

**THE USE OF FOLKTALES IN TEACHING READING SKILLS
TO IMPROVE THE TENTH GRADERS' VOCABULARY ACHIEVEMENT
BASED ON SCIENTIFIC PROCEDURE AT SMKN 1 BUKITKEMUNING**

(A Thesis)

By
SARI INDRAYANI



**MASTER IN ENGLISH EDUCATION STUDY PROGRAM
TEACHER TRAINING AND EDUCATION FACULTY
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2022**

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A Thesis

Submitted in a partial fulfillment of
the requirements for S-2 Degree
in
Master in English Education Study Program
Language and Arts Education Department
of Teacher Training and Education Faculty



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TEACHER TRAINING AND EDUCATION FACULTY
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ABSTRACT

THE USE OF FOLKTALES IN TEACHING READING SKILLS TO IMPROVE THE TENTH GRADERS' VOCABULARY ACHIEVEMENT BASED ON SCIENTIFIC PROCEDURE AT SMKN 1 BUKITKEMUNING

Sari Indrayani

The objectives of this present study are: 1) to find out whether there is a significant improvement of the tenth graders' vocabulary achievement after they are taught English reading skills on English folktales by implementing scientific procedure, and 2) to find out the students' perceptions after they are taught English reading skills on English folktales by implementing scientific procedure. The subjects of the research were 26 students in the tenth-grade of X. Accounting.1 at SMKN 1 Bukitkemuning, North Lampung in the 2021/2022 academic year. The instruments of the research comprise vocabulary test and questionnaires using quantitative approach. The design of the study was one group pretest-posttest. The data were analyzed using t-test. The hypothesis was accepted if the t value is higher than t table at the significance level of 0.05.

The results show that the students' score in experimental class improved from the pre-test score (62.90) to the post-test score (77.30). The t-value of the test is 11.505, and the t-table for df 26 is 2.056. It can be stated that the t-value is higher than t-table. It means that there was a significant difference of the students' vocabulary achievement from the pretest and posttest after the students were taught by using English folktales based on the scientific procedure. Further, there are 25 questionnaire items with 4 Likert scales which were grouped based on the steps of Scientific Procedure. From the results of questionnaire, most of the students agreed that reading folktales based on scientific procedure can improve the vocabulary. It can be inferred that the students had a positive perception about the use of folktales based on the scientific procedure in the teaching vocabulary.

This suggests that by using folktales based on scientific procedure, the students were given more opportunities to develop their vocabulary achievement. Based on the findings of the data analysis, there was a significant improvement of the students' vocabulary achievement after they were taught English folktales by scientific procedure.

Keywords: *Folktales, Reading Skills, Scientific Procedure, Vocabulary Achievement.*

Research Title : **THE USE OF FOLKTALES IN TEACHING READING SKILLS TO IMPROVE THE TENTH GRADERS' VOCABULARY ACHIEVEMENT BASED ON SCIENTIFIC PROCEDURE AT SMKN 1 BUKITKEMUNING**

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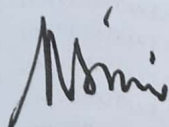
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Faculty : Teacher Training and Education

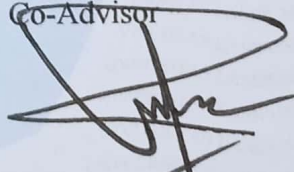
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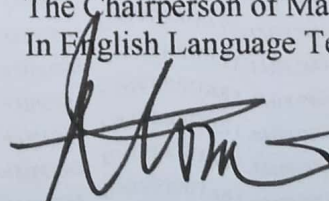
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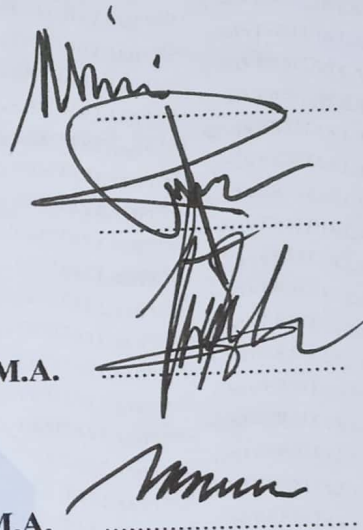
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LEMBAR PERNYATAAN

Dengan ini saya menyatakan dengan sebenarnya bahwa:

1. Tesis dengan judul "*The Use of Folktales in Teaching Reading Skills to Improve The Tenth Graders' Vocabulary Achievement Based on Scientific Procedure at SMKN 1 Bukitkemuning*" adalah hasil karya saya sendiri dan saya tidak melakukan penjiplakan atau pengutipan atas karya penulis lain dengan cara yang tidak sesuai dengan tata etika ilmiah yang berlaku dalam masyarakat akademik atau yang disebut plagiarisme.
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Bandar Lampung, Agustus 2022

Yang membuat pernyataan,



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CURRICULUM VITAE



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Bandar Lampung, August 2022

Sari Indrayani

DEDICATION

I dedicate this thesis to The Almighty God ALLOH SWT, myself,
my beloved family, my parents, my institution
and everyone who loves me.

MOTTO

“An invetsment in Knowledge Pays the Best Interest”

---Benjamin Franklin---

وَلَا تَيْأَسُوا مِنْ رَوْحِ اللَّهِ إِنَّهُ لَا يَيْئَسُ مِنْ رَوْحِ اللَّهِ إِلَّا الْقَوْمُ الْكَافِرُونَ

(يوسف، 87 :12)

“Do Not Despair of Alloh’s Mercy”

---Q.S Yusuf: 87---

ACKNOWLEDGEMENTS

Praise be to Allah SWT, the Most Gracious and the Most Merciful; the Cherisher and Sustainer of the World. Without His blessings and guidance, the researcher would have never finished this thesis. *Sholawat* and greetings go to the Prophet, Muhammad SAW, the one who has brought us from darkness to the lightness, her family and companions, and all Muslims until the end of days.

I would like to extend my gratitude to my supervisors, Dr. Ari Nurweni, M.A. and Ujang Suparman, M.A., Ph.D., for their guidance, encouragement, and trust given to me in writing this thesis. I also devote my gratitude to the head of the English Education Study Program, Prof. Dr. Flora, M.Pd., for the permission to conduct this study.

Big appreciation is given to the big family of SMK Negeri 1 Bukitkemuning, North Lampung for the great contribution in this study; the school principal, Hamron Roiya, S.Pd, for the permission; the English teachers of SMK Negeri 1 Bukitkemuning for the support and ideas and of course my students of X Accounting 1 (X. AKL.1) in the 2021/2022 academic year for helping the researcher in collecting the data.

To my beloved husband, Ns. Paridin, S.Kep., thanks for the boundless love, great support, incredible patience & prayer. Also, I dedicate this thesis to my parents, H. M. Sarosi (Alm.) & Hj. Siti Saryanti, and my mother-in-law, Hj. Nurmala; may Allah SWT bless all their grandchildren to be having a devout personality.

Unforgettably, to all of my friends in the Master's Degree in English Education, Lampung University, thank so much for the friendship, spirit, and ideas shared together.

Finally, I realize that this thesis might still far from being perfect. Thus, criticism, comment, and suggestion are welcomed. I expect that this thesis will contribute to the educational development and specifically to inspire other English teachers to make more innovation in language teaching.

Bandar Lampung, August 2022

Sari Indrayani

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CHAPTER I

INTRODUCTION

1.1 Background of the Problems

Learning English is very necessary for us, because it makes us easy to communicate with the people in the world. Nurweni (2017) states that the main goal of the English subject is the students are able to comprehend the contents of English texts relevant to their field of study.

English as foreign language has four skills, i.e. speaking, listening, writing and reading. In teaching and learning a language, there are four aspects that support four language skills above such as: grammar, vocabulary, spelling and pronunciation that are also taught in English teaching and learning process. The acquisition of vocabulary becomes the most important part in learning foreign language. The successful communication depends on the accurate vocabulary understanding. In learning English, students cannot listen, speak, read and write well if they do not know vocabulary and any single word well.

In addition to knowing English words and their meanings, one must know also how the words work together in English sentences. Teaching vocabulary is not only to give the meaning of the word but teach how the word works in sentence, because there are many words that have multiple meanings. In this case the grammar should be taught together with the vocabulary to the language learners to avoid many problems in learning English language.

The students have to understand every single word in folktales that they read. In fact, most of the students do not know the meaning of content word in folktales

that they read. The students just read the words in the folktales and they don't know what the meaning that they read. And then, most of the students do not know the meaning of word that is said by the teacher. Another problem is the students' difficult to memorize the meaning the word in folktales that they read, especially in verb and noun. The students also get difficulty how to pronounce well the word in folktales that they read. Additionally, the writer finds that the students have lack of English vocabulary achievement. As Suparman (2007) states that without sufficient vocabulary, students cannot understand a text and express their feeling both in form of spoken and written effectively.

To improve reading skill, some efforts are needed. According to Sutarsyah (2008) some efforts that have been made to improve the learners' reading skill are shown by the existence of books on theories of reading and some books on reading exercises or learning to read. Furthermore, Wright (2010) argues that reading is an excellent source of comprehensible input that enhances second acquisition. Reading folktales can develop reading comprehension easily for learners. So, folktales can be used with all levels (Beginner to Advance).

Pardede (2011) said that short stories can be used to provide different activities for reading, listening, writing and speaking classes. Short story creates a meaningful context to teach different language focuses and to improve the students' interpretative strategies. Furthermore, using short stories in the classroom can improve the students' English vocabulary, reading, speaking and writing skill and also motivate the students in learning English (Lasaiba, 2015).

According to Eren (2004), short story can be used to develop students' language skills. Short stories can be used to provide different activities for reading,

listening, writing and speaking classes. So, we decided to teach reading comprehension, also improve their grammar and add their vocabulary from some activities. Integrating short stories into the curriculum will help EFL students to become well rounded professionals and human beings since short stories teach more than the skills necessary for survival in the target language. Short stories teach literary, cultural and higher order thinking benefits (Erkaya, 2005).

According to Flora, (2020) English foreign language teachers need to consider the appropriate technique. And researcher tries to find a good technique to help the students. And the writer tries to find a good technique to help the students increasing their vocabulary mastery and motivate them to give an active participation in vocabulary learning process in class. As we know that vocabulary is used quite often in the teaching and learning English language. To help the students' in enrich vocabulary mastery the researcher uses English folktales technique of teaching vocabulary. English folktales is one of the learning techniques. In English folktales technique, the students can give an active participation during the learning process. Teacher should be able to be developing any kind of material so that learning vocabulary will not become such boring and monotonous thing by English folktales techniques.

According to Kusumah and Alawiyah (2021), the teacher as driving force is a teacher who prioritizes taking sides with students in teaching and realizing independent learning, making students have profile character of Pancasila Students, namely faith, fear of God Almighty and noble character, global diversity, mutual cooperation, creative, critical thinking, and independent. It means that the teacher as the actor of change will not only focus on the curriculum but also encourage the

holistic growth of students, contribute more to the respective learning units and also hoped to help improve the collaboration among students in the learning process.

The government develops 2013 Curriculum for some reasons, (1) the need to increase the competency, (2) to improve communication skills, (3) to enhance the ability to think critically, and (4) to consider the moral aspects of the students (Kemdikbud, 2013). The 2013 curriculum provides a new approach in teaching process as a demand in 21st century. It provides scientific approach to develop the students' skill, knowledge and attitude. Moreover, the scientific approach in 2013 curriculum focuses on the productive, creative, innovative and affective students through integrated skills, attitudes, and knowledge. This goal can be achieved by designing the effective and meaningful instruction to the students. Furthermore, Nurweni (2017) elaborates that the teaching and learning has to incorporate the students' goal and the one set by the institution.

In addition Richards and Rodgers (1986) explain that an approach refers to the general assumptions about what language is and about how learning a language occurs. Harmers (2001) points out procedures are as an ordered set of techniques, in which they are the step-by-step measures to execute a method. A procedure is smaller than a method and larger than a technique.

Based on the statements above, the writer has motivation to make a research about the use English folktales to improve students' vocabulary achievement based on scientific procedure in teaching reading skill at SMK N 1 Bukitkemuning

1.2 Identification of the Problems

According to what the writer wrote in the background of the research about the use of English folktales to improve students' vocabulary achievement at the tenth grade of SMK N 1 Bukitkemuning. The identification of the problems involves:

1. Most of the students do not know the meaning of the words especially in content vocabulary in some texts that they read.
2. They lack practice in comprehending some English texts.
3. They lack motivation in learning English.
4. They get a difficulty in understanding and memorizing of vocabulary, especially in content vocabulary in folktales that they read.
5. They do not know how to pronounce well the words well.

1.3 Limitation of the Problems

Based on the identification of problems above, there are some problems related to the teaching and learning process. It is impossible for me to solve all these problems. So, this research is only limited on using English folktales to improve students' vocabulary achievement after they are taught English reading skills by implementing scientific procedure at SMK N 1 Bukitkemuning.

1.4 Formulation of the Research Questions

1. Is there any significant improvement of the tenth graders' vocabulary achievement after they are taught English reading skills on English folktales by implementing scientific procedure?

2. What are the students' perceptions after they are taught English reading skills on English folktales by implementing scientific procedure?

1.5 Objectives of the Research

Based on the formulation of the research questions, the objectives of the research are formulated as follows:

1. To find out whether there is a significant improvement of the tenth graders' vocabulary achievement after they are taught English reading skills on English folktales by implementing scientific procedure.
2. To find out the students' perceptions after they are taught English reading skills on English folktales by implementing scientific procedure.

1.6 Significances of Study

The findings of this study are expected to have both theoretical and practical importance as a process and product especially the framework of reading.

1. Theoretical Significance

Theoretically, the result of this study may give valuable information about the use of English folktales by implementing scientific procedure in learning activities. The researcher thinks that it gives the good contribution in teaching reading skill.

2. Practical Significance

Practically, this study is expected to be beneficial for:

- a. For the writer as a teacher, who has an experience and capability in teaching reading skill on the students' ability in learning English as the first foreign language and to increase her ability in teaching as the good teacher in the future.

- b. For English teachers, to give more information about one of the appropriate activities and create an interesting learning process by implementing scientific procedure on English folktales.
- c. For students, to introduce and make the technique be familiar to the students in learning process and to explore the students' mastery in vocabulary after they are taught English reading skills by implementing scientific procedure on English folktales.
- d. For other researchers, to give new knowledge and use this study as a reference to conduct next research, and also to solve the students' vocabulary problems in reading skill.
- e. For school/institution, to improve students' achievement in English lesson standard and give useful information for getting success in teaching learning process, so the quality of teaching learning process could be increased.

1.7 Definition of Terms

In order to specify the topic of the research, the researcher provides some definitions of terms related to the research, as follows:

1. Folktales

Folktales are very old conventional stories from a particular place that become at first told directly to people in a spoken shape (Hornby, 2003: 521). It means that a folktale is a form of traditional tale sent down orally to the people in the particular

2. Reading Comprehension

Reading comprehension is the process of constructing meaning from the text (Lenz, 2005: 1). It means that reading comprehension involves the process of readers' ability to make a relationship between their background knowledge and their purpose of reading with the meaning of the text.

3. Vocabulary

Vocabulary is one of components of language and that no language exists without words (Napa, 1991: 6). It defines that vocabulary is a list of words with their messages that are used to represent meaning in a language.

4. Scientific Procedure

Scientific procedure focuses on the step by step, such as: observing, questioning, exploring, associating, and communicating in whilst activity.

CHAPTER II

LITERATURE REVIEW

2.1 Previous Studies

In this research, the writer summarizes some relevant previous studies that deal with the use folktales in teaching reading skill to improve vocabulary achievement and implementing scientific approach in teaching learning process.

The first previous study, Sari (2013) investigated vocabulary mastery to find out the improvement of vocabulary mastery using folktales at the sixth year of SD Negeri 3 Jatingarang Weru, Sukoharjo. She found that the improvement of vocabulary mastery using folktale was significant.

The second previous study, Ayuningtyas (2018) found that there was no significant improvement of Jambinese Folktales to the tenth grade students' reading comprehension at Islamic Senior High School Al Ikhlas Jambi.

The third research, Heriawan (2019) found that folktales could improve students' vocabulary. There was a significance improvement in students' vocabulary applying folktales from cycle I to cycle II.

The fourth previous study, Putri (2019) found that the students who were taught by using folktales had a better score than those who were taught by using non-folktales.

The fifth research, Putri (2020) found that teaching vocabulary by using Indonesian Folktale Movies as media could improve the students' vocabulary. Teaching vocabulary through the movie as media is appropriate and effective to be used in improving students' vocabulary mastery

The last previous study, Ismail (2019) empirically proved to the effect of using local folktales stories on increasing the learners' vocabulary performance. The use of folklore stories offers authentic reading resources which give the students a chance to interact with the text emotionally and involve themselves personally.

In summary, all previous studies above show significant improvement of the students' vocabulary mastery after being taught folktales. However, none of the studies above involve the use of scientific procedure integrated with the use of folktales. The current study, therefore deal with the gap above.

Relevantly, in this study the researcher involves different study subjects such as the tenth grade students of Automotive Class of Vocational High School because there are only a few researchers which use of English folktales in teaching reading skill based on scientific procedure to enrich students' vocabulary mastery. Besides, some previous studies used action research and experimental-control groups, but this research uses quantitative data in experimental design, they are one-group pre-test-post-test. Then, the instruments of collecting data are qualitative data from questionnaires.

In this research, the researcher wants to prove whether the researcher can use English folktales in teaching reading skill based on scientific procedure to improve students' vocabulary achievement at tenth grade students of vocational high school or not. It should be done to support and give contribution to the previous research. The research that has not been done is using English folktales in teaching reading skill based on scientific procedure to improve students' vocabulary achievement at tenth grade students of vocational high school.

2.2 Theoretical Framework

In planning a research proposal, theories are needed to explain some concepts or terms applied in the research concerned. Some terms are used in this study and they need to be theoretically explained.

2.2.1 Vocabulary

Hatch and Brown (1995) state that vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speakers of language might use. It means that vocabulary has meaning that has to be learnt. Language as one of the language aspects have to be learned when people are learning a language. Good mastery of vocabulary is important for anyone who learns the language used in listening, speaking, writing, and reading besides grammar.

Mastering a large number of words⁰ is very important for foreign language learners. Without mastering it, of course, foreign language learners will get some difficulties in developing the four language skills. It defines that vocabulary is a list of words with their messages that are used to represent meaning in a language. According to Renandya and Richards (2002), vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write.

When we only know the form and meaning, but do not know the implementation of vocabulary in sentences, our vocabulary will be useless. So, it is important to teach vocabulary first to the student. Because vocabulary plays a significant role in supporting the mastery of a language skills such as listening, reading, speaking, and writing which are called by four skills of language. In order

to communicate well in language, students should acquire an adequate number of words and should know how to use them accurately.

According to Thornbury (2005:16), “words are the basic social unit of language to accompany the students’ vocabulary mastery”. Without vocabulary the person cannot communicate effectively and express ideas. It will be better if the students know the meaning of vocabulary.

2.2.2 Folktales

Folktales are stories that have been passed down through oral tradition before written language was developed. On the other hand, folk tales are a kind of narrative text other than novels, poems, and movies, which can motivate students to learn vocabulary (Floriasti, 2011). Folk tales are dictated by rural illiterates.

Folktales are the general term of any types of narrative story. Hucks and Kiefer (2010: 227), state that folktales are all sorts of narratives, written or oral, that have ended up passed down over time. This definition is in line with Thompson (1977: 4), who states that folktales are legitimately employed in a far broader experience to include all styles of prose narrative, written or oral, which has come to be passed down over time.

Folktales often reflect the values and customs of the way of life from which they arise (Kiwi, 2016). It is in line with this definition that states folktales are a standard time period for distinctive kinds of conventional narrative. It means that folktales are narrative tales which have a subculture or conventional values handed down from generation to generation, but they no longer have an identifiable author.

Meanwhile, in line with Hornby (2003,p. 521), folktale is a very old conventional story from a particular place that become at first exceeded directly to people in a spoken shape. It means that folktale is form of traditional tale exceeded down orally to the people in the particular location. From the definitions above, the writer emphasizes that folktale is a trendy time period for any types of traditional narrative which has cultural values; the story which has been sent down from one generation to another generationboth spoken or written.

Folktales tell a short story based on oral traditions. They add a bit of magic and a moral to the story in which good people defeat evil, and the folktale becomes a fairy tale -- a genre of folktale. Teaching folktales offers a number of practical benefits, including sharing cultural traditions between generations and exploring important life lessons. Students develop a sense of imagination when reading and studying folktales, and retelling the tales to others helps practice important communication skills.

2.2.3 Characteristics of Folktales

Folktales are different from other types of literature among their settings, plot developments, styles and themes may be different from other types. Among elements are setting and plot development. Setting is literature which includes both time and place. They are not carefully designed because they do not need description. Plot development is never complicated but of course it may contain surprise, conflict and action about folktales

2.2.4 Scientific Procedure

In the learning activity in scientific approach the students are centered learning. The teacher gives the motivation to students to improve their skills. And then the

students practice the skills. According to Majid & Rochman (2014:2), the scientific approach to learning includes observing, questioning, exploring, associating, and communicating. Scientific Approach in 2013Curriculum is applicable in all subjects including English (Zaim, 2016:6).Lazim (2014:2) states that the principles of a scientific approach in learning activities are as follows; (1) student learning centered, (2) learning of the students' self-concept, (3) on avoid verbalism, (4) earning to improvement of the students' thinking ability, (5) learning to improves the students and teacher motivation, (6) provide opportunity for the students to practice in communication skills, and (7) the process of validation of concepts, laws, and principles that are constructed by the students in their cognitive structure.

Richards and Rodgers (1986) explain that an approach refers to the general assumptions about what language is and about how learning a language occurs. Rhalmi (2018) points out procedures are as an ordered set of techniques, in which they are the step-by-step measures to execute a method. A procedure is smaller than a method and larger than a technique.

According to Rhalmi (2018), an approach which provides theoretical assumptions about language and learning, informs methods, then procedures are ordered sequences of techniques that have to be aligned with the theoretical assumption a method aspires to put into practice.

Nunan (1990:12) states that approach is a set of assumptions, perceptions, belief and theories about language and learning that animates the whole process of learning and language. It means that approach is the way we see how we teach or learn. What is emphasized in all language learning is a theoretical view of what language is and how we learn it.

Tarigan (1989:22) defines that the last level of conceptualization and organization on a method is called procedure. This procedure includes the actual techniques, practices and behaviors that operate in teaching a language according to a particular method.

According to Richards and Rodgers (1982), at the level of approach, we examine the theoretical principles underlying particular methods and the last level of conceptualization and organization within an instructional system is what we refer to as procedure, then procedure focuses on the actual moment-to-moment techniques, practices, and activities that operate in teaching and learning a language according to a particular method. It means that procedure is concerned with the types of teaching and learning techniques.

Therefore, the researcher decides to use scientific procedures than scientific approach for teaching reading in learning activities. Learning activities often take a long time, so that by using scientific procedures, it is hoped that learning objectives will be achieved according to the duration of the available time. Scientific procedure focuses on the step by step, such as: observing, questioning, exploring, associating, and communicating in whilst activity.

2.2.5 Teaching Vocabulary

Assessing the meaning of a word in context forces students to develop skills like inferring, which is useful since they foster a self-reliant mindset. Nation (2001) states that teaching vocabulary establishes students' acquisition of vocabulary in a second language. The learners are allowed to engage with words that are not in context. Teaching new vocabulary should present the new items in context.

To introduce students about vocabularies, teacher can choose the relevant topic to be studied. In teaching vocabulary, the teacher should teach the students to recognize and understand the word in multiple context and teacher could teach words at different levels depending on their importance, frequency, and applicability. In other context, having enough vocabulary can make students able to listen, speak, read and write.

According to Nation (2001), There are numerous principles to follow while teaching vocabulary, such as focusing on words that are already partially known and teaching straightforwardly and clearly. Teaching vocabulary involves more than teaching the definition of technical or unfamiliar words in texts. Many encounters with a word in meaningful contexts are needed for students to acquire it. It also requires understanding how the words are learned in non-instructional contexts through conversation and reading.

2.2.6 The Advantages of Using Folktales

As authentic materials, folktales are suitable educational devices (Swan, 1995: 85). They can be used in various ways in ELT classes. Here are a few suggestions:

- a. To introduce a new topic or theme, tense, vocabulary or any other grammatical structure
- b. To unburden the students of tension which appears during such lessons that involve a great amount of concentration
- c. To prepare the students for more serious work involving various mental processes
- d. To concludes a lesson in a pleasant way and at the same time remind them of the

newly gained knowledge etc.

From explanation above, one of the ways to enrich vocabulary is using folktales.

2.3 Theoretical Assumption

In this research, the theoretical assumption is the use of folktales in the teaching reading skill to improve students' vocabulary achievement based on scientific procedure. Scientific procedure can be applied as a technique to improve vocabulary achievement. It is also can be one of the techniques to maintain their class in learning. The use of folktales in teaching vocabulary by implementing scientific procedure have a good construction to make language learning become attractive to acquire. The researcher develops a clear and detail lesson plan to teach vocabulary by using folktales based on scientific procedure in the classroom especially forat tenth grade of SMKN 1 Bukitkemuning.

2.4 Hyphothesis

According to Setiyadi (2018) the hypothesis in a study is a statement about the distribution of a variable or the relationship between two (or more) variables to be studied. He also defines that the hypothesis is a tentative answer to the research question.

The use of folktales by implementing scientific procedure used to improve vocabulary achievement at tenth grader. In other words, there is difference in students' vocabulary achievement before and after the use of folktales by implementing scientific procedure.

The hypothesis was formulated as follows:

“There was an improvement difference of the tenth graders’ vocabulary achievement after they were taught English reading skills using English folktales by implementing scientific procedure at SMKN 1 Bukitkemuning in the Academic Year of 2021/2022.”

CHAPTER III

METHOD

This chapter presents the method of the research, the subject of the research, the time and place of the research, the procedure of research, the technique of collecting data and the technique of data analysis.

3.1 Population and Sample of Research

a. Time

The second semester on the first grade of SMK Negeri 1 Bukitkemuning which lies in North Lampung. In this research the treatments was conducted for three times, 2x45minutes per meeting, in the total of four weeks.

b. Place of the Study

The Place of the study at SMK Negeri 1 Bukitkemuning which is located on North Lampung. Jln Raya Baturaja, Desa Muaraaman, Kecamatan Bukitkemuning

3.2 Method of Research

The objective in this research is to repair and improve the result of students' study on the vocabulary improvement by means of reading texts in grade X SMKN 1 Bukitkemuning on English folktales by implementing scientific procedure. The study used a quantitative data with an experimental design and qualitative data from questionnaires. An experimental design is aimed to test the effects of treatments. According to Woodrow (2014), there are some forms of experimental design; they are one-group pre-test-post-test.

Creswell (2014) suggested that researcher designed one group pretest-posttest as follows:

Table 3.1 Formula of One Group Pre-Test and Post-Test

Group	Pre-Test	Treatment	Post-Test
Experiment	→ T1	X	→ T2

Table 3.1 showed the formula of one group pre-test and post-test design, where T1 meant the pre-test, X symbolized the treatment and T2 illustrated the post-test. In this experimental design, T1 was given before treatment and T2 after the treatment. And X was used after the pre-test.

3.3 Population and Sample of Research

The population of the research was the tenth-grade students of SMKN 1 Bukitkemuning. There were 292 students in Academic Year 2021/2022. The sample was taken by random sampling. The researcher took the class X Accounting.1 (X.AKL.1) which consisted of 6 male and 20 female students as the sample of this research. The students were sixteen up to seventeen years old. Most of them came from middle class economic background.

3.4 Research Instrument

The research instruments are vocabulary test and questionnaire. The brief explanation is as follows:

3.4.1 Vocabulary test

The vocabulary test was administered to the students in order to determine the students' vocabulary achievement in comprehending the text. The vocabulary test covered pre-test and post-test which was in form of multiple choice test. The test consisted of 50 items of multiple choices with four options (A, B, C, and D). The time allocation is 90 minutes.

3.4.2 The Questionnaire

The questionnaire was administered to every student in class. The questionnaire was held at the end of the research to find out the students' perception about implementation of scientific procedure. The following was the table of questionnaire:

Table 3.2 Questionnaire Test Items Specification

Scientific Procedure	Items
Observing	1, 2, 3, 4, 5
Questioning	6, 7, 8, 9, 10
Experimenting	11, 12, 13, 14, 15
Associating	16, 17, 18, 19, 20
Communicating	21, 22, 23, 24, 25

It is a Likert Scale based questionnaire because it is the commonest scale to measure ordinal data (Setiyadi, 2006). The scale has the following categorical terms: strongly agree, agree, disagree, and strongly disagree.

The following table was the point of questionnaire scale:

Table 3.3 LikertScale in Questionnaire

Scale	Point
Strongly agree	4
Agree	3
Disagree	2
Strongly disagree	1

3.5 Data Collecting Technique

The data were collected from pre-test and questionnaire

1. Vocabulary Test

Vocabulary tests were administered to collect the data on students' vocabulary achievement. The researcher asked students to read some English short stories individually and answer the questions with some texts given during the test. These vocabulary tests were given twice as the pretest before treatments and posttest after the treatments.

2. Questionnaire

The questionnaire was distributed to the students, right after the treatments in order to determine students' perception in vocabulary class through scientific procedure. The questionnaire consists of 25 close-ended statements. They allowed the students to select one answer and make the students easy to answer. The questionnaire was conducted in Indonesian in order to avoid misunderstanding between the researcher and students.

3.6 Try Out of the Instruments

To make sure the quality of the instruments before being used, they were tried out to measure their validity, reliability, level of difficulty and discriminating power.

3.6.1 Validity

Hatch and Farhady (1982) stated that validity refers to the extent to which the results of the procedure serve the uses for which they are intended. The researcher used content and construct validity to measure whether the vocabulary test had a good quality or not.

3.6.1.1 Content Validity

Content validity is the extent to which a test measures a representative sample of the subject matter content. The focus of content validity is on the adequacy of the sample and not simply on the appearance of a test (Hatch and Farhady, 1982). Content validity is concerned with whether the test is sufficiently representative and comprehensive for the test. In the content validity, the material which is given must be suitable with the curriculum (Setiyadi, 2006: 23). Vocabulary test that had been given to the students was suitable for the students' level because the try out was done and adapted to the 2013 Curriculum and syllabus for the tenth grade of vocational high school students. The narrative texts provided in the vocabulary test are part of the standard competence of 2013 Curriculum for the tenth grade of vocational high school.

3.6.1.2 Construct Validity

Construct validity is the extent to which a test measures certain specific characteristics in accordance with the theory of language behavior and learning (Heaton, 1988). It examines whether the test is actually in line with theory. Vocabulary test deals with knowing the meaning because it aimed to measure the

students' vocabulary achievement through synonyms. Individuals require knowledge about vocabulary to successfully take the synonym test. Meanwhile, for the questionnaire, construct validity of the questionnaire was achieved by looking at the relationship between the indicators. The questionnaire consisted of 25 close-ended statements about the implementation of English folktales based on scientific procedure. If all items have measured students' vocabulary achievement, then the instrument has fulfilled the construct validity. To make sure the construct validity of the test, the researcher also asked the expert judgment to evaluate the best before it was administered to the students. The instruments have been tested by the lecturer from University of Lampung namely Dr. Muhammad Sukirlan, M.A. It can already be used with a little revision.

3.6.2. Reliability

Reliability is the overall consistency of a measure. According to Hatch and Farhady (1982), reliability refers to the extent to which a test produces consistent results when administered under similar conditions. To estimate the reliability of the vocabulary test, the split-half technique was used in this research. In order to find the reliability, we should find the coefficient correlation first through Pearson Product-Moment Formula (Arikunto, 2006:108), the formula could be seen as follow:

The coefficient correlation of product-moment:

$$r_i = \frac{\sum xy}{\sqrt{[(\sum x^2)(\sum y^2)]}}$$

$$r_i = \frac{2869}{\sqrt{[(3179)(2884)]}}$$

$$r_i = \frac{2869}{\sqrt{9168236}}$$

$$r_i = \frac{2869}{3027,91}$$

$$r_i = 0.947518$$

Where,

r_i : the coefficient correlation product-moment

x : odd numbered

y : even numbered

xy : odd times even number

x^2 : the square of x

y^2 : the square of y

n : number of testees

The coefficient correlation product-moment formula is 0.947518. The next step is finding the coefficient reliability by inserting the score of coefficient correlation product-moment into the Spearman Brown's Prophecy formula (Hatchy and Farhady, 1982:247) to ascertain the coefficient reliability of the whole test, the calculation is as follows:

$$r_w = \frac{2r_i}{1 + r_i}$$

Where: r_w : coefficient reliability
 r_i : the coefficient correlation product moment

The coefficient reliability Spearman-Brown:

$$r_w = \frac{2 \times 0.947518}{1 + 0.947518}$$

$$r_w = \frac{1.895036}{1.947518}$$

$$r_w = 0.97305$$

So, the coefficient reliability is **0.97305**

The researcher examined the coefficient value by seeing the standard of reliability proposed by Setiyadi (2018).

1. A very low reliability has range from 0.000 to 0.200.
2. A low reliability has a range from 0.200 to 0.400.
3. An average reliability has a range from 0.400 to 0.600.
4. A high reliability has a range from 0.600 to 0.800.
5. A very high reliability has a range from 0.800 to 1.00.

Based on the explanation above, it can be assumed that the students' vocabulary test is reliable if the values accomplish the range of 0.80 – 1.00 (a high reliability).

3.6.3. Level of Difficulty

Index of difficulty or level of difficulty/facility values relate to how easy or difficult the item is from the point of view of the testees (Heaton, 1988). It is important

since test items that are too easy can tell us nothing about differences within the test population (Shohamy, 1985).

In order to find out the level of difficulty, this research used the following formula:

$$LD = \frac{U+L}{N}$$

In practice, the formula can be expanded as follows:

LD : Level of difficulty

U : Total of the correct answer of the higher group

L : The total of the correct answer of the lower group

N : That is the total number of the students following the test

Classification:

- a. An item with LD 0.00-0.30 = difficult
- b. An item with LD 0.31-0.70 = Average (good item)
- c. An item with LD 0.71-1.00 = Easy

(Shohamy, 1985)

3.6.4. Discrimination Power

Sometimes an important feature of a test is its capacity to discriminate among the different candidates and to reflect the differences in the performances of the individuals in the group (Heaton, 1991). A good item according to this criterion is one in which good students do well and bad students fail. To find out the discrimination power, this research used the following formula:

$$DP = \frac{U-L}{\frac{1}{2}N}$$

Notes:

DP : Discrimination Power

U : The total of correct answer of the higher group

L : The total of correct answer of the lower group

N : Total number of students

The criteria are:

1. DP= 0.00-0.20 = Poor items
2. DP = 0.21-0.40 = Satisfactory items
3. DP=0.41-0.70 = Good items
4. DP=0.71-1.00 = Excellent items
5. DP=-(Negative) = bad items (should be omitted)

(Shohamy,1985)

The researcher applied the discrimination power formula to the result of the try-out test to get the discrimination power of each item.

To examine the questionnaire's reliability, it had been tested by using Cronbach's Alpha Test through SPSS 16. The criteria of questionnaire reliability are as follow:

1. If the value of Cronbach Alpha is more than 0.60 (> 0.60), then the questionnaire is reliable or consistent
2. If the value of Cronbach Alpha is less than 0.60 (> 0.60), then the questionnaire is said not reliable or inconsistent

(Sujarweni, 2014: 193)

Additionally, Cronbrach Alpha was used applying Likert scale (strongly disagree, disagree, neutral, agree, and strongly agree). Based on Setiyadi (2006), if the test is organized on a Likert scale, the Alpha value should be at least 0.70.

After the data were computed using SPSS 16.0 and the reliability tests were conducted, the result of the reliability test of the questionnaire were presented in the table below:

Table 3.4 The Reliability Statistics

Cronbach's Alpha	N of Items
.878	25

From the calculation, using Cronbach Alpha for instruments of questionnaire obtained the reliability coefficient of 0.878 or good category level. It means that the instrument is reliable.

3.7 Normality Test

Before using independent group t-test to analyze the data, the researcher tried to found out the normality test.

Before using the independent group t-test to analyze the data, the researcher calculated the value of the normality test. The normality distribution test is a test to measure whether our data have a normal distribution. To find out the normality, the researcher used Kolmogorov Smirnov of SPSS 16.00. The data are normally distributed if the alpha level is higher than 0.05 ($p > 0.05$).

Table 3.5 Normality Test

Tests of Normality					
Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Statistic	Df	Sig.	Statistic	df	Sig.
.174	26	.041	.929	26	.075
.161	26	.081	.954	26	.290

a. Lilliefors Significance Correction

From Table 3.5, it can be seen that the value of normality test in the pretest (0.075) and the value of normality test in the posttest (0.290) is higher than 0.05. It could be concluded that H_0 is accepted. In other words, the data of the pretest and the posttest are distributed normally.

3.8 Scoring System

The individual scoring system for the vocabulary test was calculated by using the following formula:

$$S = (R \times 100) / N$$

Where :

S: the score of the vocabulary test

N: the total item of the vocabulary test

R: the total of the correct answers of one student

(Arikunto, 2006)

3.9 Research Procedure

The procedure of research was arranged as follows:

1. Determining research questions

In determining the questions of research, the researcher found out some sources from observation of the students, read some books and journals that are related to this topic.

2. Determining the instruments

The instruments which used in this research were vocabulary test and questionnaire.

3. Determining subjects of the research

In determining the sample of the research, the researcher chose one class of the tenth-grade students in SMK Negeri 1 Bukitkemuning, North Lampung Regency.

4. Trying out the instruments

The researcher conducted the try out to the students to check the validity, reliability, and difficulty level.

5. Analyzing the result of the try out test

After distributing the instruments in try out, the researcher analyzed the validity and the reliability of the instruments.

6. Administering the pre-test

The pre-test was administered to the students before the treatments.

7. Giving the treatments

The treatments designed for three meetings

8. Administering the post test

The researcher administered the post test after the treatments

9. Distributing the questionnaire

Questionnaire was distributed after the post test.

10. Analyzing the data

The researcher analyzed the data. The analysis was calculated through SPSS computer program.

11. Drawing conclusion

The conclusion was drawn based on the result of the data analysis.

3.10 Data Analysis

Analyzing data was a very necessary step in this research. Setiyadi (2006) stated that data analysis was the process of organizing the data in order to gain regularity of the pattern and form of the research. To find the improvement in vocabulary achievement by implementing English folktales based on scientific procedure, the researcher followed some steps below:

1. Tabulating the scores of the vocabulary test

2. Analyzing the tabulated data.

The means of the pre-test and post-test were carefully determined, then calculated through independent t-test. In this research, some analyses were also done by the researcher involving the analysis of the normality test.

3. Making interpretation, inference, or conclusion

The researcher inferred the improvement in vocabulary achievement by

implementing English folktales based on scientific procedure from the result of the independent group t-test.

3.11 Hypothesis Testing

Hypothesis testing is used to prove the hypothesis in this research is accepted or not. In the effort of measuring the hypothesis, the independent group t-test of SPSS 16.0 was used in this research. The researcher used Statistical Package for the Social Sciences (SPSS) 16.0 to find out the statistically significant effect of improvement in vocabulary achievement after the students were taught by implementing English folktales based on scientific procedure. The hypothesis is approved if the significant value is lower than 0.05. The hypothesis is drawn as follows:

There is a significant different of the tenth grade students' vocabulary achievement after they are taught by reading skill on folktale by implementing scientific procedure.

V. CONCLUSIONS AND SUGGESTIONS

This chapter discusses about the conclusion and suggestion based on the findings and discussion of the research.

5.1 Conclusions

Based on the findings of the data analysis, there is a significant improvement of the students' vocabulary achievement after being taught English folktales by scientific procedure. The implementation of English folktales based on scientific procedure, reduces boredom and idleness during group activity and the students become more active, raise awareness and less boring in following the teaching learning process in the classroom setting because the students are provided with plenty of opportunities to actively engaged in learning with their group mates.

Furthermore, another result showed that students give a positive perception about the implementation of folktales based on scientific procedure. It is because the students could develop the ideas clearly in groups based on scientific procedure and they had planned about what they were going to do while reading folktales.

5.2 Suggestions

Referring to the finding and conclusion above, some recommendation and suggestions are proposed to the English teacher and further researcher.

5.2.1 For English Teacher

It is suggested to apply the use of folktales based on scientific procedure in the class to enhance the students' reading ability and vocabulary achievement. Implementing folktales based on scientific procedure can create interactive teaching and provide

students the opportunity to actively participate, learn, and help each other when learning reading in class. However, the difficulty in implementing the use of folktales based on scientific procedure is in step of experimenting and associating while reading folktales. Prior to the implementation of scientific procedure in learning English folktales, the English teacher should provide clear instruction of the procedure and set up a trial step before the real activity in order to make the activity runs well.

5.2.2 For future researcher

1. Hopefully, this study will become a valuable reference in conducting further reading researches in vocabulary achievement.
2. The use of folktales based on scientific procedure has its own limitation; thus , in this research, process scientific procedure was also used to support it. The further researchers can also combine this technique with other approaches or techniques that can cover the disadvantages of folktales based on scientific procedure.
3. This research went through five meetings; therefore further researchers should extend the meetings to make the implementation of this technique more effective.
4. This study conducted at a vocational high school level. Therefore, further researchers can try to find out the effect of this technique in different schools.

In brief, those are the conclusions of the research findings and suggestions for English teachers who want to try to implement the use of folktales based on scientific procedure in teaching reading to improve students' vocabulary

achievement, then for further researchers who want to investigate the research about this technique and approach.

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