100
8	1033	Imam Wahyudi	75	80	100	100
9	1035	Irgi Ahmad alfahrezi	100	100	100	100
10	1036	M. Fahmi Syaifuddin	85	95	100	100
11	1037	M. Fifit Arganata	90	100	100	100
12	1038	Maria Ulfatul Rohmah	100	100	100	100
13	1039	Moh. Nur kamaluddin	75	80	80	90
14	1041	Ria Amelia	85	80	90	95
15	1049	Elsa Nur Maulidah	65	70	80	100
16	1051	Linda Alfiatus Muji	80	100	100	100
		Rahayu				
17	1056	Nazurul Rokhimahu M.	70	80	80	90
18	1058	Syarifu'adi Baharsyah	75	80	90	100
			1565	1650	1750	
	AV	ERAGE SCORE	80,5	86,94	91,6	97.7

### C. Discussion

# 1. The teaching learning process

The researcher found several things that can be noted down from the result of observation during the teaching learning process. The result showed

the development of student's vocabulary mastery using reading folktale as material. In this case the researcher what was happening in many activities.

### a. First cycle

In the first meeting or cycle, they were many things happened. The material folktale could not apply perfectly. It was caused the story was too long for the students. At that time the story was *Gold Cucumber or Timun Emas*. Moreover, the lesson plan could not work well. Most of them did not understand what the teacher instructed. Thus happened caused this meeting is the first time for them got new focus lesson and new teacher too. In addition the condition of class is very noisy. They all bored to read the long story. Therefore they talked each other with their friend. It made the researcher difficult to control the class. When teacher explain about the word classes some of them did not give pay attention. Therefore some of them can not identify which one is determiner, adjective, adverb.

Their vocabulary is very little; they got difficulties in writing the words, pronunciation and identify the meaning word. Although the vocabulary was memorized by them when the process of reading and pronouncing the list vocabulary together. After the researcher analyzed the students work, she found many miswriting or spelling thus are as follow:

Cucuber, cucambe instead of cucumber

- Bizar, bijare instead of bizarre
- Femel istead of female
- Inflan instead of infant
- Submeje instead of submerge
- Giand instead of giant
- Forset instead of forest
- Anniver instead of anniversary

Those were all of the result of the student's work in vocabulary test that were given for each meeting. According to their real English teacher the errors occurred due to the student's limited time experience in practicing the vocabulary in the classroom.

### b. Second cycle

In this cycle the use of reading folktale as material to improve vocabulary mastery was conducted better than before. The students enjoyed the activity, because the folktale *Frog Prince* was short and appropriate with their reading ability. Moreover, the teacher could explain the instruction more clear than before. Especially when explain the word classes. They paid attention and the result of identify the word classes

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better than before. They were good in identifying noun, verb, and

pronoun. However, they still confuse identifying preposition, adverb,

adjective and determiner. Moreover, in this meeting the students still have

many spelling errors in their work sheet, thus are as follow:

Maney instead of money

Dougter, daugret instead of daughter

Palase instead of palace

Hones instead of honest

Princes instead of princess

Based on this student's work result, the researcher thought that her

research was successful yet. Because in this meeting the teacher still got

many mistake of students. In addition, when students review the

vocabulary that was taught of first meeting, some of students can mention

all of the vocabulary and the meaning. However there are the students

who forget little vocabulary that had taught and some times they

misspelling the word.

The teacher

: "what the meaning of princess?"

Students

: "pangeran"

Other students: "the meaning is putri"

2. The teacher : "what the English of raksasa"

Students :" Giant" (but they spell it gee; yan)

### c. Third cycle

In the third cycle, when the topic was *Malin Kundang*, the teacher who applied the study is real English teacher while the researcher acted as observer. Therefore in this meeting the students were very silent they always paid attention to the teacher. In addition the vocabulary mastery got progress. When the teacher asked about the meanings of vocabulary that were teach in the last meetings. The students could answer well. They were still memorizing it. The researcher still found little errors of students work, it because some of them forgot the word. Thus are as follow:

- Slipper should the answer is invite
- Horse should the answer is ball
- Horse should the answer is invite

In this meeting when the teacher reviewing the words that have been taught two meetings before, some of them could mention the word and the meaning in the first until second meeting. However some times they forget meaning for example:

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The teacher

: "the meaning of palace is?"

The students

: "rumah"

Other students

: "no, it is istana"

d. Fourth cycle

In this cycle, the teacher also did not forget to review the words

that have been taught before. All of students can answer the meaning of

vocabulary that asked by researcher. Moreover in this meeting, the

material worked very perfectly. All of students were very enthusiastic

because the teacher gave successful warming up, and the story which they

very liked. That was Cinderella. In this meeting, the students were good in

identifying the word classes, they understood almost the word classes,

only the little students who still did not understand identify determiner in

the folktale story. The students still have little errors however it was not

important occurrence. The researcher still found the student's mistakes in

their work, thus following are:

Merchant should the answer is landed

Chase should the answer is crawl

In addition, in this last cycle was categorized good in research because

the lesson plan applied appropriate the theory about learning vocabulary

trough reading that the students should guessing the meaning of word first by background knowledge, context clues and word part clues. According to Blachowicz & Fisher stated that "these provide teachers with assessment data on student ability to work out the meanings of words as they read by using background knowledge, context clues, and word part/class clues. Considering the folktale can be as their background knowledge, the whole reading texts as context clues, and identify the word class as clues. The teacher asks the students to translate by guessing the meaning. Thus caused the students have known before the story by their own language.

### 2. The result of questionnaire

In the description of questionnaire instrument, it has been briefly explained. The result of questionnaire will be analyzed based on the research problem that was going to be revealed. Based on the result of questionnaire, the researcher could answer the second research problem about the response of students, however the indicators that were asked to the students what their response thus are: the student's response toward English, the student's response toward the folktale, the student's response toward folktale in vocabulary teaching, the student's response toward the topics of folktale, the student's response toward the student's response toward

<sup>&</sup>lt;sup>60</sup> Learning Vocabulary through reading (Ministry of Education, Wellington, New Zealand, 2009) Http://Learning-Vocabulary-through-reading/php.com, 27 October 2009 at 10 pm

the vocabulary test. And the last is the student's response toward the advantages of folktale.

The first is about the student's response toward English lesson. Based on the result of questionnaire, it could be concluded that most of students in 66, 6% liked English lesson although still there are 5.5 % the students who are dislike the English lessons.

Moreover, when the researcher checked the response of students toward learning vocabulary, the students were choosing B option in 66, 6 %. It is stated that most of the students is like to learn English vocabulary.

Meanwhile, when the researcher checked the response of students toward reading skill, most of students stated 66,6% the are like reading activity although there is few of students in 11,1% stated that the are rather like the reading skill activity.

The researcher also did not forget to check the response of students toward reading folktale activity. The result stated that 66, 6 % of students are very like to read folktale. Thus prove the statement that folktales are fun for teaching, many types of folklore are entertaining and most of us have fond memories of stories and rhymes we have known since childhood. Viewing

illustrated versions or film adaptations can also add variety and enjoyment to class assignments. <sup>61</sup>

The third is the student's response toward folktale in vocabulary teaching. Most of the students interesting with the folktale as material in teaching vocabulary although still there are 5, 5 % the students who are rather liked the folktale as vocabulary material.

The fourth is the student's response toward the topics of folktale. Most of students in 61, 1% are enthusiastic to the chosen topics of folktale. And for 33, 3% they are very enthusiastic to the topics.

The fifth is the student's response toward the role of teacher. In this number most of students think that the role if teacher was very helps the students in learning. The result is 50% students answer it is helped and 38, 8% the students answer that it is very help students.

The sixth, the student's response toward the vocabulary test. They answered that 61, 1 % students thought that the test of vocabulary is easy. And 16, 6 % students answered that it is very easy too worked.

<sup>&</sup>lt;sup>61</sup> Tina L. Hanlon, general Guide Lines for Teaching with Folktales (Ferrum College, 1999) http://www.ferrum.edu/split/studyg/STUDYFOLK.htm.27 October 2009 at 10 pm.

The last is the student's response toward the advantages of folktale 55, 5 % students answer that folktale is very can help students to learn much vocabulary. No one said that it can not help students to learn vocabulary. It proved the statement that by reading the students can improve their vocabulary mastery. Dealing with the statements of Krashen (1989) a leading proponent of extensive reading, argues that language learners acquire vocabulary and spelling most efficiently by receiving comprehensible input while reading. 62

In conclusion, the above discussion showed the student's response toward the implementation reading folktale as material in teaching vocabulary was gradually good, because the students admitted by themselves that this material was useful for them.

### 3. The student's score

Concerning the assessment of student's vocabulary test, the researcher can conclude that the score always improve in every meeting from first up to the fourth cycle. Moreover, the students can reach the criteria of successful of the study that based on the KKM (Kriteria Ketuntasan Minimal) of English subject in SMP Negeri 2 Sidayu that most of students get equal or more 70 score in vocabulary test.

<sup>&</sup>lt;sup>62</sup> James Coady and Thomas N. Huckin, Second language vocabulary acquisition, a rational pendagogy (united kingdom: Cambridge university Press, 1997), p.225

In the first cycle the average score of students is 80, 5, although this is the first cycle but there is one of students who could answer the entire question and got 100 score.

In the second cycle, the researcher analyzed that average score of students in this meeting is 86, 94. It improves 6 points than the first cycle. Here 6 students can answer the test perfectly.

In the third cycle the average score of students is 91, 6. Those happened because all of them have interesting to read the folktale because the story is familiar for them. They tried to understand the meaning of vocabulary and they have good memorization.

In the forth as the last cycle the average score improved up to 6 points the result is 97,7 points. This average score is very satisfied and it can determine that the research was successful and can be finished at this meeting.

#### 4. The criteria of success

Considering the criteria that were made by researcher, she can conclude that her research was successful because the data of the study could reach the criteria of the research. Thus following are:

a. The teacher has good performance in implementing reading folktale in improving student's vocabulary mastery.

Dealing with the observation, in the first until the last meeting the result observation checklist stated that the activity of teacher improve for each meeting. The teacher used total communication, kept eye contact, explain material well, and could be interactive. (See appendix 7, 8, 9, and 10).

In addition, based on the result of the questionnaire in eleventh number that discussed about the role of teacher, 38, 8% students stated that the role of teacher could help so much in learning vocabulary. 50 % students stated that it can help them and only 11, 1% students stated that it rather help them.

Dealing with this result, it can be concluded that the teacher had good performance because the role of teacher could help students in learning vocabulary.

b. The students are enthusiastic and interesting the material approximately75% of the students who participate during the teaching learning process.

This statement was confirmed by the result of questionnaire that in fifth question 66, 6% students stated that they like so much to read the folktale. 22, 2% stated that they like to read the folktale. While 5, 5% stated that they dislike the folktale as material.

For sixth question provide that 55, 5% students stated that they are very interesting to the topics that were given by the teacher, 38,8 % students stated that they are interesting the topics of folktale and only 5,5% students stated that they are rather like to the topics. Therefore 55, 5% plus 38, 8 % equal 94, 3 % students stated that they are interesting to read the folktale.

While, for ninth question discussed about if the reading folktale activity can help or not the students in teaching vocabulary. The students answer that it can help so much in 55, 5% and other students that it can help in 33,3% and only 11,1% students state that it rather help. Thus mean that that were interesting to the folktale material.

Moreover in tenth questions, if the topics of folktale can make the students are enthusiasts or not in learning vocabulary. Considering this question 33, 3 % students stated that they are very enthusiast, and 61, 1 % stated that they are enthusiast in learning vocabulary. Only 5, 5 % students stated that they are rather enthusiastic and no one stated that they are not enthusiastic. In conclusion, 33, 3 % plus 61, 1 % equal 94, 4 % students or more than 75 % students stated that they are enthusiast in learning vocabulary trough reading folktale (See appendix 16)

c. More than or equal to 60 percent student's score of vocabulary test get more or equal 70 score especially in the last meeting. Dealing with the KKM (Kriteria ketuntasan Minimal) in this school is students have to reach minimal 70 score in English subject.

Based on the result of vocabulary test, it stated that more than 60 % students score improved for each meeting. Moreover most of them get equal and even more than the standard KKM 70 score from first until the last meeting. (See appendix 25)

According to Arikunto, she stated that in classroom action research the researcher has to give more respond toward everything that improved in class. Such as: the score of students that was measured by vocabulary test, and improvement of teacher student in teaching learning activities for each meeting that was measured by observation checklist.<sup>63</sup>

<sup>&</sup>lt;sup>63</sup> Arikunto Suharsimi, prof, et al, *Penelitian tindakan kelas*, (Jakarta: PT. Bumi Aksara,2009), p.134

#### **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents the conclusion and suggestion of this study. Considering the result and discussion of study on the previous chapter, in this chapter the researcher wrote down the conclusion of the use folktales as material to improve vocabulary mastery. In addition, the researcher also proposed suggestion to presents for the practitioner of this study they are: teacher, students, and the other researcher.

### A. Conclusion

Considering the data analysis of the study improving vocabulary mastery through reading folktales to the eight grade students of SMP Negeri 2 Sidayu, the researcher drew some conclusions.

Here, the researcher concluded the answer of research problem that based on the result and discussion of the study, they are as follow:

1. The implementation of the study improving vocabulary mastery trough reading folktales is the teacher taught the students by memorizing the word meaning, identifying the word classes, guessing the meaning of word by comprehensive the text or using context clues. Based on the result of observation checklist stated that the lesson plan was done by the teacher well especially in the last meeting. In this meeting the practitioner got the improvement. For example, the teacher was able to explain the material well,

use total communication, became interactive, kept eye contact to the students and always checked the students understanding. Morever, students were able to identify the word classes, guess the meaning of vocabulary by using context clues and word classes clues, and memorize the difficult vocabulary.

- 2. Based on the result of questionnaire, the students respond that they are interesting toward folktales as material to improve vocabulary mastery. Moreover, the students were interesting when they getting the familiar Indonesian folktales such as: Timun Emas and Cinderella. It was proved by the data of questionnaire that 66, 6 % and 22, 2% of students stated that they like to read the folktales. Moreover, when the researcher asked about their response toward the material, 55, 5% and 38, 8% students stated that folktales are interesting material in improving vocabulary. In addition, 88 % of students stated that by reading folktale activity, it was able to help them in improving vocabulary mastery.
- 3. The score of students proved that reading folktale can improve the student's vocabulary mastery. After getting the material, the students got good score in vocabulary test which was given by researcher for each meetings. The score can reach the requirement of standard minimal score or KKM (Kriteria Ketuntasan Minimal) that is equal or more than 70 score for each students. The score of students always improve for each meatings, considering the data of average score in the first cycle is 80, 5, second cycle is 86, 94, third cycle is

91, 6 and the last cycle is 97, 7. Based on this average, it stated that there is an improvement of students score from first until the last cycle.

### B. Suggestion

After doing all of the instrument of this study observations, questionnaire and analyze the test score, the researcher would like to give suggestion which may be useful in creating the better techniques in learning and teaching English especially for vocabulary subject.

#### 1. For the teacher

It is strongly suggested to the teacher who teaches vocabulary. By reading the student can enrich their vocabulary; however the teacher would be better with find the interesting and familiar topic, to makes student more spirit learning vocabulary. Moreover, the teacher should motivate the students to memorize new vocabulary because vocabulary is important thing in learning second language. In addition, the teacher also would be better to more encourage, and give them more vocabulary activities in order to they accustomed in learning vocabulary.

### 2. For students

The researcher does hope the students learn English more actively, since English is very important in modern Era in the future later. By English

the students able to add their knowledge. Students will be able to know the information from English news or book whether they understand the meaning of English. My suggestion although whether you get difficulties in learning English, don't give up, some day you will be realize that English is very important. It will able to be proved modern Era when you always meet foreigner in Indonesia or go abroad. Moreover don't be lazy to memorize the words, because memorizing some English words it is main step to improve your ability in this lesson.

### 3. For other researcher

The researcher does realize that this study is still from being perfect. Actually she does want to do research intensively, however, because of limited time, she can not do it. Beside that she knew that the requirement of the Classroom Action Research will be better if the research conducted in many meetings, but the researcher here, only able to conducted the action in fourth cycle because limited time that have given by school. She also really hope, whether there will be other researcher who will do the same research, about the material or technique to improve vocabulary mastery, the researcher does really hope that other writers find more interesting techniques, and do the study intensively with the more accurate data.

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