

**THE ROLE OF FOLKTALES AS LEARNING SOURCE
TO SUPPORT VOCABULARY MASTERY
FOR SENIOR HIGH SCHOOL STUDENTS**

***PERAN DONGENG SEBAGAI SUMBER PEMBELAJARAN
UNTUK MEMBANTU PENGUASAAN KOSA KATA
SISWA SEKOLAH MENENGAH ATAS***

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**THE ROLE OF FOLKTALES AS LEARNING SOURCE
TO SUPPORT VOCABULARY MASTERY
FOR SENIOR HIGH SCHOOL STUDENTS**

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THESIS

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TO SUPPORT VOCABULARY MASTERY
FOR SENIOR HIGH SCHOOL STUDENTS**

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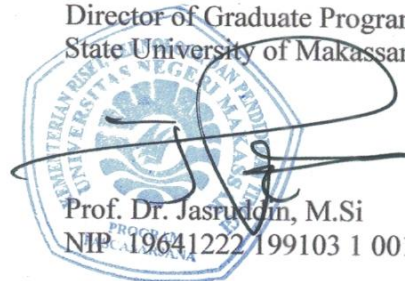
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PERNYATAAN KEORISINALAN TESIS

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Menyatakan bahwa tesis yang berjudul *The Role of Folktales as Learning Source to Support Vocabulary Mastery for Senior High School Students* merupakan karya asli. Seluruh ide yang ada dalam tesis ini, kecuali yang saya nyatakan sebagai kutipan, merupakan ide yang saya susun sendiri. Selain itu, tidak ada bagian dari tesis ini yang telah saya gunakan sebelumnya untuk memperoleh gelar atau sertifikat akademik.

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ABSTRACT

Ahmad Hamral, 2017. *The Role of Folktales as Learning Source to Support Vocabulary Mastery for Senior High School Students*. (Supervised by M. Asfah Rahman and Baso Jabu)

The limited mastery of vocabulary is a main issue in Teaching English as Foreign Language (TEFL) particularly in the classroom context. One of the motives of this limitation derives from the lack exposure to the Target Language (TL). Therefore the current study tried to enrich such limited input to be meaningful by employing the psychological features of folktales through folktale-based vocabulary exercise. There were three themes of folktales examined in this study namely love, good deed, and hero, to figure out: (i) the type of folktale-based vocabulary exercise which effects vocabulary mastery, and (ii) whether the presence of the folktales' theme affect vocabulary mastery.

This study applied Repeated Measures Experimental Design in order to put the test of the three folktales' themes on a group of respondent which consists of 32 students. The data were obtained from pretest and posttest of each theme of treatment. This row data then were tabulated and statistically calculated using SPSS program to find out whether or not the affect of those themes of folktales is toward vocabulary mastery of the students.

The result of data analysis showed that all of the three types of folktale's theme affect the vocabulary mastery of the respondents. It was indicated by the value of correlation of the three themes of treatment which were more than 0.05 and all of the significance value at paired sample t-test which were less than 0.05. The values of the t-calculation that were gained for all types were bigger than t-table. It means that the existence of effect was fulfilled. The difference of number of t-calculation for all pairs (pretest and posttest which were applied on each treatment) means that the presence of the varied folktale's themes brings effect to vocabulary mastery of the students. The t-calculation of the theme of love, good deed, and hero in row were 45.471, 99.607, and 43.097. Therefore the strongest effect is presented by folktale's theme of good deed, then followed by theme of love, and last is hero's theme.

Key Words: vocabulary, folktales, love, good deed, hero

ABSTRAK

Ahmad Hamral, 2017. *Peran Dongeng sebagai Sumber Pembelajaran untuk Mendukung Penguasaan Kosakata Siswa Sekolah Menengah Atas*. (Dibimbing oleh M. Asfah Rahman and Baso Jabu)

Terbatasnya penguasaan kosakata adalah suatu masalah utama dalam pengajaran bahasa Inggris sebagai bahasa kedua (TEFL). Salah satu penyebab keterbatasan tersebut adalah kurangnya interaksi terhadap bahasa target yang dipelajari. Oleh karena itu penelitian ini mencoba untuk memperkaya input yang terbatas tersebut dan membuatnya menjadi input yang bermakna dengan memanfaatkan efek psikologi dari dongeng dalam pembelajaran latihan kosakata berdasarkan dongeng. Ada tiga tema dongeng yang di kaji pada penelitian ini yaitu tema percintaan, perbuatan terpuji, dan kepahlawanan, yang bertujuan untuk mengetahui : (i) jenis latihan kosakata berdasarkan dongeng yang bertema apa yang berpengaruh terhadap penguasaan kosakata, dan (ii) apakah perbedaan tema dongeng berpengaruh terhadap penguasaan kosakata.

Penelitian ini menggunakan *Repeated Measures Experimental Design* untuk menguji tiga tema dongeng pada sebuah kelompok respondent yang terdiri dari 32 siswa. Data penelitian diperoleh dari test awal dan test akhir pada setiap tema perlakuan. Data mentah ini ditabulasikan dan dihitung secara statistik dengan menggunakan program SPSS untuk mengetahui ada atau tidaknya pengaruh tema-tema dongeng tersebut terhadap penguasaan kosakata siswa.

Hasil dari analisis data menunjukkan bahwa ke-tiga tema dongeng tersebut berpengaruh terhadap penguasaan kosakata responden. Hal ini dibuktikan dari nilai korelasi semua tema percobaan kurang lebih dari 0,05 dan semua nilai signifikansi pada paired sample t-tes kurang dari 0,05. Nilai t-hitung yang diperoleh pada semua tema perlakuan lebih besar dari t-tabel. Hal ini berarti syarat terjadinya pengaruh dapat terpenuhi. Perbedaan nilai t-hitung pada semua pasangan (test awal dan test akhir yang dilakukan pada setiap perlakuan) menunjukkan bahwa perbedaan jenis tema dongeng berpengaruh terhadap penguasaan kosakata siswa. Nilai t-hitung untuk masing-masing tema percintaan, perbuatan terpuji, dan kepahlawanan adalah 45,471, 99,607, and 43,097. Dari hal tersebut terlihat bahwa pengaruh yang terkuat ditampilkan pada tema perbuatan terpuji kemudian diikuti oleh tema percintaan dan terakhir adalah tema kepahlawanan.

Kata Kunci: Perbendaharaan kata, dongeng, cinta, perbuatan baik, pahlawan

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CHAPTER I

INTRODUCTION

This chapter deals with background, problem statement, objective, significant of the research, and scope of the research.

A. Background

Learning a second language (L2) with limited exposure to the target language (TL) is one of the major constraints faced by most of the language learners. Limited exposure means lack of interaction to TL, therefore the learner has limited available model of TL system to be internalized. It could be worst since such restrictive input is not meaningful. Only meaningful input can be internalized and processed by the language system of human to produce comprehension which is called as “intake”(Gas-Salinker, 2008:305).

Such process of language learning commonly occurs as the existence of the TL is considered as foreign language (FL). Students learning a FL often have little opportunity to interact with members of the language community who speak the FL natively (unless they study abroad), and typically have little opportunity (or need) to participate fully in the FL society – indeed, too often the sole reason for studying the language is that it is required for graduation (Saville-Troike. 2016:101). It is the issue what is being experienced by most students throughout Indonesian educational realm

in learning English. English is just taught dominantly in the classroom context where it is treated as a subject to be studied rather than as a living language to speak.

The very initial stage in learning L2 is to define the meaning of the word of TL (Gas-Salinker, 2008:238) which is further known as vocabulary mastery. There is a commonplace assumption that the more words a learner knows, the larger his vocabulary knowledge is. By having wide range of vocabulary, a learner can say many things to express his views, write many things to explore his ideas, he can understand what the others talk about, and comprehend the essence of a reading. Furthermore Funk-Lewis (1970:5) stated that words are a medium of exchange with which you relate to people, communicate your feelings and thoughts, influence them, persuade them, and control them.

Lack of vocabulary is the main issue in the Teaching English as a Foreign Language (TEFL) particularly in the classroom context. The researcher's observation during his classroom teaching of English, most learners fail in learning English since they can not comprehend the meaning of the word well which they are reading or listening as they are learning. It is too hard for them to memorize the words since it seems like a boring activity. In providing meaningful input, such boring activity should be avoided. Grasping the meaning should run through pleasant way with as low of pressure as possible which is noted as acquisition by Krashen (1978). As the result, the learner is able to master the word.

Using folktales or storytelling as media in language learning is an alternative way to create pleasure and minimum pressures in TEFL, and it is being an object of

linguistics study. The following studies show that the use of folktales or storytelling in language learning and teaching has already been worldwide-well-known. Brown (2006) investigated Rhymes, Stories and Songs in the ESL Classroom, Jianing (2007) studied Storytelling in the EFL Speaking Classroom, while Letsie (2004) enquired the unwritten textbook of the folktale: A case study of “Morongwa le Morongwanyana” (The Messenger and the Small messenger), and Wu (2008) researched about Teaching *The Three Little Pigs* to EFL Young Learners in Taiwan.

Folktales do not only provide pleasant experience containing moral and cultural value but they are especially useful for developing cognitive and academic skills as well (Tayler, 2000). Therefore it plays important role in teaching and learning process since it creates the atmosphere to provide comprehensible input as noted by Krashen (1978) that the acquisition of TL should run unconsciously as process as acquiring the first language (FL). Although in TEFL particularly in the classroom context only provide very limited range of learning-time but through applying folktales, much more input could be transformed into meaningful and than produce intake. Particularly in purpose of vocabulary mastery, applying folktales as media to have those words would be more interesting and meaningful instead of using conventional boring way by memorizing word by word.

According to Funk-Lewis (1970) if your vocabulary is limited your chances of success are limited. The potential of miss understanding and miss interpretation of utterances may come from such limitation and can appear various problems. Without comprehending well the meaning of those words, a learner must be difficult ether

understanding or producing the language that he is learning. It pictures that vocabulary is crucial element in learning language, therefore a learner is supposed to urgently gain it and he should catch much more words in as short as possible period of time. This frame of view urges researcher to investigate this research entitled *The Role of Folktales as Learning Source to Support Vocabulary Mastery for Senior High School Student*.

This study examines three kinds of folktale exposed to students and observes the effect of those three against vocabulary mastery obtained by them. They are love good deed, and hero. The varied of folktales are differentiated from psychological aspects which is considered of having mentally effect to student. Most of folktale or story telling research investigates about the way a kind of folktales is applied or presented toward vocabulary mastery or grammatical rules like through drama, cartoon, multimedia, etc. Therefore it is the novelty of this study in which examines three kinds of folktales having psychological effect at the age of senior high student.

It is estimated about two months to complete this investigation since the second posttest is taken one and a half month after presenting the material. Data analysis and processing approximately take one or two months. Respondent and venue of this study are reachable by the researcher which takes six kilometers from his resident. This condition draws that this study is feasible to conduct.

B. Problem Statement

In order to clearly state the goal of the study, it is important to formulate the research statement. As mention on the background that there are three types of folktales examined in this study, they are theme of love, good deed, and hero. These three are examined through the same treatment in order find out the answers of the following problems:

1. What type of folktale-based vocabulary exercises affects the vocabulary mastery of the students?
2. Does the theme of folktale affect the vocabulary mastery of the students?

C. Objective of the Research

The outline of this study is to find the role of folktales particularly in each of three varieties toward vocabulary mastery of the senior high school student. In regard to the problem statement mentioned previously the objectives in more detail of the research are as follows:

1. To find out the type of folktale-based vocabulary exercise which effect vocabulary mastery of the students.
2. To figure out whether or not the presence of the folktales' theme affect vocabulary mastery of the students.

D. Significance of the Research

The result of this study is expected to give contribution to theoretical development/refinement of second language acquisition particularly in acquiring vocabulary of TEFL classroom context. It is also valued for the teacher to provide alternative choice on presenting meaningful input to obtain the meaning of the words. This research outcome is essential data as well for the institution where this study is done since it is a real condition of the research object so it can be actual references to improve the method or strategy particularly in English learning and teaching process.

Valuables input from this inquiry can facilitate the researchers to enrich their insight either on direct object of this investigation or sources of inspiration for further exploration through the similar topic. By experiencing the presence of folktales the student hopefully can be easier memorizing English vocabulary and more engage and active in process of learning.

E. Scope of the Research

In order to effectively concern on goals, this study is bounded by three components to focus on. The initial is by discipline as the current study run under inter-disciplinary of psycholinguistics and applied linguistics. Psycholinguistics refers to the use three kinds of folktale which has different psychological effect of each. While applied linguistics lead to the presentation of material through the combination of both reading and listening on TEFL classroom context. The next is by content as

the existing research focus on examining three kinds of folktales namely good-deed, heroic, and love. And the last is by activity in which this inquiry takes data of vocabulary mastery of the student by utilizing pretest and posttest then conducting interview to reveal what is the effect of each kind.

CHAPTER II

REVIEW OF RELATED LITERATURE

In order to show the concept of this study clearly, the current part provides varied information of previous related study, some pertinent ideas, resume and the conceptual framework as guideline to conduct this study

A. Previous Related Studies

The use of folktales in language teaching field has been studied by many researchers with varied types and many ways. The following results of those investigations show the differences of utilizing type and way on each study. Those findings in more detail are:

Jianing (2007) conducted a research entitled “Storytelling in the EFL Speaking Classroom” in which he observed a considerable number of students is not responding actively in speaking exercises due to the main goal of the high school students is to get high scores in the Higher Education Exam, in another hand there is not oral English test presented on that exam, thus speaking skills are often neglected. Another reasons for this not engagement is the fear of losing face. For many English learners, they believe if they make mistakes or fail to find suitable words to express themselves, they will lose face. To protect themselves from being laughed at, they are reluctant to speak English. So there is the vicious circle: the less they speak, the less they improve their speaking skills, and the more they are afraid of speaking.

To deal with such condition, he proposed utilizing stories to more engage in the activity of speaking exercise since stories have always played a significant role in children's growth. Stories not only help in stimulating children's imagination and understanding of the world, but also in developing children's language ability and appreciating literature. Moreover Stories which rely so much on words, offer a major and constant source of language experience for children. Besides in the course of looking for, rewriting, and completing stories, their reading, writing and imagination can be further developed, likewise their teamwork and friendship will become stronger by working in groups.

Comparing to current study, Jianing present the use of stories to stimulate the respond of student in speaking exercise. While the existing study emphasis in the activity of grasping vocabulary mastery. Both studies employ the use of stories or folktales features in regard with stimulating imagination of student to more engage in learning and teaching activity.

Wu (2008) investigated “Teaching *The Three Little Pigs* to EFL Young Learners in Taiwan”. The main purpose of the paper was to show how young learners in Taiwan learned English effectively when they were exposed to such repetitive features of folktales by using multiple techniques. The multiple teaching techniques included presenting the picture book, using flash cards, showing sentence stripes, playing puppets for story drama, playing the chosen story CD, reading aloud, role play, choral speaking/chanting, and singing songs with action. The finding showed that the use of multiple teaching techniques in teaching this folktale had strong effect

on increasing young learners' English listening and speaking performance. It indicates that it is effective for teachers to apply multiple ways to present folktales in order that young learners would be interested in and be familiar with the folktale content.

The different between what was investigated by Wu and the existing study is in the way to expose the feature of folktales. The presence of folktales feature done by Wu is applied repeatedly through multiple techniques while the current study utilizes three kinds of folktale with varied content of emotional stimulant to be exposed.

Letsie (2004) had carried out a case study titled “The unwritten textbook of the folktale: A case study of “Morongwa le Morongwanyana” (The Messenger and the Small messenger)”, a South African folktale recorded and published by A.T. Malepe. Against the background of current problems with the folktale tradition, it is argued that the unwritten textbook can help improve three educational practices, namely the practice of educating children at home, the practice of teaching and learning at school, and the practice of educational mass media. The nature and content of the unwritten textbook of the Batswana culture as defined by Ong (1982) and other scholars presented orally are examined in a case study of the selected folktale.

The implications of the case study and of the unwritten textbook for the three practices are spelled out. It can be used effectively to educate and empower modern Batswana youth who have lost contact with traditional folklore. It will help children to focus on critical thinking, reasoning, reflection and action and will help them to go

beyond memorizing as they respond to the aesthetic, affective, cultural and social values in written texts. The unwritten textbook is a powerful source for modern literature.

The task of reconstructing the unwritten textbook should be undertaken to stimulate imaginative and creative activity, and thus to promote culture and arts. Lastly, folktales in Setswana literature, as manifestations of the unwritten textbook, should be used to express the moral ideals of the community.

This inquiry confirmed the role of folktales through case study to improve three educational practices namely the practice of educating children at home, the practice of teaching and learning at school, and the practice of educational mass media. Meanwhile the existing study enquires more detail of emotional effect which is emerged on each variation of folktale. Either the case study or the existing one indicates the psychological effect feature of the folktales is employed to appear attention and motivation in learning and teaching process.

Lepin (2012) proposed study material for TEFL with the help of fairy tales in school stage II through her research title “Fairy Tales in Teaching English Language Skills and Values in School Stage II”. The goal of this study material is to enlarge the vocabularies’ skills of the students, improve their grammar, reading skills, speaking skills, and provide topic for discussion related to the values contained in the fairy tales. There are four experts in charge to evaluate the study material in according with the following criteria; its suitability for the age group, wholesome treatment of the topic; its accordance with the curriculum and with its aims, and

whether students were interested in the study material. These experts were selected by the author through looking their degree of knowledge and his capacity which have to be familiar with the subject studied and able to give objective evaluation.

The results showed that the experts were generally satisfied with the study material. The experts also made some suggestions in order to improve the study material. The experts found that the set of worksheets developed all the language skills and provided an opportunity to speak about values.

The similar is placed on subject of the both studies. Either this previous study and the current study evaluate the study material in which utilizes folktales as media. In charge evaluator or respondent leads both of these researches different. The subject of this study is evaluated by four experts while the current is evaluated students. Evaluated object of both studies is different as well. The related study enquires more general of language skills meanwhile the existing is one more specific on vocabulary mastery in three varied of folktales.

Duursma (2007) investigated “The Role of Home Literacy and Language Environment on Bilinguals’ English and Spanish Vocabulary Development”. In this study investigated the predictors of Spanish and English vocabulary for Latino English language learners. It described how home literacy practices and initial literacy instruction in school in both languages supported dual language vocabulary development. For the analyses, the researcher examined parental reports on language use and literacy practices in the homes of 96 fifth grade English language learners.

The outcome of this research noted that paternal preference for English was one of the significant predictors in predicting both English and Spanish vocabulary. Students who received their initial literacy instruction in Spanish and whose father preferred to speak English tended, on average, to have higher scores on English vocabulary. It is interesting that only father's language preference played a role in this model, not mother's. It is possible that fathers who prefer to speak English rather than Spanish at home have higher levels of education and hold jobs that require them to speak English on a daily basis. When predicting Spanish vocabulary for students with initial instruction in English, both paternal and maternal language preference were significant predictors. When both parents preferred to speak Spanish at home, children had higher scores on Spanish vocabulary, even though they received their initial literacy instruction in English.

This research shows the importance of exposure to TL for L2 learner particularly in supporting vocabulary mastery. With similar view, that concept is applied as well in the current study as frame of reference in conducting the research. Exposure to TL through paternal preference English used at home leads to enrich the learner with available input. Meanwhile the existing study tries to modify the limited available input to be meaningful. In other words, the previous study is to emphasis the quantity of exposure, while the current one is to emphasis the quality of exposure.

Nurmy (2010) conducted a study entitled "*Short Story as Medium in Teaching Vocabulary II to the Second Semester Student of English Language and Literature Department UIN Alauddin Makassar*". This research was conducted to find out

whether the use of short stories builds the students' vocabulary and the student are interest in the use of short stories as a medium in teaching vocabulary II. Quasi experimental method was employed in the research. Two groups were assigned through the research namely control and experimental groups.

The finding of this research shows that the use of short story builds the students' vocabulary of experimental group and the students are interested in the use of short story as a medium in teaching vocabulary II. It is proven by the significant difference between the result of the posttest in the experimental and the control group, where the mean score of posttest in the experimental group is 86.64 and the control group is 75.23. The final score of probability value (2-tailed) is lower than α ($0.000 < 0.05$), it means H1 is accepted an H0 is rejected. In addition, the mean score of the questionnaire is 82.6 which is classified as interested

This evident conform that the feature of story can attract the interest of the adult students as well as build their vocabulary mastery. Although employed college student as participant and one short story compared to the current one which is employed senior high student and three kinds of folktales, but both of the research investigate the effect of story or folktales toward vocabulary building.

Syukur (2008) did a research entitled "Improving Vocabulary Using "Dora Cartoon Film" as a Primary Means of Vocabulary Building". The research is aimed to find out whether the use of Dora Cartoon Film is effective or not in increasing students' vocabulary achievement of the fifth grade students of SD Negeri 22 Jeppe'e

in Watampone and to find out the interest toward the Dora Cartoon Film in improving their vocabulary.

This research concluded that the using of Dora cartoon film is effective to improve the students' vocabulary. Therefore this method is able to be applied as media in teaching particularly for English young learners.

The previous findings above show, how folktale or story is applied effectively in English language learning and teaching process and how English vocabulary is built in the perspective of SLA in which have similarities with what the researcher investigate in current study. As conclusion, the varied features of folktales are possible to be applied and explored in English language learning, and modified it, such as in form of short story, fairy tale, drama, film, and so forth, in accordance with the aim of skills which need to be achieved or the need of students' condition.

Examining three kinds of folktale toward vocabulary mastery brings this existing enquiry different with others. Most of previous folktale research investigated the effect of one kind of folktale against one or two variables of target skill wanted to be attained. This novelty presumably may discover possibilities to find much further information in regard to the phenomena of folktales' feature particularly when use it in English language learning and teaching activity.

B. Some Pertinent Ideas

1. The concept of folktale

a. Definition of folktale

The derivation of folktale is originated from the word of folk and tale. The word of folk (adjective) means traditional or originating from common people. This word is usually applied in term of art, culture, etc (Hornby, 1995:456). And the word of tale (noun) is defined as a story, often one that is simple to read or understand, or a series of real events, told in the manner of a story (Hornby, 1995:1219). It can be meant also as a rumor, a piece of gossip or an excuse, often false or invented (Hornby, 1995:1219). Therefore folktale can be thought as a simply understandable story which is originated from common people.

The word Folktale (noun) based on Grolier Webster International Dictionary of the English Language (1972) is defined as a traditional or legend originating among a particular people, handed down, especially by word of moth, and sometimes in written form. It is also known as folk-story. While according to Oxford Advanced Learner's Dictionary Fifth edition (Hornby, 1995:456), the word folktale (noun) means a story passed on in spoken form from one generation to next. As a sum, a folktale is traditional story that has been passed on by word of moth, told from parent to child over many generations or passed on by countless storytellers sitting around countless evening fires (Taylor, 2000:4).

The term of folklore is often used interchangeably with folktales. Basically both folklore and folktale are passed down from generation to another in form of spoken or sometimes written, the difference between them is in the range of their coverage. Folklore encompasses larger variety of cultural heritage of human (Dorson, 1963), such traditional beliefs, practices, superstitions, customs, art, including tales or stories. This highlights that folktale is seen as sub-division of folklore (Das, 2014), since folktale refers to tale or story only.

b. The Characteristics of folktale

Characteristic of folktale is the simple way of telling story without complicated structure. Story-telling is direct and starting with important characters in the story. Such characters may be the generation of main characters' parents. Then, the story goes on telling the lives of main characters that may face obstacles but finally manage to get over the troubles. Often, folktales lead to happy ending. Likewise, the Malingkundang tales normally indicate who the main characters would become after their curse in the end. Kularb Mallikamas in Priwan (2010) has summarized main characteristics of folk tales as follows.

1. Folk tale is told with ordinary words. It is a prose, not a verse.
2. Folks tales have been orally passed on for generations. With developed writing, folk tales may be written down based on the stories previously told by mouth.

3. There is not indication of the original story teller. It is usually referred that the story has been told from their precedents who were important persons in the past. This differs from contemporary literatures which clearly indicate the authors' names. Even the folktales with names of the authors, still refer that the stories are based on the original tales, not newly composed.

Jua Satawetin in Priwan (2010) gave some explanation of folktales' important characteristics as follows.

1. The story must be old.
2. The story must be told in a prose form.
3. The story must be previously told orally.
4. The story must present perceptions and beliefs of local folks.
5. The true story which also includes the moral percept can be relatively deferred as folktale.

It can be seen implicitly that the most important characteristic of a folk tale is the way it has been passed down to newer generations without knowing who was the composer of that story.

c. Folktale varieties

In the literature realm, folktale is often categorized in varied form and name. Based on the pattern, Priwan (2010) classify folktale into 14 types as follows:

1) Fairy tale

This type of folk tale has exciting story proceeding within an imaginary world that contains wonders from supernatural power and miracles of non-human characters such as giants, angels, or the King of Nagas. As such, this kind of tale is sometimes know as “Tales of Wonders”. With their entertaining stories, the content of many fairy tales have been modified into various performances such as movies, and also other performances. Normally, it does not clearly indicate the location in the story. Besides, the main character possesses extraordinary attributes such as charisma or magic that would finally overcome the obstacles and conquer all of the enemies, with happy ending.

2) Legend

The story tellers in this category of folktale strongly believe that the incidents or the phenomena in such story do actually occur since there are factual evidences, persons, and locations indicated in the legend clearer than those mentioned in the myth.

3) Explanatory Tale

This is the kind of story that answers the question of “why” explaining the history and origin of human beings, animals, and natural phenomena. Explanatory tale explains names of locations, rationale of some beliefs, and stories involved with the hidden treasure.

4) Novella or romantic tales.

This type of tale has a long story comprising many sub-episodes (Attakorn in Priwan, 2010). Its content is more realistic. Characters in the story are rather common people, because of their ordinary lifestyles, than those in regality. Core content of the story is related to affection, exasperation, infatuation, fear, and adventures. Romantic tales are more sentimental than myths. Main characters have to show their wisdom and skills in solving problems and get through troubles with bravery and patience for successfully conquering their obstacles and enemies. Scenes and surrounding environments are also more realistic.

5) Ghost tales

Characters in ghost tales are inevitably ghosts and spiritual divines. There are situations of ghost haunting and possessing. The story is thrilling and frightening. Both story tellers and audiences quite believe that ghost tales are true stories. Appearances of ghosts or spiritual divines in the story are normally to help human, to revenge, or to show their supernatural power.

6) Hero Tales

This type of tale usually tells about moral, ability, acuity, and bravery of persons who are the country's heroes. Hero tales are similar to myths, whose main characters are also heroes in the story. However, there are some differences. That are, hero tales clearer indicate locations and times in the story. Core content of hero tales mainly tell bravery and heroism of heroes who fight for majority of people. Heroes are more adventurous and braver than ordinary people. These hero tales include in the

story the names of persons, countries, situations, or story plots that are based on true story and then modified for tale-telling purposes.

7) Fables

These are short and unrealistic stories. However, fables contain moral lessons that teach appropriate ways of living. Some fables give direct lessons but others indirectly provide thoughts in a comparative model. As such, fables are sometimes called the “object lessons”. Characters running the story may be human, animals, or angels. The stories are assumed to be happened in the past.

8) Religious Tales

These tales are related to religions, gods, priests, and also historic miracles or supernatural power. There are many of these tales in the west such as the stories of Sali Songo, Sunan Kalijaga, Syek Yusuf, Tuanta Salamaka, and so forth.

9) Jataka Tales

According to the Royal Institute Dictionary in Priwang (2010), “Jataka” means the stories of Lord Buddha’s incarnations. In each of those incarnations, the stories tell the Lord Buddha’s hagiography and holy activities when the Lord Buddha reincarnated as either human or a variety of animals. Despite the different forms of lives in reincarnations, two distinct and prominent characteristics of the Lord Buddha are always observed. These characteristics are the Lord Buddha’s virtue and his physical perfection. The Lord Buddha always incarnated in masculinity with perfect body and voice. Such physical appearance completely attracts the others seeing him. Regarding the virtue characteristic, the Lord Buddha always reincarnated with high

moral principle and merits especially the “ten virtues” (Pisit Charoensuk in Priwan, 2010), which include giving, scruple, leaving from homes, intellectuality, diligence, patience, faithfulness, blessing, mercy, and detachment. In Jataka tales, morale and teachings of the Lord Buddha are blended into the stories. At the end of the story, Jataka tales always tell readers about reincarnations of main characters in that story. One of the well known Jataka tales is “Tossa (ten) Jataka”, particular the last episode Jataka called “Pra Wes San Don”.

10) Myths

These are tales in which main characters are fairies or angels. Otherwise, the characters in the story must be related to religion beliefs and observances that are commonly practiced. Examples of myths are “Prabu Krena” and those related to the God Indra.

11) Animal tale

In this kind of tales, the main characters are animal, presumed to have human thoughts and behaviors. These characters can be either wild animals or home pets. In some stories, the characters may be human who can interact with animals as if they are also human. Some stories shows cleverness or foolishness of the animals. Sometimes, it can be a story of a cheating animal that usually bully other animals and finally get into the troubles. The animal tales are clearly told with the purpose to teach about morale. Hence, the animal tale can also be classified as fables.

12) Jests

Most of jests are short tales. In this kind of story, its climax is the behavior or situation that seems impossible. Jest tale may be a story of foolishness, cleverness, or sharp thinking needed for retaliation, gambling or adventures in a comic manner. Main character of the story may be the most foolish person who has the strangest behavior. Besides, there are jests that involve sexuality in an immodest way so that they are told only in specific groups or on some occasions. However, it can be noticed that this kind of tale strategically use linguistic techniques. That is, words are played around by the spoonerism manner in order to make the story amusing. If any listener cannot understand spoonerism, he/she will be like a droll in their group at that moment. Thai jests normally set the main characters as monks or nuns, whom usually have to be behavior well but had behaved against the rules or committed improper sexual behaviors such as, for example, the affairs between brother-in-law and sister-in-law or the affairs between the son-in-law and mother-in-law.

13) Formula tale

This type of tale has its special way to tell stories in the different format from other kind of tales. For example, it is told repeatedly and continuously or there are many characters whose behaviors are sequentially related. There are four categories of formula tale:

a) The endless tale. This tale has no limit length. It is continuously told until the listeners become bored. This kind of tale usually involves counting or repeated actions. It is suitable to children's interests.

b) The unfinished tale. The tellers use this kind of tale to tease listeners in order to make them fun. The story starts from local interesting story then immediately end without any sign or good reason.

c) Cheating tale. The story tellers intend to disguise listeners by attracting them to be part of the story such as asking and answering questions. When the listeners expect that their answer is right, the tellers give another answer which is totally funny and nonsense.

d) Chain Tale. This kind of tale is a non-stop story. There can be many characters with sequential behaviors that may probably not be related to the behavior of previous characters.

14) Riddle tale

This type of tale is told in the way that phrases are tied up to leave some challenging clues within middle, the end or important part of the story in order to allow participation from listeners or readers to express their opinions or knowledge about that story.

d. Components of Tale-Telling

There are five major components of tale-telling, they are:

1) Tale tellers

These are persons who have particular skills and styles for telling stories because he/she will make the stories even more exciting. Each tale teller may memorize tales' content in different ways. They may also be interested in different

details. Some tellers who like telling stories briefly normally memorize major content and skip some parts of the story. On the contrary, those who are interested in more details would extensively describe the story. Hence, the same tale may have different details and content.

2) Tale body

The body of tale is considered as a substance or content of the story that would be delivered to listeners. As aforementioned, there are various types of tales with different lengths and contents. As such, there may be different stories for the same tale known as different “version”. Nimmanhem in Priwan (2010) explained “version” as:

“Version is a common word used for describing the same folk tales that are collected from different locations or collected from the same tellers but at different period of times. A tale collected from one teller or collected at one occasion is regarded as one version of that tale”.

3) Tale audiences.

The tale audiences (listeners) or bearers may be slightly different from other message receivers because tale audiences are more interested in the story and try to participate in such as asking questions, protesting, or supporting the tale’s substances. Interactions between tellers and audiences create an excellent atmosphere and more fun of tale-telling. The folklore categorizes tale audiences into two types (Siraporn Thitathan in Priwan, 2010), which includes:

a) Passive bearer's tradition. This refers to those who like listening to tale-telling. They can remember the story but cannot tell the story.

b) Active bearer's tradition. This refers to those who have talent of tale-telling. When they have listened to tales told by others, they can precisely remember the stories and lively tell that story to others. They also have attractive styles of tale-telling. This group of audience has important roles in transferring and distributing tales.

4) Purposes of tale-telling.

Most objectives of tale-telling are mainly for entertainment. Meanwhile, there can be other purposes which depend on the tellers. With the same tale, the tellers may have different purposes which can be summarized as follows.

- a) For entertainment and relaxation during free times.
- b) For teaching purposes such as fables.
- c) For educational purposes such as tales of locations and natural phenomena.
- d) For religious propagation such as the Ramayana and tales of Gods, etc.
- e) Occasions of tale-telling.

Tales can be told in almost all occasions including during the traditional ceremonies, religious rites, or when working together such as farming, cotton harvesting, basketry, embroidery, preparations for traditional ceremonies, and during traveling, etc. Tales are also told on the occasions that people are not able to go anywhere freely such as, for example, in the cool or raining season. Tale-tellers are normally priests or monks who like to include teachings into the tale's content. It can

be observed that nighttime is the most appropriate for telling tales because people have already finished their daily works and gathered for relaxation. There can be a variety of tales stories but they are normally changed to ghost stories when late at night.

Among the aforementioned components of tale-telling, tale-teller is the component that has most influence on changes of the tale's content. Hence, tales that have been spread to various places have been inevitably changed according to changes of tellers.

e. Importance of Folk Tales

A folk tale has an important role in knowledge transfer and personality development. It also has power to influence person's perception, attitude, behavior, and many other factors important to human's life as well as the society, which can be concluded as follows (Songsin in Priwan, 2010).

- (1) Folk tales help people to better understand general conditions of human since folk tales are sources of constructed perceptions, beliefs, paradigm, fear, fun, formality, and others.
- (2) Folk tales are implicitly regarded as a boundary of people in the society to perceive whether things are right or wrong. Even the state's law could not equally force the minds of human. The reason is that people have been raised with such discipline since their childhood.
- (3) Folk tales enable human to learn local lifestyles by considering that the folklore is a living basis of a particular nation or a group of people.

- (4) Folk tales are national heritage and culture. They are stories about human's ways of lives in each nation or language and have traditionally been followed through generations.
- (5) Folk tales are both arts and sciences. Being the origin of various sciences has even more widened learning in other fields of study.
- (6) Folk tales bring people's pride of their locality so that they would perceive that they have something in common. Such attitudes greatly lead to people's unity and harmony.
- (7) Folk tales are sources of entertainment for human.

2. The concept of vocabulary

a. Definition of vocabulary

Due to provide clearer comprehension regarding to vocabulary concept, the following definitions are presented and derived from different sources. According to Grolier Webster International Dictionary of the English Language (1972) and Oxford Advanced Learner's Dictionary Fifth edition (1995), the word vocabulary (noun) means:

- 1) The stock of words used by people, or by a particular class or person
- 2) A list or collection of the words language, book, author, branch of science, or the like, usually in alphabetical order and defined.
- 3) The word of a language
- 4) A word book glossary, dictionary, or lexicon

- 5) The total number of words in a language
- 6) All the words known to a person or used in particular book, subject, etc
- 7) A list of words with their meaning especially one that accompanies

In regard to those definitions above, it is assumed that vocabulary is all words which can be meaningfully understandable and comprehensible by particular people, or by particular class or person. It is like storage or bank of words which can be drawn up to be performed in particular use by its owner any time and any where.

Since the vocabulary is seen as very essential issue, therefore any language learning takes it as an important subject or lesson in acquiring the language which is pursued by a language learner. The statements regarding to the importance of vocabulary are presented as follow:

Honrby (1991:32) stated that vocabulary is a total number of words which make up a language and another concept of vocabulary came from Landan-Bogus (1975:827) that vocabulary is a list of words or of words and phrases, especially one arrange in alphabetically order and defined or understand by particular person, class, profession, and so forth. Meanwhile Good (1959:642) points out that vocabulary is the content and function words of a language which are learned, so that they become a port of the child's understanding speaking and later reading and writing vocabulary. He also defines vocabulary as the words having meaning when heard and seen even though not produced by individual himself.

Vocabulary of any language consists of a wide range of lexical forms (Takac, 2008:6). Furthermore he explained that, many linguists and theorists of L2

acquisition agree that vocabulary is made up of a variety of forms, such as morphemes, both free and bound (e.g. laugh, or the prefix un-), their combinations, i.e. derivatives (e.g. laughter, unbelievable), compounds (e.g. bus conductor), idioms, i.e. units that cannot be reduced or changed, and whose meaning cannot be retrieved from individual meanings of their components (e.g. to bite the dust), and other fixed expressions, such as binomials and trinomials (e.g. sick and tired; ready, willing and able), catchphrases (e.g. they don't make them like that any more), prefabricated routines or prefabs (e.g. if I were you), greetings (e.g. How do you do?) and proverbs (e.g. It never rains but it pours). This varied of formal categories and wide range of lexical item places vocabulary on the boundaries between morphology, syntax and semantics. To understand the word fully, therefore a student must know not only what it refers to, but also where the boundaries are that separate it from words of related meaning (Gairns-Redm cited in Takac 2008)

b. The Significances of Vocabulary

For many years before, the important of vocabulary had been undervalued in the field of second language teaching and learning, but the last decades have seen a change of attitude towards vocabulary. Laufer (1997:147) said: “vocabulary is no longer a victim of discrimination in second language learning research, or in language teaching. After decades of neglect lexis is now recognized as central to any language acquisition process, native or non native. What many language teachers might have

intuitively known for a long time, that a solid vocabulary is necessary in every stage of language learning, is now being openly stated by some language researchers”.

This reversal point is therefore the spread of the audio lingual method followed by the communicative approach, since then the findings of applied linguistics slim down the syntax and gives more importance to the lexicon. This revolution of vocabulary has created explosion of publications on vocabulary aimed at second language teachers and course designers.

Carter (1998:184) noted that vocabulary was neglected in second language researches, as a result of syntax and phonology domination in this field. Moreover, vocabulary presentation seems to be difficult task for syllabus designers because of its infinite nature. But now vocabulary is in the top of second language research.

Fothermore, Jordens (2006: 359) believed that vocabulary is more important than grammar because people generally use vocabulary and reduce grammar particularly when getting a message across quickly and precisely and is of the utmost importance; like telegrams, panic situations or times when emotions are very high. Moreover, the number of ungrammatical sentences people speak and write is enormous, unless they need to convey complex messages precisely. It is clear that vocabulary has been recognized as a key area of language knowledge. Hatch (1998) stated that the foreign language learner needs for lexical elements in early stage as well as in later stage of the learning process, is often far greater than the need for grammatical rules this why travelers take dictionaries not grammar books when going abroad. Vocabulary is central to English language teaching because without sufficient

vocabulary students cannot understand or express their own ideas. Wilkins (1972:111) quoted that without grammar very little can be conveyed without vocabulary nothing can be conveyed”.

Call (1987) cited in Jordens (2006:258) points out that we can give a clear image without using certain grammatical categories for example: storm fall tree dead, this explain why text comprehension is determined to a large extent by vocabulary acquisition, A considerable amount of research has been devoted to second language classrooms in order to ascertain where the type of instruction has an effect on second language development and achievement. As Ellis (2012:17) pointed out that this kind of research aims at the clarification of theoretical issues but above all aims at the improvement of language teaching by means of developing teachers awareness of the nature of the input that learners are exposed to.

In order to become proficient in a foreign language therefore, a learner has to learn thousands of words before taking care of grammar, and language teachers should spend considerable time on teaching vocabulary in their classroom, and examining the relationship between vocabulary teaching and vocabulary learning.

c. Type of Vocabulary

Basically, there are two kinds of vocabulary; they are active and passive vocabulary (Harmer, 1991:159). The former consists of the words used in conversation and writing, on the other hand, the last consists of those words which

are not usually part of one's speaking vocabulary but which are recognized and understood when read.

According to Allen (1983:74), active vocabulary consists of words we know well enough to use by ourselves and the passive one is words we understand approximately when we meet them, but cannot use them.

Scharil (1967:57) pointed out that every person has three types of vocabulary, they are:

- 1) Active vocabulary; the words we usually use speaking and run from 5000 to 10000 words.
- 2) Reserve vocabulary; the words we know but we rarely use them in ordinary speech. We use them in writing, when we have more time to consider, or think.
- 3) Passive vocabulary; the words we recognized vaguely, but are not sure of the meanings we never use them in either speech or writing. We just know that we have seen before.

In more detail of vocabulary concept is stated in the "Encyclopedia of Education" which constitutes four types as follows:

- 1) Oral vocabulary consists of words actively used in speech. They are the words that connect.
- 2) Writing vocabulary is the words that come reading to one's finger vocabulary.
- 3) Listening vocabulary is the stock of words to which one's response will mean and understanding in the speech of others.

- 4) Reading vocabulary is the words to which are responds with meaning and understanding in the writing of others.

Stockwell-Minkova (2001) divided vocabulary in to two categories based on the words of the common language that every body knows from early age which is known as core vocabulary, and the words that are learned in the course of our education which is called as the leaned vocabulary. The former is closely the same for everyone and acquired at pre-educational stage. A special or formal instruction is not necessary in this type of vocabulary. Meanwhile the later need a pre-educational stage to acquire and it is not shared commonly by everyone. It is varies greatly in size and composition from one individual to another (Stockwell-Minkova, 2001:3).

d. Words' features

Regarding to the definition of vocabulary above, it describes that the primary element of vocabulary is word. Therefore it is necessary to deeply enquire its elements to have appropriate comprehension. Harmer (1991) noted, that there are at least five aspects of word which should a language learner should understand about word, they are:

1) The meaning of word

It should be realized that a words often has more than one meaning. To gain the sense of it therefore a learner should conceive the context of the word where it occurs and understand its relationship with other word particularly how it fits into the vocabulary hierarchy (Harmer, 1991:18). For instance meat, fish, fruit, and rice are

sob-ordinate from the word of food, and banana, apple, orange, and lemon are sub-sub-ordinate of fruit,

2) The extended use of word

A word do not only has different meaning; however it can also be stretched and twisted to fit different contexts and different uses (Harmer, 1991:18). It is often applied to present metaphorical or dramatic expression. Furthermore he noted that the metaphorical use of word allows us to move beyond its denotation of purely use.

3) The formation of word

Word formation refers to word forms and how they are formed. It is apart in the morphology as inflectional and derivational morpheme. The formation of word talks about how and what words change inflectionally or derivationally or do not change at all. Affixation and compounding are two ways which can be used to make new formation of words.

4) The combination of word

Word combination (also known as collocations) is the way in which words co-occur-combination which through custom and practice, have come to be seen as normal and acceptable (Harmer, 1991:20). In fact some words can be applied together properly but others can not. It is acceptable collocation of “fast asleep”, but “fast awake” is not.

5) The grammar of word

A key middle ground where word phrases on the one hand and grammar on the other meet up is through the operation of word classes or part of speech, such as

noun, verb or adjective (Harmer, 1001: 21). The grammar is guidance of word order syntactically acceptable. It is needed as well to select and put certain appropriate words into a meaningful sentence.

e. Principle of teaching and learning vocabulary

Regarding to the principle of teaching and learning vocabulary, Wallace (1989) indicates it into eight elements as follows;

1) Aim

In teaching vocabulary we should make clear about our aims. They should be clearly settled about many how vocabulary that learners are able to know or to master.

2) Quantity

Ensure a numbers of vocabulary that have been given to the students and should know to decide how many words should be active vocabulary and still as the passive vocabulary should be familiar to them.

3) Need

In most cases, the choice of vocabulary taught to the students, the teachers use course book or syllabus. In this case, the teacher in selecting the vocabulary that is going to be taught will relate to the aims of course and based on their knowledge discipline. The students should put in the situation or condition where they have to communicate the words they need using the words as the information.

4) Frequent Exposure and repetition.

A certain amount of repetition is necessary until there is proof that the students have learnt the largest words. The simplest way of checking that the learning has been done by seeing whether or not the meaning is already gained, if the words have to be part of the students productive vocabulary, they must be given an opportunity to use them as often as necessary for them to recall the words at all with the correct spelling and pronunciation and identify their meaning.

5) Meaningful presentation.

In presenting the vocabulary the students must have a clear and specific understanding of what words denote or refer to this requires that the words presented in such a way their denotation and references are perfect and unambiguous.

6) Situation of presentation.

The words presentation is appropriate to the students' situation.

7) Presenting in a context.

Words are seldom occurred in isolation so it is important for the students to know the usual collocation that the words occurs so from the beginning. The words must appear in its natural environment as it were among the words it normally collects with.

8) Learning vocabulary in the mother tongue and in the target language context.

3. How the learner define the meaning from SLA views

The process of acquisition between L1 and L2 is different in SLA perspective. Overwhelming available input in acquiring L1, builds relatively easier and faster the language system network of the child. It can be simpler since there is not interference of the former existing language pattern. Therefore L2 acquisition, at least in initial stage, often involves a mapping of the lexical form onto an already existing conceptual meaning or translational equivalent in L1 (Takac, 2008).

In constructivists' perspective assume that Learning occurs based on extraction of regularities from which form the input, then these regularities or patterns became straightened due to of frequently used (Gas-Salingker, 2008). In ordert to provide a range of SLAs' view about the mechanism of mental process in defining meaning, the following concept is necessary to describe the process.

a. Exemplar-base approach

The regularities emerge form exemplar-base approach in which the experiences occurred in the complex linguistic environment, form input information known as examples which is seen as the basis of complex pattern (Ellis, 2002). Grammar of language in this process is conceived from connectionist approach, where the resultant of knowledge is seen as a network of interconnected exemplars and patterns, rather than abstract rules (Gas-Selingker, 2008:220).

b. Connectionist approach

Connectionist system is based on the pattern associations or the connection among the patterns. Such pattern derives from the examples of experience in learning language as input or information which further this pattern emerges regularities. Learners are able to extract regular pattern from the input to create and strengthen associations although they may not be aware that this is what they are doing (Gas-Selingker, 2008:220). The strength of association is determined by interaction with the environment.

c. Parallel distributed approach (PDP) approach

As part of connectionist approach, this model is seen as neural network which consists of nodes that is connected by pathway. Frequently used of pattern will strengthen the connectionist which is called as pathways. In PDP work-system, pathways function to connect nodes known as connectionism (Gas-Selingker, 2008:220).

d. Competition approach

This SLAs' concept assumed that the connectionist or the pattern associations of L1 is possibly already existed and strengthened therefore it will influence the present of L2 in establishing its network or connectionist; hence the proper cues should be selected on performing a certain language. Fundamentally, this model based on selection of proper cues to present language. These cues may come from morphology, syntax, meaning, or others side of natural language. Thus the complexities of

language which consist of many cues should be sorted by one through repeated exposure, through the extraction of regularities, and through demands of use where form-function (competition model) are dependant on reliability of the input (Gas-Selingker, 2008:226).

C. The Conceptual Framework

The current study is conducted under SLA concept which takes place on TEFL classroom context. It applies the theory of comprehensible input sought by Krushen (1978). In which the features of three variants of folktale are employed expectedly to convert the limited available input of TLs' vocabulary in TEFLs' atmosphere to be meaningful and comprehensible.

This study initially employs vocabulary test in form of pretest and posttest to measure vocabulary mastery of student before and after attending on the presence of three kinds of folktale. The result of these tests further expectedly describes how the effect of these folktale variants against vocabulary mastery. The following chart shows the flow of conceptual framework utilized in this research:

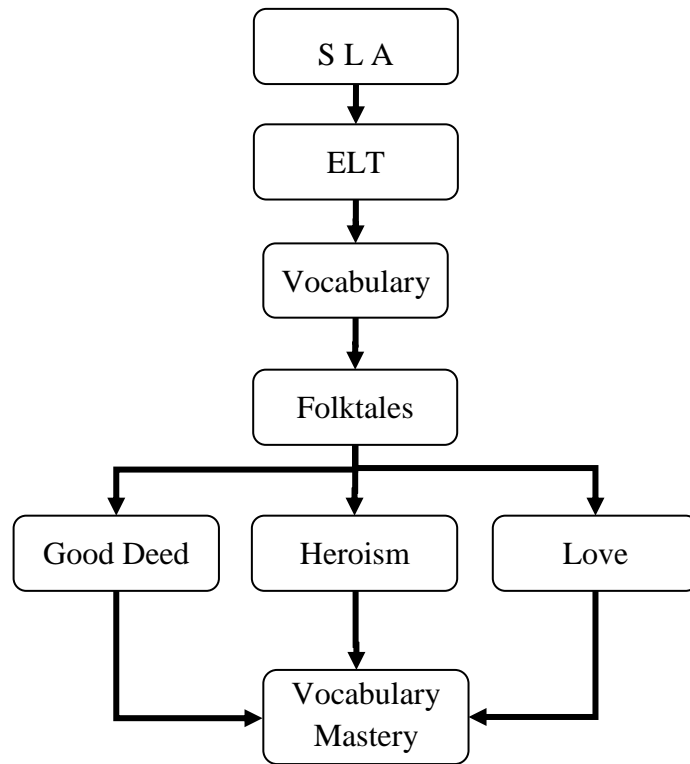


Figure 2.1 Conceptual Framework

Notion:

SLA : Second Language Acquisition

ELT : English Language Teaching

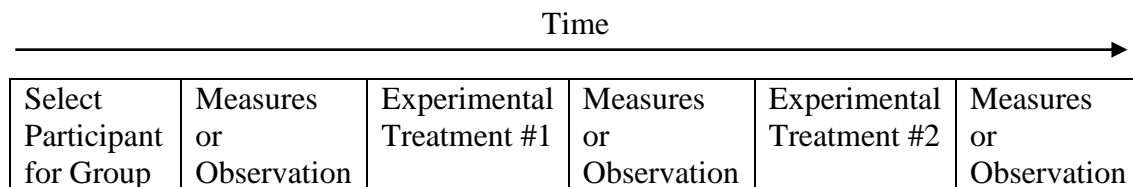
CHAPTER III

RESEARCH METHODS

This chapter deals with the description of research design, research variables and operational definition, population and sample of the research, research instruments, procedure of data collection, and technique of data analysis.

A. Research Design

This research applies *repeated measures experimental design* (Cresswell, 2008). It is a type of quantitative approach in which employs single group along all experimental treatments. The researcher in this type compares a group's performance under one experimental treatment with its performance under another experimental treatment (Cresswell, 2008:319). In other words, the researcher in such design is going to assess the difference of outcome measures from treatment to treatment. The steps of this design are shown in the following figure.



(Cresswell, 2008:320)

Figure 3.1 The Steps of Repeated Measures Experimental Design

The first step of this experimental design is selecting a group of the respondent, then examining their initial vocabulary mastery (for all type of folktales' theme) through pretest. The three kinds themes of folktale functioned as treatments are applied alternately over a certain point of period on that group. Meanwhile vocabulary test is employed to measure the performance before and after each treatment. The similar form of test is utilized either before and after the presence of the treatment.

B. Variables of the Research and Operational Definition

There are two kinds of variables which are applied in this study; they are one independent variable and one dependent variable. The former refers to the theme of folktale used as treatment in this experimental research and the last is vocabulary mastery which is measured through vocabulary test in the both pretest and posttest.

In case to make clear the terms commonly mentioned in this study in order to avoid misunderstanding as well as to be a guide for the reader to grasp the points discussed in this research, the researcher need to clarify the operational definition matters as follows:

1. Vocabulary mastery refers to the number of words which both are understood and mastered by the student in according with vocabulary's elements referred to meaning, form, and usage. It shows the competent of the student to identify the meaning, form, and usage of those words that he knows.

2. Folktales means easily understandable tale or story originated from common people and passed on in spoken from one generation to next.

Kinds of folktales to be investigated in the current study are:

- a. Good deed is a theme of folktale applied on a text in the treatment which narrates about the value of goodness played by the actor and its consequences.
- b. Heroism is a theme of folktale applied on a text in the treatment which tells about heroic story and performs the characters of hero.
- c. Love is a theme of folktale applied on a text in the treatment which recounts about love story exploring the feeling between male and female related to love.

C. Population and Sample of the Research

This research is conducted at a senior high school in Makassar located on Jl. Maccini Raya No.29 Makassar, South Sulawesi. A group of first grade student in this school consisted of 17 male and 15 female is taken as participant of sample in this research. Their ages are in range between 15 and 17 years old. Most of them are from middle-low of social strata indicated by their parents' job, which are mostly labor and street vendor. The common reason for going to school is to get certificate for having a better live. Since this research is conducted by utilizing one group of participant only, therefore the sample is seen automatically as the whole population.

D. Research Instruments

Instrument is a formal, systematic procedure for gathering information about people cognitive and affective characteristic (Gay, 2006). Therefore it is an essential device in the research to assist gaining data collection.

The only instrument utilized in this study is vocabulary test. This test is applied before and after the presence of each treatment of the folktale theme. It means such instrument is applied four times since there are three themes of folktale employed in this enquiry. They are one test before the treatment known as pretest which covers all of the three themes and three tests after the presence each kind of folktale's theme called as posttest covering the theme of treatment accordingly. The form of the test before and after the treatment is similar according to each theme of folktale in purpose to have picture whether or not the diversity is toward the presence of folktale.

This vocabulary test is divided into three sections. Each section is the representation of a certain kind of folktale's theme which consists of forty five numbers of questions. Each question in the test is represents at least one element of vocabulary mastery. In this study, three elements of vocabulary mastery are employed namely meaning, form, and use (Nation, 2000:39). This Instrument is expected to measure the vocabulary mastery of the student ether for the whole part or per element before and after the treatments.

E. Experimentation

The phase of experimentation was conducting for about five weeks during April to May 2017. Each treatment was performed on one meeting and followed by the posttest of the theme of treatment on the next meeting. Three different themes of folktale were employed through the third series of treatment. Each treatment went through with precisely similar steps expect the application of the varied folktale theme. As mention above, the learning process in the treatment applied folktales base vocabulary exercise which was outlined in three sections namely presentation, practicing, and production/use. The detailed activities in the learning process of the treatment can be found on Lesson Plane in Appendix 1. The steps of the treatment are as follows:

1. Presentation

- a. Introducing the topic and the objective of lesson
- b. Telling briefly the story of the topic accordingly
- c. Stimulating the student to engage onto the topic accordingly
- d. The student read the text guided by the teacher.
- c. The teacher checking the student's understanding and difficult words along the story particularly the given words as target of vocabulary mastery which are bold printed in the text.
- d. The teacher presenting the meaning of the varied formation and use of the target words.

2. Practicing

- a. Matching the given word(s) to its meaning
- b. Showing the meaning of word then student pronounce that word
- c. Checking the pronunciation through multi media.
- d. Writing down the synonym and the antonym of given word.
- e. Put the suitable word in the sentences.
- f. Fill the blank table with appropriate word form (word class) corresponding to the available word in each line of table.

3. Production/use

- a. Showing the picture and guessing the word corresponding to the picture, then explaining the relation between the picture and the word.
- b. Building sentences using the given word.
- c. Changing those sentences into negative form.
- d. Building the questions based on the answer keyword which is presented through a given sentence (use).

F. Procedure of Data Collection

There are two steps applied in the process how the data are collected in this study. They are through pretest and posttest. The protocol each of them is presented in chronological order as follows;

1. Pretest

Initially the participants followed vocabulary test as pretest in which they were required to identify the meaning of words presented on the test. After receiving the test's result, then the researcher examined the word(s) that each student can recognize. This data were expected to picture the initial vocabulary mastery of the student.

2. Posttest

Vocabulary test as utilized as in pretest is applied in the posttest as well. It is given three times following the presence of each theme of folktale. This test is administered to measure the progress of vocabulary mastery of the student after attending on each treatment.

G. Technique of Data Analysis

The initial stage of data analysis is to score vocabulary mastery of pretest and posttest and then tabulate them. In order to set the maximum score of 100 particularly in calculating the result of comparing the pretest and posttest, the following formula is applied:

$$\frac{\text{Student's score}}{\text{Maximum score}} \times 100 = \text{Gained score}$$

The result scores afterward were classified into seven levels of categories through classification system such as in table 3.1. This classification was published by educational authorities and being established by the school where this study was conducted. Each category of classification of pretest and posttest which was performed on each theme then was calculated to figure out of the frequency and percentage. The seven classifications of the scores are as follow:

Table 3.1 Classifications of Scores

No.	Range of Score	Classification
1	96 – 100	Excellent
2	86 – 95	Very good
3	76 – 85	Good
4	66 – 75	Fairly Good
5	56 – 65	Fair
6	36 – 55	Poor
7	0 – 35	Very Poor

(Depdiknas, 2004:38)

Further step is conducted through comparing the outcomes of tabulating data obtained on the earlier phase in two ways. The first is by comparing the result of pretest and each posttest after each treatment. In this phase, researcher examine whether or not the student is able to recognize the words based on elements of vocabulary mastery presented on the posttest after having each treatment. This outcome is expected to show the effect of each type of folktales-based vocabulary

exercise toward vocabulary mastery. The second is by comparing the achievement of three results of posttests. This calculation is expected to explain whether or not the presence of varied folktale's theme has effect the vocabulary mastery of the student. The row data of posttest and pretest were statistical calculated employing SPSS software version #20 to produce amount of values accordingly in purpose to answer and describe the issues in problem statement section which have mentioned in the former.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter particularly deals with the findings of the research, followed by the discussion of the findings. The finding consists of; (1) visualization process of the experimental activity as well as the achievement of students gained during the treatment, (2) the data obtained from each pretest and posttest test to measure the students' vocabulary mastery before and after being taught the materials of each folktale's theme. This section shows how the effect of folktale's themes to vocabulary mastery of the students is. While the part of discussion aims to elaborate some arguments and further interpretation related to findings.

A. Finding

There are three themes of folktale employed on this study namely love, good deed and hero. Each theme was employed in the narrative text of folktale-based vocabulary exercise. Therefore the data of students' vocabulary mastery before and after applying each treatment are essentially needed to describe the affect of each theme. Three pretests and three posttests for each experimental activity are conducted through this research to show the role of the folktale's theme to vocabulary mastery of the students.

1. Experimental Phase

A computer and a projector were utilized as devices to assist in this experiment. The computer's software of Micro Soft Power Point, Excel, and Word were employed to present the material. In this section, researcher took theme of love represented the two others of themes with considering the steps in all themes are the same. The activities and the results of the steps in the treatment were presented as follow:

a. Presentation

The beginning of the class commonly was to check the attendance of the students. Likewise in this experiment, this step was conducted as well at the first on each meeting.

Then the teacher introduced the topic and the objective of the lesson by displaying it through projector which got input from computer using power point software. As soon as the student watched the slide, teacher told about this love story briefly where the one preferred to live or die in the name of love. The following figure shows the appearance this presentation:

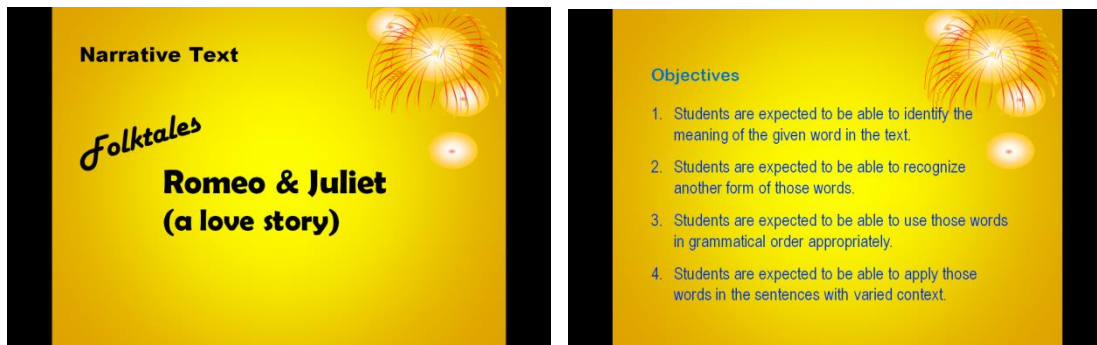


Fig. 4.1 Print Screen of Topic and Objectives on the Power Point Presentation

Next, the teacher presented some questions related to the topic to stimulate students to engage into the lesson. Those questions are shown on figure below



Figure. 4.2 Stimulating Question to Engage the Students

In responding those questions almost all of the students were able to recognize the central character or general term of the story like: Who Romeo is, Bambang putih is, or the tiger is, But when they came the questions asking the specific information like:

how their love were, why bawang merah hated bawang putih, it was difficult for them answer it since they have rarely or even never heard such folktales anymore.

After that the teacher read the text on the worksheet part by part (sentence) as first model then followed by the all or a group of students. The correction were given by teacher as they performed miss pronounce or found difficult words. The text on the worksheet presents as follow:

Worksheet #1:
Folktale Love

ROMEO AND JULIET

Romeo Montague and Juliet Capulet lived in Verona. They met at a party and it was love at first sight. Their families were enemies so the young couple could not meet in the open. They got **married in secret** with the help of a priest, Friar Laurence, and Juliet's maid.

Juliet's cousin, Tybalt, **hated** Romeo and Montagues. One day he met Romeo and his friend Mercutio in the street. They had a sword fight and Mercutio was killed. Romeo was so upset that he attacked and killed Tybalt in revenge.

As the result of this, Romeo **had** to leave Verona to save his **life**. He visited Juliet secretly that night and then left for Mantua. Juliet's parents wanted Juliet to marry Paris, a friend of the family. They **arranged** the marriage and Juliet was horrified. She asked Friar Laurence to help her. He suggested a **plan**: he **gave** her a drug to make her sleep for long time and appear dead to everyone else. When Juliet woke up, she could join Romeo in Mantua. Friar Laurence promised to write to Romeo and **explain** that plan.

The night before the wedding, Juliet took the drug and her family found her 'dead' in the morning. The wedding **celebration** turned into a funeral. **Unfortunately**, Romeo never received the letter from Friar Laurence. He turned to Verona. When he found Juliet's body, He thought she was dead and he was so miserable that he **sacrificed** himself in the name of love. When Juliet woke up and saw Romeo lying dead beside her, she then killed herself too, with his dagger.

As a result of this tragic series of events, the Capulets and the Montagues agreed to stop fighting and live in peace together.

Figure. 4.3 The Part of the Text in the Worksheet

As soon after the student read the text, beside giving correction for their pronunciation, the teacher confirmed as well whether or not they had understood the text or words that they were reading. Only about three or four in maximum text in syntactical context could be caught by them and about fifteen to forty percent the meaning of the words context in the whole text could be known. The following table shows the difficult and easy words particularly the target words found on each theme in the treatment :

Table 4.1 The Difficult and Easy Target Words on Each Treatment

Love		Good deed		Heroic	
Difficult	Easy	Difficult	Easy	Difficult	Easy
secret	have	accident	follow	admire	run
hate	give	strange	visit	pity	come
arrange	life	mercy	forest	creep	save
sacrifice		comfort		quick	go
unfortunately		strange		hard	
explain		appear		hold	
celebration		suspicious		chance	
plan		commit		free	
		proper		fool	
		request			

Furthermore the teacher shown the varied formations of those target words and its use particularly as those are tied to certain other word. In this section, the teacher explained the chance of the form and class of those words including the

chance of their meaning when those come together with other word. The way to present those words was trough power point as follow:



Figure 4.4 The Formation and Use of the Target Words

b. Practicing

Worksheet was employed assisting the students to comprehend the target words in this phase. This worksheet consists of seven tasks and word bank containing potential difficult or strange words found in the text. The task of matching words to its meaning was initial step of this section. There were twenty one target words including its formations and combinations in this part. It was found only about ten to thirty percent mismatch on this task. The following figure is an example of the result of matchmaking task which was done by the respondent no.18 named Tasya.

Task 1. Write the appropriate meaning in the box behind the corresponding word.

- have	=	Mempunyai	* tidak beruntung	* memberitahu rahasia
- plan	=	Mengatur	* kehidupan	* berhati-hati
- explain	=	Menjelaskan	* menikah	* mengorbankan
- secret	=	Memberi	* memaafkan	* menyerah
- hate	=	Membenci	* mengatur	* harus
- forgive	=	Memafkan	* memberi	* kehabisan
- unfortunate	=	Tidak Beruntung	* membenci	* rahasia umum
- marry	=	Menikah	* mengorbankan	* paling rahasia
- arrange	=	Rencana	* rahasia	* jatuh cinta pada
- life	=	Kehidupan	* mempunyai	
- sacrifice	=	Mengorbankan	* rencana	
- give	=	Rahasia	* menjelaskan	
- have to	=	harus....		

- top secret	=	Paling rahasia
- give out	=	Kehabisan
- open secret	=	Rahasia umum
- have a crush on	=	Jatuh Cinta Pada
- give up	=	Menyerah
- let in to the secret	=	Memberitahu rahasia
- give ears	=	Mengorbankan
- have eyes open	=	berhati-hati

Figure.4.5 A Result of Matchmaking Task Done by Respondent No.18

In order to enrich the input of the above words, the meaning of those words were presented through power point and the students were asked to mention its meanings then confirmed by teacher and from native voice computer with utilizing ms excel program. Almost all of the words listed on caption were pronounced incorrectly. As the result, only the common found words like: *have*, *give*, *hate*, had better pronunciation and the rest needed much correction for gaining the right pronunciation result. The presence of the words' meaning through power point and the way to give correction through the voice of native like by utilizing speak cell on enter menu of ms excel program were shown in the figures below:



Figure.4.6 The Meaning of Words in Power Point and Excel's Speak Cell on Enter Menu

In the task of completing the synonym and antonym of the target words, although there was not box of the target words left in blank but the students seemed like only to fill one synonym and antonym for each word. The student's work in this section is presented as follow:

Task 2. Fill the synonym and antonym of the following words

Word	Synonym	Antonym
give	Offer,	take
have	Possess	lose
life	alive	dead
hate	abhor	love
marry	wed	divorce
explain	describe	obscure
forgive	excuse	Unforgiven

Figure.4.7 The Student's Work on Completing Synonym and Antonym Task

Students' tended to present better work on putting suitable word on blank in the sentence. Since they only needed to find the right model on text to complete this task, so they were relatively easier to fulfill this task. It was just like the right above task, almost the all blanks in this part were done correctly. They were just missed for about ten percent. The following figure presents one of their works:

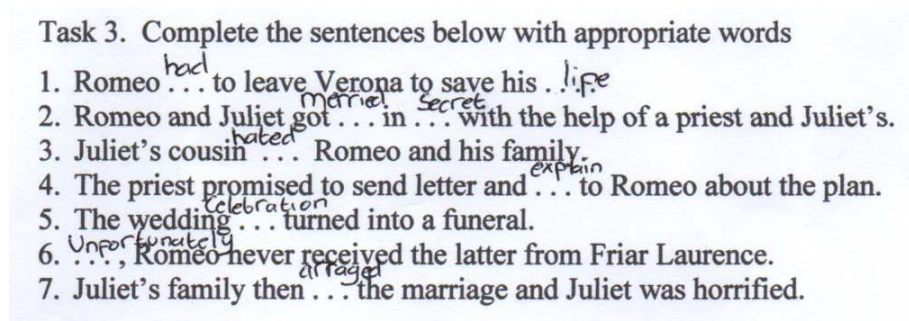


Figure 4.8 The Work of Putting Suitable Word on Blank in the Sentence

The word formation exercise was performed on task four. The students mostly were able to put proper words formation in the case according to the class of each. The average of the case which left blank from the all themes was about ten to thirty five percent.

c. Production

This section was started with showing the pictures as representation of the target words. It was rather the same with showing the meaning part but in this task, the students were asked to explain the relation of the pictures and the words. It was

relatively easily for them to guess mention the corresponding target words but in the way to explain, they still expressed it utilizing Indonesian language.

Building sentences was the most difficult task for the students presented on this worksheet. They just did not have enough skill to accomplish these tasks. Most of their work results were incorrect. The following picture shows their work on this part:

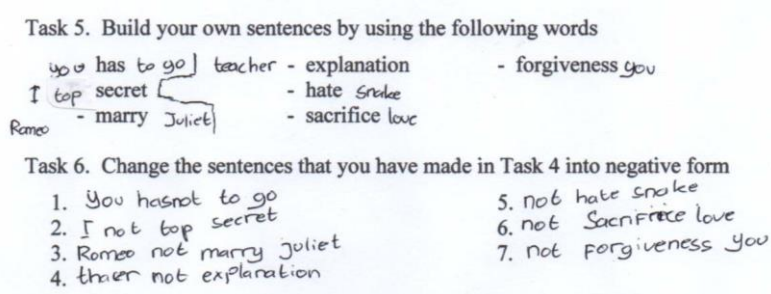


Figure 4.9 The Result Building Positive and Negative Sentence Task

It's an interesting phenomenon to observe the section five of the instrument. This part is sentence building which consists of five numbers. The respondents are asked to build sentence by using the word listed on each number. As matter of fact, there was not student respond this section correctly. This fact reflects the lack vocabulary of the students so they have limited or even no choice of word to build the sentence. Although in the treatment, they were having improvement on vocabulary and were trained through the section of vocabulary exercise but the limited time in each treatment was being obstacle for them to understand this part. They still need more time to know how to compose the words to be sentence. Since through the treatment, few students had been able to compose question from a certain key words

on the section five of the posttest, on the other hand there was not student who is able to answer correctly this section on pretest. It means that they got progression but due to the limited time of learning so the improvement is limited as well.

A different result presented on composing interrogative sentence. The students were able to reach forty percent of correct answer in this section. The result of this task was shown below:

Task 7. Make questions based on the following answer key word which is presented on the given statement.

Example :

(Statement) Romeo and Juliet met for the first at a party

(Answer) a party

(Question) Where did Romeo and Juliet met for the first time

Statement (i): Friar Laurence helped Remoe and Juliet to marry

No	Answer	Question
1.	Friar Laurence	Who helped Romeo and Juliet to marry ?
2.	to marry	What did Friar Laurence helped Romeo ?

Statement (ii): Romeo visited Juliet secretly the night

No	Answer	Question
3.	Juliet	Who did Romeo visit
4.	at the night	When did Romeo visit Juliet
5.	secretly	How did Romeo visit Juliet

Statement (iii): This tragic series of events resulted both of family living in peace

No	Answer	Question
6.	living in peace	How was the both of family after this tragic events
7.	the tragic series of events	What make the both of family living in a place

Figure 4.10 The Result of Composing Interrogative Sentence

2. Students' vocabulary mastery on folktale's theme of love

a. Scoring classification of pretest and posttest

The data obtained from the result of pretest and posttest with applying folktale's theme of love are tabulating, and then classifying them into 7 categories as stated earlier which are based on scoring system of Depdiknas (2006). The Distribution of frequency and percentage of the pretest and posttest data are presented on the table 4.2 as follows:

Table 4.2 Frequency and Percentage of Pretest and Posttest of the Theme of Love

No.	Classification	Range of Score	Pretest		Posttest	
			F	%	F	%
1	Excellent	96 – 100	0	0	0	0
2	Very good	86 – 95	0	0	0	0
3	Good	76 – 85	0	0	0	0
4	Fairly Good	66 – 75	0	0	0	0
5	Fair	56 – 65	0	0	6	18.75
6	Poor	36 – 55	2	6.25	26	81.25
7	Very Poor	0 – 35	30	93.75	0	0
Total			32	100	32	100

Most of the students' score achieved on pretest based on the above table were classified as very poor which consisted of 30 students (93.75%) in this category and the rest of 2 students (6.25%) were in poor category. While the result on posttest, was dominated by poor classification. There were 26 students (81.25%) in this classification and 6 students (18.75%) were in fair category.

b. The mean score and standard deviation of pretest and posttest

After calculating the result of the respondents' pretest and posttest through SPSS version 20, the mean score and standard deviation are gained and presented in the following table:

Table 4.3 The Descriptive Statistic of Pretest and Posttest for the Theme of Love

	Pretest 1	Posttest 1
N		
Valid	32	32
Missing	0	0
Mean	28.94	50.53
Median	29.00	50.00
Mode	31	49
Std. Deviation	4.406	5.124
Variance	19.415	26.257
Range	18	20
Minimum	20	38
Maximum	38	58
Sum	926	1617

Based on the classification of Depdiknas (2006) scoring system, the mean score of pretest is 28.94 categorized as very poor with 4.406 of standard deviation. Meanwhile posttest results 50.53 classified into poor category with 5.124 of standard deviation.

c. Mastery vocabulary elements of pretest and posttest

The vocabulary elements in this study are divided into three namely meaning, form, and use. Each element is presented through numbers of pretest/posttest. Distribution of mastery vocabulary elements of the pretest and posttest are shown on the table 4.4 below:

Table 4.4 Distribution of Mastery Vocabulary Elements of the Pretest and Posttest for the Theme of Love

	Mastery Vocabulary Elements (%) of			Total
	Meaning	Form	Use	
Pretest	38	31	18	87
Posttest	65	52	32	149
difference	27	21	14	62

Table 4.4 shows that students answered correctly element of vocabulary of meaning bigger than others elements. They got 38% correct respond on pretest and 65% on posttest in this part. It is followed by element of form which gained 31% on

pretest and 52% on posttest. The last is element of use which obtained 18% on pretest and 32% on posttest. Likewise in the difference between pretest and posttest, 27 % of meaning exceeded the element of form and use which got 21% and 14%.

d. Paired sample test

One of the features in SPSS version 20 which is employed in this study to solve statistical calculation is paired sample test. This facility is aimed to process regression operation of paired data like pretest and posttest. Through this operation, the existence or not of the effect can be identified. On this research, paired sample test was utilized to find out whether or not the affect of the treatment of folktales' themes toward vocabulary mastery is. The result of the pretest and posttest were taken as input data into SPSS software.

The table 4.5 below presents the data which are needed to identify the existence the affect of treatment as the result of paired sample test process.

Table 4.5 Paired Sample Test of the Theme of Love

	N	Correlation	Sig	t-calc	df	t-table
Pair 1, Posttest 1 – Pretest 1	32	0.852	0.00	45.471	31	1.309

The affect of the treatment is indicated if the value of correlation is more than 0.05 and the significance is less than 0.05, or t-calculation is bigger than t table. Based on these criteria, it can be stated that treatment 1 affects the vocabulary

mastery of the students. Table 4.4 above shows that the correlation is 0.852 which is more than 0.05 ($0.852 > 0,05$), and the significance is 0.00 that is less than 0.05 ($0.00 < 0.05$). T-calculation shows the value of 45.471 which is bigger than t-table as well ($45.471 > 1.309$)

3. Students' vocabulary mastery on folktale's theme of good deed

a. Scoring classification of pretest and posttest

The data of frequency and percentage of the pretest and posttest with applying the theme of good deed are presented on the table 4.6 below:

Table 4.6 Frequency and Percentage of Pretest and Posttest of the Theme of Good Deed

No.	Classification	Range of Score	Pretest		Posttest	
			F	%	F	%
1	Excellent	96 – 100	0	0	0	0
2	Very good	86 – 95	0	0	0	0
3	Good	76 – 85	0	0	0	0
4	Fairly Good	66 – 75	0	0	4	12.5
5	Fair	56 – 65	0	0	23	71.9
6	Poor	36 – 55	11	34.4	5	15.6
7	Very Poor	0 – 35	21	65.6	0	0
Total			32	100	32	100

The students' scores on pretest based on the above table shows that there were 21 respondents (65.6%) classified as very poor and 11 respondents (34.4%) in poor category. While on the posttest was dominated by fair category. There were 23 students (71.9%) in this category, and the rest 2 categories are fairly good and poor which are consisted of 4 students (12.5%) for fairly good and 5 students (15.6%) for poor category.

b. The mean score and standard deviation of pretest and posttest

The calculation of mean score and standard deviation from the result of the pretest and posttest for the theme of good deed by employing SPSS version 20 are presented in the table 4.7 below:

Table 4.7. The Descriptive Statistic of Pretest and Posttest for Theme of Good Deed

	Pretest 2	Posttest 2
N	Valid	32
	Missing	0
Mean	32.44	58.84
Median	33.00	58.00
Mode	31 ^a	58
Std. Deviation	4.189	4.705
Variance	17.544	22.136
Range	14	18
Minimum	24	49
Maximum	38	67
Sum	1038	1883

Table above shows that mean score of students in pretest was 32.44 which was categorized as very poor with 4.705 of standard deviation. While in the posttest, the mean score of students was 58.84 which was categorized as fair with 4.705 of standard deviation.

c. Mastery vocabulary elements of pretest and posttest

Mastery vocabulary elements of the pretest and posttest for the theme of good deed are distributed in the table 4.7 as follows:

Table 4.8 Distribution of Mastery Vocabulary Elements of the Pretest and Posttest for Theme of Good Deed

	Mastery Vocabulary Elements (%) of			
	Meaning	Form	Use	Total
Pretest	42	32	23	97
Posttest	75	61	37	173
difference	33	29	14	76

Trend of responding correct answer on vocabulary's element is still quite similar presented in the theme of love above. Students respond 42% correct answer on pretest and 75% on posttest in the element of meaning. While element of form gained 32% on pretest and 61% on posttest. The last is element of use which obtained 23% on pretest and 37% on posttest. In the difference between pretest and posttest

shows that meaning got 33 %, element of form is 28% and finally element of use obtained 14%.

d. Paired sample test

The result of paired sample test process by employing raw data of pretest and posttest of the theme of good deed is presented on the following table.

Table 4.9 Paired sample test for theme of good deed

	N	Correlation	Sig	t-calc	df	t-table
Pair 1, Posttest 1 - Pretest 1	32	0.950	0.00	99.607	31	1.309

On the second treatment by employing theme of good deed shows that the value of correlation is 0.950 which is more than the value of 0.005 ($0.950 > 0.05$), and the significance is 0.00 which means smaller than 0.05 ($0.00 < 0.05$). T-calculation shows the value of 99.607 which is bigger than the value of t-table as well ($45.471 > 1.309$). It means that the criteria of the existence of effect are fulfilled. Therefore it can be inferred that treatment 2 affects the vocabulary mastery of the students.

4. Students' vocabulary mastery on folktale's theme of hero

a. Scoring classification of pretest and posttest

The distribution data of frequency and percentage of the pretest and posttest with employing the theme of hero are presented on the following table:

Table 4.10 Frequency and Percentage of Pretest and Posttest of the Theme of Hero

No.	Classification	Range of Score	Pretest		Posttest	
			F	%	F	%
1	Excellent	96 – 100	0	0	0	0
2	Very good	86 – 95	0	0	0	0
3	Good	76 – 85	0	0	0	0
4	Fairly Good	66 – 75	0	0	0	0
5	Fair	56 – 65	0	0	1	3.1
6	Poor	36 – 55	0	0	31	96.9
7	Very Poor	0 – 35	32	100	0	0
Total			32	100	32	100

All scores of 32 students presented on pretest are classified into very poor category. Meanwhile there was only 1 student (3.1%) categorized as fair category on the posttest, and the rest of 31 respondents (96.9%) were classified into poor category.

b. The mean score and standard deviation of pretest and posttest of the theme of Hero

The mean score and standard deviation of the pretest and posttest for the theme of hero by employing SPSS version 20 are performed in the table 4.11 as follows:

Table 4.11 The Descriptive Statistic of Pretest and Posttest for Theme of Heroic

		Pretest 3	Posttest 3
N	Valid	32	32
	Missing	0	0
Mean		28.41	48.38
Median		29.00	49.00
Mode		27 ^a	47 ^a
Std. Deviation		2.674	4.046
Variance		7.152	16.371
Range		9	16
Minimum		24	40
Maximum		33	56
Sum		909	1548

Based on the above table shows that the mean score of students in pretest was 28.41 which was categorized as very poor with 2.674 of standard deviation. While in the posttest, the mean score of students was 48.38 which was categorized as poor with 4.046 of standard deviation.

c. Mastery vocabulary elements of pretest and posttest

Mastery vocabulary elements of the pretest and posttest for the theme of good deed were shown in the following table:

Table 4.12 Distribution of Mastery Vocabulary Elements of the Pretest and Posttest for Theme of Hero

	Mastery Vocabulary Elements (%) of			
	Meaning	Form	Use	Total
Pretest	36	31	21	88
Posttest	61	52	32	145
difference	25	21	11	57

It's just similar with the theme of love and good deed, the position in responding correct answer per element in this theme is proceeded by meaning then followed by form and meaning. Respondents respond 36% correct answer on pretest and 61% on posttest in the element of meaning. While element of form gained 31% on pretest and 52% on posttest. The last is element of use which obtained 21% on pretest and 32% on posttest. In the difference between pretest and posttest shows that meaning got 25 %, element of form is 21% and finally element of use obtained 11%.

d. Paired sample test

The result of paired sample test process with taking raw data from pretest and posttest of the theme of hero is shown on the table 4.13 below.

Table 4.13 Paired Sample Test for Theme of Hero

	N	Correlation	Sig	t-calc	df	t-table
Pair 1, Posttest 1 - Pretest 1	32	0.770	0.00	43.097	31	1.309

On the third treatment by employing theme of hero shows that the value of correlation is 0.770 which is more than the value of 0.005 ($0.770 > 0.005$), and the significance is 0.00 which means smaller than 0.05 ($0.00 < 0.05$). T-calculation shows the value of 43.097 which is bigger than the value of t-table as well ($43.097 > 1.309$). It means that the criteria of the existence of effect are fulfilled. Therefore it can be mentioned that treatment 3 affects the vocabulary mastery of the students.

5. The comparison of vocabulary mastery among the three themes of folktales

The comparison of the affect of vocabulary mastery among the three treatment employed in this study is determined through the presence of t-calculation value in the paired sample test process. The strongest affect is represented by the biggest value of t-calculation. The following table shows the result of paired sample test process for each treatment.

Table 4.14 Result of Paired Sample Test Process for Each Treatment

		Paired Differences					t	df	Sig.
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Posttest 1 - Pretest 1	21.594	2.686	.475	20.625	22.562	45.471	31	.000
Pair 2	Posttest 2 - Pretest 2	26.406	1.500	.265	25.866	26.947	99.607	31	.000
Pair 3	Posttest 3 - Pretest 3	19.969	2.621	.463	19.024	20.914	43.097	31	.000

The table 4.14 above presents that the pair 2 or the second treatment with employing theme of good deed has the biggest t-calculation value; that is 99.607. It's followed by pair 1 or the first treatment with employing theme of love with 45.471 of t-calculation value. The last is pair 3 or third treatment with applying theme of hero, this pair has the lowest t-calculation value that is 43.097.

B. Discussion

This part deals with arguments and further interpretation of the research finding as result of pretest and posttest in each treatment which is employed three themes of folktales.

Using folktales as learning material particularly in reading has already known and numbers of researches have studied and elaborated such this material. They all

admit that its usage is able to improve the target skill of learning accordingly. Jianing (2007) defines the utilizing stories to more engage the students in the activity of speaking exercise. In relation with Lepin (2012) who selected four experts to evaluate the study material based on criteria of suitability for the age group, the topic, the curriculum, its aim, and interesting of students to the material, shows that all of the experts generally satisfied with the study material. Psychological effect in its plot of story is considered as crucial aspect to help the students to achieve the target. However in purpose to maximize the use of folktale, it is essential to choose the suitable theme of folktale with students' psychological condition.

Through the finding of this study showed that the themes of folktale affect vocabulary mastery of the students significantly. It is proved by the progression of students' mean score after having treatments which was employed the themes of folktale. In the folktale's theme of love (treatment 1), the mean score of the students in pretest was 28.94 (very poor category) then increased to be 50.53 (poor category) in posttest. The same trend was shown in the folktale's theme of good deed (treatment 2) where students got 32.94 (very poor category) of mean score in pretest while in posttest they gained 58.84 (fair category). Likewise in the last theme of hero (treatment 3), the respondents' mean score obtained 28.41 (very poor category) afterwards their score risen up at 48.38 (poor category).

What the students achieved on each treatment indicates that they have improvement to acquire and master numbers of vocabulary through the process of learning on this study. Although this improvement does not seem to spread evenly on

each element of vocabulary, however all of the three elements are having varied grade of progression. It is similar with what Nurmy (2010) conducted to build students' vocabularies the medium of short story and Syukur (2008) found that the use of Dora Emon cartoon effectively improved the students' vocabularies. Fascinating story of the text and various vocabulary exercises were considered successful to engage students in the learning process and acquire the vocabularies target presented on each treatment.

Meaning is the element of vocabulary which is mostly easier recognized by students either in pretest or in posttest on all treatments. It is followed by element of form and the last is use element. Even in acquiring vocabulary through each treatment obtained by calculating the difference between pretest and posttest shows indication that meaning gained higher percentage than the two others. In the love theme, the difference of meaning between pretest and posttest is 27%. The next difference is form with 21% and the last is use with 14%. For theme of good deed meaning, form, and use difference in raw are 33%, 28%, and 14%. The last theme of hero get 25%, 21%, and 11% for the difference of meaning, form, and use between pretest and posttest. This result shows indication that the learners process input for meaning before they process it for form and syntactical rules (Van Pattern in Gas and Selinker, 2008:238). It is in line with Gas-Salinker (2008:238) stated that the very initial stage in learning L2 is to define the meaning of the word of TL

The strongest effect presented on the treatment 2 which is applying theme of good deed derives from the students' engagement in this folktale theme that seems

more than the two others. There are more number of students to perform questions particularly in asking the meaning of strange words in the text with a purpose to understand the plot of story, is an indication of the engagement of the students. The next indication can be seen from the result of posttest on this treatment which was found four students who were able to answer the question in section of building interrogative sentence. Although they were not able to answer all questions correctly in this section, but at least they had performed correct answer of one to three questions. While in the treatment 1 and 3 are only found one and two students who were able to answer correctly on that section.

This finding indicates a declination on treatment 3, in another hand Wu (2008) found that repetitive features of folktale through multiple teaching techniques had strong effect on increasing learners' English listening and speaking performance. In this recent study the variation was only performed on the theme of the text and whole treatments employ folktale-based vocabulary exercise which means the learning process was repeated three times with the similar technique. Therefore the result of repetition of both studies tended to be different.

At least there are three probably caused issues of this declination. The first is that the students were having saturated since they had faced the same form of exercise for the third times; therefore they performed lack of engagement following the lesson. The next is that the topic or theme of this part is not as interesting in the students' views as the first and the second themes; hence they were not enthusiastic in learning. The last is that the target words in this section might be the most difficult

for them since they got the lowest mean score on the pretest for this theme. Consequently the students could not respond more correct answer in this part than the two others. Moreover in selecting the targets word should be from the same level of difficulty of the student's capacity which could be based on the most frequently used words references. On another hand the target words in this study were selecting based on the common words which could represent vocabulary elements that were selected by researcher. However the declination of curve on this treatment is considered normally since the t calculation of this treatment is bigger than t table and its significance is less than 0.05.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with conclusion of the data analysis based on the implication of research findings and discussion presented on the previous chapter, and some suggestions regarding to the finding in purpose for giving improvement and motivation to English teachers, students, researchers and contribution for the next related research.

A. Conclusion

Based on the finding and discussion in the previous chapter of this study, the researcher draws conclusion in the following statement:

1. The result of data analysis shows that all of the three types of folktale's theme which was presented through folktale-based vocabulary exercise, contributes for giving effect toward vocabulary mastery of the first grade students of SMA Tridharma MKGR Makassar.
2. The different number of students' achievement after having treatment on each performance of folktale's themes indicates that the presence of the varied folktale's themes brings effect to vocabulary mastery of the students. The strongest effect is presented by folktale's theme of good deed, then followed by theme of love, and last is hero's theme.

B. Suggestion

Based on the conclusions above, the researcher put forwards suggestions and recommendation as follows:

1. By looking the progression of students' vocabulary mastery on this study, the use of folktale-based vocabulary exercise is strongly recommended particularly for new English language learners at the age of teenager who still have very limited amount of vocabulary.
2. It is essential at the first of learning period to have a picture of students' psychological condition particularly for their favorite of anything; therefore a teacher is able to decide the suitable theme of material with their condition to be applied. By having this match, the students are expected more engage on learning process.
3. The researcher expects that this study gives contribution as an additional reference for the next researches, which discuss the similar area to this research. By that, it supports the information and the findings of other following studies.

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