

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:

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

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.

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: Syarifur'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 syarifur'adi.
- Most of the student's ability are active in answering the teacher's questions, but their English ability is still low.
- The difficulties 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.

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, and10)
- g. The student's response toward the content of folktale (14,15,16,and 17)
- 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	NUMBER OF ANSWERS				NUMBER OF STUDENTS
	A	B	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

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

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 approximately 75% 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.

use total communication, became interactive, kept eye contact to the students and always checked the students understanding. Moreover, 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 meetings, considering the data of average score in the first cycle is 80, 5, second cycle is 86, 94, third cycle is

