

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF READING FOLKLORE TOWARDS STUDENT'S
VOCABULARY MASTERY AT THE EIGHT GRADE STUDENT'S OF SMP
NEGERI 6 METRO**



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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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NEGERI 6 METRO**

Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

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MASTERY AT THE EIGHT GRADE STUDENT'S
OF SMP NEGERI 6 METRO.**

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Assalamu'alaikum Warahmatullahi Wabarakatuh

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AT THE EIGHT GRADE STUDENT'S OF SMP
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Sudah kami setuju dan dapat diMunaqosyahkan. Demikian harapan kami dan atas perhatiannya, kami ucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

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**PENGARUH MEMBACA FOLKLORE (CERITA RAKYAT)
TERHADAP PENGUASAAN KOSAKATA SISWA DI KELAS DELAPAN SMP
NEGERI 6 METRO**

ABSTRAK

**Oleh:
MAYA RETMA RIKA**

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh penggunaan membaca folklore (cerita rakyat) pada penguasaan kosakata siswa kelas VIII SMP Negeri 6 Metro. Penelitian ini adalah penelitian kuantitatif. Teknik pengambilan sampel yang digunakan untuk menentukan jumlah sampel adalah cluster purposive sampling. Dalam pengumpulan data peneliti menerapkan metode tes, observasi, dan dokumentasi. Subjek penelitian adalah siswa kelas VIII SMP Negeri 6 Metro VIII 1 yang terdiri dari 27 siswa.

Hasil penelitian ini menunjukkan bahwa pada standar signifikan 1% atau 5%. Ttabel menunjukkan 2.056 di 5% dan 2.779 di 1%, sedangkan Tobserved adalah 16.84. Hasil interpretasi data menunjukkan Tobserved lebih tinggi dari Ttabel, jadi $2,056 < 16,84 > 2,779$. Ini berarti bahwa ada pengaruh menggunakan strategi membaca folklore (cerita rakyat) pada penguasaan kosakata siswa di kelas delapan SMP Negeri 6 Metro.

Kata Kunci : *Kosa Kata, Membaca Cerita Rakyat*

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

- ♥ *Beloved father and mother, may Allah always give his love to you for loving me.*
- ♥ *Beloved husband Wahyu Nuris Dianto, A.Md in my every step, I'm sure there's always your prayer. May we be eternal until we meet in Allah's heaven.*
- ♥ *My baby, Muhammad Asykar Fajrin, Momy is always eager to wait for your presence, son.*
- ♥ *My sister and dear family*
- ♥ *struggling friend*
- ♥ *Beloved IAIN METRO almamater*

MOTTO

وَالْعَصْرِ (١)

إِنَّ الْإِنْسَانَ لِفِي خُسْرٍ

الصَّالِحَاتِ وَتَوَاصَوْا بِالْحَقِّ وَتَوَاصَوْا بِالصَّبْرِ إِلَّا الَّذِينَ آمَنُوا وَعَمِلُوا (٢)

By time,

Indeed, mankind is in loss,

Except for those who have believed and done righteous deeds and advised each other to truth and advised each other to patience.

“ Time is what we want most, but... what we use worst.”

— William Penn

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Thanks and all praise to My Allah for all of Your blesses and Your favor that is given with all Your Mighty, the writer can finish this undergraduate thesis. Realizing that this undergraduate thesis would not be able accomplished without any helps and supports from many helpful individuals. In this lovely chance, the researcher would like to sincerely acknowledgment the gratitude.

The first of all, the deepest gratitude would be addressed to my beloved parents and my husband, for understanding and supporting me to finish this undergraduate thesis soon, and always pray for me to be a successful person someday (amin).

Next, The greatest gratitude would also be addressed to :

1. Prof. Dr.Hj. Enizar,M.Ag, the Rector of State Institute for Islamic Studies of Metro.
2. Dr Hj. Akla, M.Pd, the deen of Tarbiyah and Teacher Training Faculty State of Institute for Islamic Studies of Metro.
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6. My beloved friends who give me support with limitation of ability of the researcher, still many mistakes in writing and presentation items. Therefore, the writer apologizes hopefully this undergraduate thesis can be benefit to all of us properly.

Metro,20 January 2020

The Researcher



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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 20 Januari 2020

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STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excepted from the bibliography mentioned.

Metro, 20 January 2020

The Researcher



Maya Retma Rika

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CHAPTER I

INTRODUCTION

A. Problem Background

English in Indonesia is known as a foreign language. It means that English is a language compulsory learning subject which must be taught for the student in the school from elementary until university level. English is the foreign language that we have to learn it early. Not just our country, it is very important because all of the countries use it to communicate one another. It proves that language is necessary for people to interact with other people.

It is widely accepted that reading as one of the language skills presented in teaching learning activity takes important role in both receptive and productive language skills. It can broaden and enlarge the students knowledge, because most of communicated in written form. Moreover, reading can introduce student new vocabularies (words, clauses, and sentences) structure and grammar which are necessary in developing other skills such as listening, speaking and writing. Specifically, reading brings students to get comprehension, which will lead them to understand and respond to what they read.

However, folklore is the materials that handed on by tradition, either by word of mouth or by custom and practice. It may be folk songs, folk tales, riddles, proverbs or other materials preserved in words. Folklore means folk learning it comprehends all knowledge that is transmitted by word of mouth and all crafts and techniques that are learned by imitation or example as well as products of those craft. It rich of vocabularies that will help the students

understands about English text. It is so short and memorable that the students easy to understand and comprehend the English text. Further, using folklore as educational material helps the students to develop their reading achievement and interest. It also helps student to appreciate their society and themselves since folklores are full of moral values. The reading folklore here is about something that can make students feel enjoy in teaching and learning process, especially learning foreign language.

Besides that, vocabulary is also important to the process of selecting appreciate instructional strategies that enable students to master, the vocabulary they need to learn to read and to read to learn. Without vocabulary there is no communicate, read, and write can be conveyed so that, it is important to know that the vocabulary.

In order to help our learners not to get frustrated easily and assist them enjoy the English learning tasks we should find ways to enrich their knowledge of vocabulary, one of which is using authentic materials such as reading folklore stories that make it possible for the learners to develop their ability and become more independent learners. Patrick Rothfuss stated that “It's like everyone tells a story about themselves inside their own head. Always, all the time, that story makes you what you are. We build ourselves out of that story.” Stories guide us through our whole life, from the moment we were born and it does not change when we become adults.

Based on the pre survey and interview with the English teacher of SMPN 6 Metro on February 28th 2018, it was found that there are many students who are quite low in their vocabulary. The data shown as follows:

Table 1

Students Score of English Subject at Accounting at SMP Negeri 6 Metro

Score	Students	Explanation	Percentage
80-100	5	Very High	20%
66-79	7	High	30%
56-66	20	Low	50%
Total	32		100%

Source : *Based on pre-survey in SMPN 6 Metro*

Based on the table above, it can be inferred that the students' vocabulary ability is low. The presentation is dominant as much as 50% than presentation of high grade only 20%. There are many students who get low score. And also the influence of learning method that is used toward vocabulary mastery in around students is still low. So, the student's vocabulary mastery must be increased.

Based on the fact above, the researcher assumes that reading folklore is a strategy that requires some important aspects such as the reader's intention and motivation. Reading folklore are interesting and motivating alternatives to be implemented in an English class in order to increase vocabulary learning.

From the description above therefore researcher arrange research with title "The Influence of Reading Folklore Towards Student's Vocabulary Mastery in Eight Grade Students of SMPN 6 Metro".

B. Problem identification

The problems of the Eight Grades Student of SMPN 6 Metro in Learning English problem are as follow:

1. The students lack of quantity in vocabulary.
2. The students have difficulties to understand and memorize the meaning of English word.

3. The students are less motivated to learn vocabulary.
4. The teachers had made the learning process difficult.

C. Problem Limitation

For there are a great number of problems dealing with vocabulary ability, the researcher focuses on the student's vocabulary ability is low and the researcher used reading folklore in this research.

D. Problem Formulation

Is there any positive and significant Influence of Reading Folklore Towards Student's Vocabulary Mastery at Eight Grade Students of SMPN 6 Metro?

E. Objectives and Benefit of the Study

1. Objective of the Study

Based on the formulation above, this research is aimed at focusing on "The Influence of Reading Folklore Towards Student's Vocabulary Mastery".

2. Benefit of the Study

Referring to the previous statement, the researcher expects to get some information and the researcher hope that the benefit of this research can be used for:

a. For Teacher

This research can be used as information, especially about the process of teaching vocabulary mastery.

b. For student

Student will feel enjoy and interest in English learning process and increase the student's vocabulary mastery.

c. Other Researchers

This process will give some knowledge about research in vocabulary learning process.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical review

1. The Concept of Vocabulary Mastery

a. The Definition of Vocabulary

Vocabulary is the basic language aspect that must be mastered before mastering English skills. There are some definitions of vocabulary by some experts. According Hornby, vocabulary is all the words that a person knows or uses and it is all the words in particular language.

Vocabulary mastery is very important in order that can communication with other. A person say to know a word when they can recognize its meaning when they see it. It means that in learning vocabulary must to know the meaning of it and also understand and can use it in sentence context. In learning vocabulary automatically we have to know the meaning of words itself and can use it in sentences context.¹

According Hornby in vocabulary is the total number of the words (with their meaning and with rules for combining them) making up of the language that have a meaning and the vocabulary is one of the competence of the language.²

From the definition above, we can see that vocabulary is all the words in a language that are familiar and used by a person to communicate with each other.

¹ Mofareh Alqahtani,2015. The Importance of Vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, Vol.III(3), pp.21

² Hornby, A.S 1995. *Oxford Advanced Learner's Dictionary*.Oxford:Oxfords University.P.955

b. Teaching Vocabulary

Vocabulary is very important for students, because with vocabulary learners can improve their ideas. Teaching vocabulary in class has good method in order that the students can understand with the materials. In teaching vocabulary the teacher can introduce what is vocabulary that is taken from the book.

Teaching vocabulary plays an important role in language acquisition because the mastery of vocabulary will help students to master all the language skill such as speaking, listening, reading and writing. The vocabulary will make the students practice life and will strengthen belief that English can be used to express the same ideas or feeling they express in their native language.³

According to Jordan in teaching vocabulary is such an important task in teaching English because vocabulary achievement relates to all language learning and it is of concern to all four language skills.

From the definition above the researcher conclude teacher needs a good knowledge on their teaching materials. When the teacher teaching about vocabulary, word and also the meaning of vocabulary.

Moreover, word grammar is one of the most important parts that students should be taught carefully. Teachers should give the students the opportunity to be exposed to grammatical patterns and to practices them frequently, such as nouns (countable and uncountable), verb complementation, phrasal verbs, adjectives and adverbs. Therefore,

³ Allen, French, Virginia. 1983. *Technique in Teaching Vocabulary*. New York: Oxford University . P.

“different parts of speech should usually be taught separately because they occur in differing sentence pattern, but they need not be widely separated in a course if their meanings are very similar”.

c. The aspects of vocabulary

There are some aspects in learning vocabulary. According to Lado as cited in Mardianawati, there are some vocabulary aspects as follow :

1. Meaning

When the teacher delivering the students about the meaning, the teacher should explain that a word may have more than one meaning when it is used in different context. In order to discover the meaning, the teacher can use ways such as guided discovery and using dictionaries.

2. Spelling

In learning vocabulary, spelling is important because it aids in reading and as connector of letters and sounds. Spelling there may be different acceptable written forms for the same words within the same varieties as happens with many British or American English terms.

3. Pronunciation

Pronunciation is the way in which a particular person pronounces the words of language. Most of words have only one pronunciation, but sometimes a word has two or more pronunciations. It can be seen from some words are “present”,

which pronunciation /'preznt/ and /pri'zent/ and the word “read”, which pronunciation /ri:d/ and /red/. English pronunciation is difficult to learn because it is not related to the spelling of words. The students want to be able to speak English well with understandable pronunciation so that they can communicate without annoyance and it makes receiver easier to communicate.

4. Word classes

Word classes are categories of word. According to Hatch and Brown the word classification is based on their functional categories which are called part of speech. There are parts of speech should be practiced fluently to the students such as nouns, verbs, adjectives, adverbs, pronouns, preposition, conjunctions, and interjections.

5. Word use

Word use is how a word, phrase, or concept it uses in a language. Word use may also involve grammar and thus be the subject of profound analysis.

d. Kinds of Vocabulary

Students sometimes get difficulties in memorizing all vocabulary that they have known. It caused by lack of practicing and uses them. That is why the student needs to practice more to keep in their mind. According to Richards.

States that vocabulary having kinds in the study of word classification they are: nouns, pronouns, verbs, adjective, adverbs, preposition and conjunction. All of the kinds will be explain bellow:⁴

a. Nouns

A noun is a word (or group of words) that is the name of person, a place, a thing or activity or a quality or ideas, nouns can be used as the subject or object of a verb.

b. Pronoun

Pronoun is a word that is used in a place of a noun or phrase (she, her, he, him, they and them).

c. Verbs

Verbs are word that denote or describe an action, experience or state. Hatch and Brown (1995) in places verbs into four classes: activities (e.g run ,walk, look for), accomplishment (e.g build, kill), achievement (e.g recognize, find, lose), and states (e.g know, love, have).

d. Adjective

Adjective is modifier that used to highlight quantities or attributes. The types of adjective are : (a). Determiners. They are articles (the, a, an), demonstrative adjective (this, that, these, those), and possessive adjectives (my, your, her), numeral adjectives (four, ten, first, third), and adjective of indefinite quantity (some, few, all). (b). Descriptive adjectives. They

⁴⁴ Richard, J.C. and Renandya, W.A 2002,*Methodology in Language Teaching an Anthology of Current Practice* , Cambrige University Press. P. 255

usually indicate an inherent quality (old, young, new), or a physical state such as (blue, yellow, red), size or age.

e. Adverbs

Adverb is a word that adds to the meaning of a verb, adjective, another adverb or a whole sentence. Adverbs are similar to adjectives in many ways although they typically assign attributes to verb, to clauses or to entire sentences rather than to nouns. Locative adverbs like 'here' and 'there' are used very early young children as ways of pointing to the location of objects. Time adverb like 'now' and 'yesterday' are used by second language learners as an initial why to mark time.

f. Preposition

Preposition is a group of word which is used to show the way in which other words are connected (in, on, beside, at, and between).

g. Conjunction

Conjunction is a word that connects sentences, phrase, or clause (and, so, but).⁵

e. Types of Vocabulary

According to Clarence L Barnhart in type vocabulary consist of:⁶

1. Reading Vocabulary

⁵Ibid.p. 256

⁶Clarence L. Barnhart & Robert K.Barnhart. 1980 ,*The World Book Dictionary*. United States. P.

A person's reading vocabulary is all the words he or she can recognize when reading. This is the largest type of vocabulary simply because it includes the other three.

2. Listening vocabulary

A person's listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

3. Writing vocabulary

A person's writing vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its user.

4. Speaking vocabulary

A person's speaking vocabulary is all the words he or she can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. This misuse-though slight and unintentional may be compensated by facial expression, tone of voice, or hand gesture.

From the explanation above, researcher includes of vocabulary that the vocabulary have four type from four skill English, all of the type just different in face. All of the type, important in English specially vocabulary mastery.

f. Chunks of Language

Many language experts believe that grammar and vocabulary should not be seen as isolated parts of a language and some believe that grammar has less importance than vocabulary. Although vocabulary has conventionally been conceptualized as individual words, it has now become clear that much of lexis consist of sequences of words which operate as single units. Traditional approaches have long dealt with multi-word units, wherein a single meaning is attached to more than one word, for example, phrasal verbs ('give up'), compounds ('freeze-dry') and idioms ('burn the midnight oil').⁷

In fact, it appears quite common for longer sequences of words to pattern together. Some of these recur frequently enough to be treated as units in their own right, *e.g. to make a long story short*. Numerous terms have been coined to refer to this type of sequence, but the most commonly used are lexical chunks and lexical phrases.

The use of lexical chunks can aid the listener as well. Because lexical chunks can be recognized as individual wholes, this spares the listener some of the processing effort required to interpret an utterance word-by-word. It has been argued that lexical chunks also play a part in vocabulary and grammar acquisition.⁸

⁷R. Moon. "Vocabulary connections: Multi-word items in English in N. Schmitt and M. McCarthy (eds). *Vocabulary: Description, Acquisition, and Pedagogy*. Cambridge: Cambridge University Press. 1997

⁸The Author, Norbert Schmitt, *lectures at the University of Nottingham, and is interested in all aspects of L2 vocabulary studies*. He recently published *Vocabulary in Language Teaching* with Cambridge University Press.

2. The Concept of Folklore

a. The Definition of Folklore

A. Taylor, an eminent American Folklorist has succeeded to great extent in defining the term folklore. His definition according to Mazharul Islam is the only one which seems more rational than all others, though this also does not cover all points and lacks in many respects. He defines:⁹

“Folklore is the material that is handed on by tradition, either by word of mouth or by custom and practice. It may be folk song, folk tales, riddles, proverbs or other materials preserved in words. It may be traditional tools and physical objects like fences or knots, hot cross buns, or Easter eggs; traditional ornamentation like the walls of Troy; or traditional symbols like the Swastika. It may be traditional procedures like throwing salt over one's shoulder or knocking on wood. It may be traditional beliefs like the notion that elder is good for the ailments of the eye. All of these are folklore”.

After studying the definitions of folklore, it may be plausible to express that folklore is the creation of civilization, the creation of the people who live in particular geographical area, share the same language, culture, mechanism or livelihood and living conditions, whose way of life and traditional heritage are bound by a common identity. It is transmitted orally or through one written process from one generation to other and from one century to other.¹⁰

It exchanges its position from oral to written traditions with the advancement of knowledge in that society. The knowledge in folklore is the result of experience, experienced by persons, community or society as a whole. The individual gains knowledge through experience and when

⁹ Taylor, Archer, *Folklore and the Student of Literature*, quoted by Mazhar-ul-Islam, Op.Cit.,p.12

experience and knowledge is combined together it voices the same feeling of the society. This feeling gets its expression in the elements of folklore.

In other words, the creation of an individual when accepted by the society as its own wealth, it becomes folklore.¹¹ The elements of folklore are social products. They are created, retained and transmitted by the folk and such it stands as the mirror of the people and the society-not dead like a piece of glass but a living one.¹²

As we know that Indonesia has many cultural traditions like folklore, folk art, and people ceremony. When the people passed down from generation to next generation, they chose the folklore to infuse ethics. They believed that from the folklore so many values they get. The values will be use to next generation as life guidelines such as honest, responsible, discipline, religious and so on.

b. Folk Literature

Society as an integrated collectivity of human beings possess the remarkable property of self expression.¹³ Like creative literature, folk literature too has two broader categories such as prose form and poetry form. Prose literature include folk tales, myths, legends, fairy tales, fables,

¹¹ Allan Dundes, *The entry of folklore into the written form does in no way disqualify it from being a piece of folklore.*

¹² T.F Henderson, *The latest theories suggest that even a creation of an individual; id acknowledged by the society eithrt due to its literary merit or message as its own wealth, ita has no restriction of being treated as a piece of folk literature.* The Ballad in Literature,p.95.

¹³ F.R, Leaves. *Literature and Society*,p.107.

animal tales, household tales, numskull tales, ghost stories, anecdotes, folk dramas, allusions, proverbs and riddles.¹⁴

c. **The Types of Folklore**

Indonesian folklore reflects the diverse culture of Indonesia as well as the diversity of ethnic groups in Indonesia. Many ethnic groups have their collection of tales and folklores being told for generations. The stories usually told to children as some kind of bed-time story, and have pedagogical value on kindness, benevolence, modesty, honesty, bravery, patience, persistence, virtue and morality. For example, the popular theme is "the truth is always prevails, the evil will always defeated".

While most of Indonesian children folklore stories have happy ending plots and a 'happily ever after' theme, some employ tragedy and have rather sad endings.

According to James Danandjaya, in his research book "Indonesia Folklore" that folklore consist 3 types such as mite, legend and fairy tales. All of the types will be explain bellow:¹⁵

a. Fairy Tales

Fairy tales are traditional stories, intended primarily for children, which recount human encounters with supernatural beings such as fairies, witches, ogres, and the like, most often conveying a cautionary message. Many such tales were compiled by the Brothers Grimm. In the modern era, they have become the basis of Disney movies, television, and movies.

¹⁴ Forward, M.L.Saqi, *Kashir Luka Bath*, Vol.5, p.8

¹⁵James Danandjaya,1998. *Indonesia Folklore*. P.59

b. Legends

The legend is a narrative produced and transmitted orally or in writing, about a single, extraordinary, supernatural, or marvelous, true or fictitious, believed or slighted, often dated/localized event (experience), brought up with didactic or entertaining intent; it serves to confirm, or expand the experiential horizon of the recipient and confirm or question a momentarily valid conception of the world.¹⁶

c. Myths

A myth is a traditional sacred story, usually featuring gods and heroes which purports to give a cosmic explanation of a natural phenomenon or cultural practice. It is part of the cultural fabric, conveying essential (if not literal) truth and meshing with other stories and beliefs in the society.

d. The Functions of Folklore

According to Dundes, discusses four main functions of folklore. (a.)Function of folklore is that it serves as a form of amusement or entertainment. (b.)The role it plays in validating culture. (c.)Folklore is found in the role that it plays in education. (d.)Consist in maintaining the stability of a culture. As Dundes says, different genres of folklore can fulfil similar functions despite their forms being different. However, he also says that the functions of different genres are to some extent distinctive.¹⁷

¹⁶ Richard Nordquist, 2017. *Legend (Narration)* Glossary of Grammatical and Rhetorical Terms. TaughtCo.p.2

¹⁷ Alan Dundes, 1965. *The Study of Folklore*. p.279-298

The first function of folklore, that is of amusing both people who tell it and those who listen to it, is very important. Most folklore is told at leisure time, after a hard working day, in order to amuse both the teller and the listeners and as Thompson says, to relieve the overpowering monotony of one's life.

As the second function which consists in validating culture, it is, according to Dundes fulfilled by 'justifying its rituals and institutions to those who perform and observe them. Malinowski illustrates this function by saying that myths, for instance, serve as a 'warrant, a character, and often even practical guide' to magic, ceremony, ritual and social structure. This is, however, not only applicable to myth. It also applies to many other genre of folklore.

As far as the third function is concerned, it also important in the sense that most folklore is intended for younger generations in order to teach them manners, customs, beliefs, practices, and so forth. As an example, Dundes says that ogre tales serve the purpose of disciplining young children, and lullabies are sung in order to put them in good humour. Fables and folktales are used to teach general attitudes and principles and to ridicule vices and misbehavior, proverbs are used as a means to warn them against what is bad and as Dundes puts it, to warn the dissatisfied or over-ambitious individual to be content with his lot, to accept the world as it is and thus to conform to the accepted patterns.

e. Psychoanalytic Reading Folklore

Folklore as a new field of learning emerged, relatively new in the nineteenth century when the scholars both in England and Germany began to observe closely at the cultural ways of the lower classes. The Grimm brothers began publishing volumes of oral folk narratives and the interpretation of German Mythology.

Psychoanalytic analysis involves the interpretation of the symbols in the tales to reflect the collective consciousness of the people. This interpretation studies a cultural folk tale to interpret the psyche of its people. Psychoanalysis offers deeper insight into the cultural and psychological aspect of the folklore as it attempts to decipher the symbolic meaning inherent in the folktales. This approach not only helps to understand the tales but also the people by applying the concept of sexuality, power and gender relations.

The knowledge and learning of people can be deciphered through the process of psychoanalysis where one can understand the hopes, aspiration and the psychological makeup of the people. Folktales are the products of the human imagination, creativity, and also reflects the unconscious needs of the society.¹⁸

f. Benefit of Reading Folklore

Folklore can be used to help students develop strong vocabulary mastery, study other cultures, model positive character traits, and discover a

¹⁸Farhain Khan, "The Concept of Folklore: An Overview of the Psychoanalytic Reading of Folklores", International Journal of English Literature and Social Sciences (IJELS), Patna University, India. Vol-3, Issue-6, 2018. P 1059-1060

love of stories. Since folklore has been passed down through the oral tradition, they were honed for listening so they were easy to remember and share. As a result, folklore made it easier for students to differentiate characters, follow a plotline or recall a sequence of events. Not surprisingly, working with folklore can also help students develop the vocabulary mastery.¹⁹

Based on the explaining above, the researcher assumes that folklore is ways to know how about old generations teach a lesson to younger generation by stories. The researcher gives the student an Indonesia Folktales stories, that why the student more motivate to reading and will be more enjoying in vocabulary learning.

a. Hypothesis Formulation

Concerning to the concept and theoretical assumption above, the researcher would like to formulate the hypothesis as follows:

1. There is positive and significant influence of reading folklore towards student's vocabulary mastery at eight grade students of SMPN 6 metro.
2. There is no positive and significant significant influence of reading folklore towards student's vocabulary mastery at eight grade students of SMPN 6 metro.

¹⁹ August House Publisher, "*Why are Folklore Important?*", Piedmont Road Northeast, Atlanta, Georgia 30305.P.310

CHAPTER III

RESEARCH METHOD

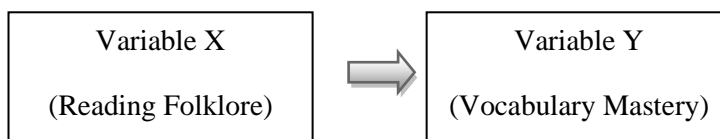
A. Research Design

This research is use the quantitative research. “Quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).”²⁰ It means that quantitative research was illustrating the fact or event by using numbers in gathering information.

This research is an experimental research in the form descriptive quantitative. This research will be conducted in SMP N6 Metro. In this research, the writer will investigate the eighth grades of students SMPN 6 Metro.

This influence research focuses on the influence between independent variable and dependent variable. This research contained two variables, the independent variable that is using Reading Folklore (X) and the dependent variable that is Vocabulary Mastery (Y).

This is Constelasion of design research experiment:



This research is experiment research by using true experimental design which consist of control group pretest posttest design. Therefore, in this research the researcher use two classes, the first classes the experimental class which receive treatment that is teaching reading folklore and the second class as the control class which doesn't received the special treatment.

²⁰ Daniel Muijs. *Doing quantitative research in education*. (London:Sage Publication,2004),p.1

B. Population, Sample and Sampling Technique

1. Population

According to Creswell, a population is a group of individuals who have the same characteristic²¹. Moreover, Donald Ary stated that a population is defined as all members of any well-defined class of people, events, or objects.²² Population is an individual or group that represents all the members of a certain group or category of interest.²³ It means that population is total number of subject or unit of analysis who has gather characteristics to contrast with others.

The Population of the research is the students at eight grade of SMPN 6 Metro. The total population is 248 students, divided by eight classes and each class consist of class 8.1 is 32 students, class 8.2 is 30 students, class 8.3 is 31 students, class 8.4 is 31 students, class 8.5 is 31 students, class 8.6 is 31 students, class 8.7 is 31 students, and class 8.8 is 31 students.

2. Sample

Donald Ary stated that a sample is a portion of a population, whereas Creswell explained that a sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.²⁴ It means that sample is small unit of population The sample of this research is two classes. Class 8.1 as an experimental class that consist of 32 students

²¹John W. Creswell, *Educational Research Methodology: 4th Editionn*, p. 142.

²²Donald Ary, *et al.*, *Introduction to Research in Education: 8th Edition*, p. 148.

²³Timothy C. Urdan, *Statistics in Plain English, Second Edition*, (London: LEA publisher, 2005), p.1.

²⁴ John W. Creswell, *Educational Research Methodology: 4th Editionn*, p. 142.

and class 8.2 as control class consist of 30 students at the eighth grade of SMP N6 Metro.

Table 2
The Population at Eight Grade
of SMP N 6 Metro

No	Grade	Numbers
1.	VIII.1	32
2.	VIII.2	30
Total Numbers		62

Source: *The School Archives, taken on February 28, 2018.*

From the table above, the population consists of two classes there are 62 students.

3. Sampling Technique

Sample is needed in this research to describe population condition. Marczyk et al defined sample as "a subset of the population." It means that sample is the part of population which will be researched.

In this research, the writer uses purposive cluster sampling as the method in choosing a sample. Purposive cluster sampling is deciding a sample with certain opinion or some which can give the maximum data. The reason is based on the grade of the data pre-survey on the student's vocabulary mastery, the student's score in the class 8.1 can be categorized into poor category than the other class.

C. The Operational Definitions of Variables

a. Independent Variable

The independent variable are variable (probably) cause, influence or effect outcome. They are also called treatment. Independent variable of this research is Reading Folklore as a strategy in teaching vocabulary that make student more active in learning process.

In this research, researcher used observation to know about the condition of the student, especially in the score of vocabulary subject and also to know the treatment that uses by teacher when they are teaching vocabulary. Then, the researcher analyzed the data and write in the observation list, as the result of pre-survey data.

The researcher used the quantitative research, which pre-test and post-test design. In this design, the pre-test and post-test intend to investigate whether using reading folklore can be use to influence vocabulary ability. Reading folklore is oral tradition including myths, legends, folktales and jokes.

The researcher used objective test to know about student's vocabulary mastery. Objective tests are tests that are arranged in such a way and alternative answers have been provided. This test consists of various forms, such as (1) Multiple Choice Test, and (2) Matching Test. Include in the excellent category (80-100) and the good category (66-79). Furthermore, in the fair category (59-65), the poor category (40-55) and then the failed category (30-39).

The indicators of this variable are:

- a) The competence to determine the main idea of the reading text.
- b) The competence to mention the difficult word the reading text.
- c) The competence to determine the topic sentence and supporting sentence.

b. Dependent Variables

Dependent variable of this research is the response or the criterion variable that is presumed to be caused by or influences by the independent treatment conditions and any other independent variable.²⁵ It means that variable which is observed and measured to determine the effect of the independent variable. Dependent variable of this research is Vocabulary mastery.

In this research the student can explore their ideas with a good vocabulary. This variable can be measured by using objective test, that are (1) Multiple Choice Test, and (2) Matching Test. The tests have been given two times, which are before the treatment or called as pre-test and after the treatment or called as post test.

The test consists of 10 questions correlate with the material which is given by researcher. The vocabulary is focused on verb, noun, adverb and adjective which are used in folktale story. And each category has vocabulary score criteria include, good, fair, and bad. So the highest score is 100 as the total of the score vocabulary ability.

The indicators of Vocabulary mastery are:

²⁵Ibid., p.165-166

- a. Forming a general understanding of text.
- b. Developing an interpretation of the text.
- c. Developing a pronunciation of the word.

Table 3

Passing grade criteria

Grade	Letter	Categories
80-100	A	Excellent
66-79	B	Good
59-65	C	Fair
40-55	D	Poor
30-39	E	Failed

In addition, to measure of the student’s vocabulary mastery the researcher used scale of measurement 0-100. The scale used on the result of pre-test and posttest of vocabulary mastery which are consists of 10 questions, with each question has 10 point if answer the true question. Maximal score is 100 and the minimal is 0.

D. Data Collection Method

In collecting the data, the researcher had the following steps:

1. Test

According to Creswell, a test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned.²⁶ Anderson with Arsenault assume that “instrument includes test and questionnaire, observation schedule and any other tool used to collect

²⁶ *Ibid*, p. 201.

data”.²⁷ Thus, in this research used test as data collecting method of measuring both variables. The research would use folklore text to measure student’s vocabulary mastery. Moreover, the researcher would use test of collecting the data which consist of pre-test and post-test to measure of the student’s vocabulary mastery.

a. Pre-test

The pre-test had be done in the first meeting before doing treatment.

That is to know vocabulary mastery of the students before doing the action research.

b. Post-test

Post-test had be down in the last meeting after doing treatments to find out whether the treatment gave influence to the student’s achievement in the class or not.

2. Documentation

Donald Ary state that “Documentation be of written or text-based artifacts (textbooks, novels, journals, etc.”²⁸ Documentation is one of instruments to collect some data and informations in the form of written source or documenter such as book, encyclopedia, daily note, etc. The researcher used the documentation method to know detail condition of the school, students, teacher, and history of SMP Negeri 6 Metro.

²⁷ Gary Anderson With Nancy Arsenault, *Fundamental Of Education Research*, (USA: Falmer Press, 2005), p. 94.

²⁸ Donald Ary, et.al, p.442

E. Research Instrument

The research instrument is a tool or facility used by researcher to collect data in order to work more easily and better result, in terms of more accurate, complete and systematic so that more easily processed.²⁹ Furthermore, the researcher instrument involves:

1. Instrument Blueprint

Instrument blueprint is a way to get the data that useful the researcher has done to college information the field. Instrument includes test and questionnaires, observation schedules any other tool used to call data. The instrument which used to measure the student's vocabulary mastery was test. The kind of test was multiple choice test and matching test that are consist of 10 item questions, each item consist of four option: A,B,C,D.

2. Instrument Calibration

Instrument is the scale of measurement which will be used to decide the instrument standard will be used. Furthermore, instrument calibration is screening or examination of items of instrument that made by the researcher. From the question above, it can be inferred that instruments calibration is scale of measurement which will used to screening or examination of items instrument that made by the researcher.

a. Validity

To know whether the test have a good quality or not, the researcher should know the validity of the test. Validity is another critical aspect of measurement that must be considered as part of an overall measurement

²⁹ A.S. Homby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 2000), P.203.

strategy.³⁰ Validity focuses on what the test or measurement strategy measures and how well it does so.³¹ Arikunto states that “a test said valid if be able to measure what it desubable”.³² In this research, the researcher uses empirical validity, empirical validity refers to “the instrument that fulfills the criteria of validity based on the experience”.³³ The researcher conducted to try out to measure the validity and reliability.

b. Reliability

Reliability refers to “the consistency or dependability of a measurement technique, and it’s concerned with the consistency or stability of the score obtained from a measure or assessment over time and across settings or conditions”. According to Arikuntoro, reliability is the extent to which a test produces consistent result when administered under similar condition. In other word, whether it consistent predictability and accuracy. From the statements above, the researcher can conclude that reliability is the accuracy of the measurement result.

F. Data Analysis Technique

To investigate whether there is any positive and significant influence of reading folklore towards student’s vocabulary mastery in eight grades students at SMPN 6 Metro, the researcher analyzes the data by usingt-test. According Donal Ary the formulation of t-test as follows:

³⁰ Alan S. Kaufman & Nadeed L. Kaufman.*Essentials of Research Design and Methodology*, (USA: John Wiley & Sons, Inc, 2005), P.106

³¹ Ibid.

³² Arikunto,Op.Cit. P.211.

³³ Ibid.P.212

$$x = \frac{\bar{D}}{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Notes:

t = t values for correlation sample.

D = (difference) Difference between pre-test score with post-test score.

D² = Square of D

N = Total of participant

CHAPTER IV
RESULT OF THE RESEARCH AND DISCUSSION

A. General Description

1. Description of The Research Location

a. History of SMP Negeri 6 Metro

SMP Negeri 6 Metro was established on July 1, 1988 based on the decision of The Ministry of Educational by number 10807606. SMP Negeri 6 Metro located at Patimura street 29 Banjarsari, North Metro, Metro City Lampung.

b. The Profil of SMP Negeri 6 Metro

1. Name of school : SMP Negeri 6 Metro
2. NSS / NPSN : 201121902006 / 10807606
3. Province : Lampung
4. Regency : North Metro
5. Sub district : Metro City
6. Village : 29 Banjarsari
7. Street : Patimura street
8. Name of fondation : SMP Negeri 6 Metro
9. No. Telp : (0725) 44805

c. Vision and Mission of SMP Negeri 6 Metro

1) Vision

Excellent the academic accomplishment and non academic based on foundations faith and belief.

2) Mission

- a) Doing the learning and guidance effectively.
- b) Bring everyone to take part teachers and educators in coaching of upgrading education quality.
- c) Increasing the enthusiasm accomplishment intensive all member of school.
- d) Increasing the comprehension and implementing of religion.
- e) Developing the potential yourself in optimum.

3) Indicators

- a) Excellent of increasing achievement in UN.
- b) Excellent of sport activity.
- c) Excellent of extracurricular activity.
- d) Excellent and accomplishment in area religion activity.

Also, the principle is a person who have the high status in coordinator all of duty in school activity. To do it, the principal of SMP Negeri 6 Metro is helped by school committee, official employee, the head vice of student, the head vice of general, and the head vice of curriculum.

d. The Teachers Educational Background in SMP Negeri 6 Metro

The number of teacher educational background at SMP Negeri 6 Metro in the academic year of 2019/2020 that can be identified as follows:

Table 4
Teachers Educational Background in SMP Negeri 6 Metro in the
Academic Year of 2019/2020

No.	Qualification Academic	Status				Total
		PNS		NON PNS		
		M	F	M	F	
1.	S1	10	24	-	-	34
2.	D3	2	4	-	-	6
3.	D1	2	-	-	-	2
Total		14	28	-	-	42

a. Students Quantity of SMP Negeri 6 Metro

The students' quantity of SMP Negeri 6 Metro in the Academic Year of 2019/2020 is that can be identified as follows:

Table 5
The Students Quantity of SMP Negeri 6 Metro in the
Academic Year of 2019/2020

Academic Year	Total students	VII class		VIII class		IX class		Total (VII + VIII + IX class)	
		Total students	Room	Total students	Room	Total students	Room	students	Room
2016/2017	430	224	7	224	7	221	7	669	21
2017/2018	315	248	8	245	8	238	8	731	22
2018/2019	325	248	8	245	8	238	8	731	22
2019/2020	350	248	8	246	8	238	8	732	24

Description of The Research Data

a. Pre-test Result

The researcher conducted pre-test on 5th, November 2019. It was done to find out the students' basic knowledge towards vocabulary mastery in pre-test before giving treatment. The result of preliminary test could be seen as follows:

Table 6.
The Students' Pre-Test Result Towards Vocabulary Mastery At The Eighth Graders Of SMP Negeri 6 Metro

NO	Student's Name	Question Number										Pre-Test Score
		1	2	3	4	5	6	7	8	9	10	
1	AAR	10	10	-	10	10	10	-	10	10	-	70
2	AHA	-	-	-	-	-	-	-	10	10	-	20
3	AHP	-	-	10	-	10	10	10	-	-	10	50
4	AS	10	10	-	-	-	10	10	10	-	10	60
5	ASA	10	10	-	-	-	10	10	-	-	10	50
6	BEJ	-	-	-	-	-	10	10	-	-	-	20
7	BSW	-	10	10	-	10	10	10	-	-	10	60
8	BWJ	10	-	-	-	10	-	-	-	-	10	30
9	CO	10	10	-	10	-	-	10	-	-	10	50
10	DAF	-	10	-	-	-	-	10	-	-	-	20
11	DIEP	-	10	-	10	-	10	10	-	-	10	50
12	DIP	10	10	-	10	-	-	10	-	-	-	40
13	DIS	-	-	-	10	10	-	10	-	10	10	50
14	DKS	-	10	-	-	10	10	10	-	-	10	50
15	IA	10	10	-	-	-	10	10	-	-	10	50
16	IAP	-	10	-	-	-	10	10	-	-	-	30
17	LAH	-	10	-	-	10	10	10	-	-	10	50
18	MA	-	10	-	10	-	-	10	-	-	10	40
19	MFS	-	10	10	-	10	10	10	-	-	10	60
20	MYA	-	-	-	-	10	10	-	10	10	-	40
21	NAN	-	10	-	10	-	-	10	-	-	10	40
22	NNZ	-	10	10	-	-	10	10	-	-	-	40
23	NRA	-	-	-	10	-	10	-	10	10	-	40
24	RDP	-	-	-	10	10	10	10	-	-	-	40
25	RR	10	10	10	-	10	10	10	-	10	10	80

26	SMJ	-	10	-	10	-	-	10	10	10	10	60
27	TDYP	-	10	-	10	-	10	10	-	-	10	50
TOTAL												1240
AVERAGE												45,95
HIGHEST SCORE												80
LOWEST SCORE												20

Source: The result of pre-test in experiment class on November 5th, 2019.

The test is followed by 27 students which were cluster selected the highest score was 80 and the lowest score was 20 with total score was 1240 and the average of the score 45,95.

Based on the table above, the researcher measured the class interval.

R = Range

K = a lot of classes that will be created

P = class interval

$$R = \text{the highest score} - \text{the lowest score}$$

$$= 80 - 20$$

$$= 60$$

$$K = 1 + 3,3 \log n$$

$$= 1 + 3,3 \log 27$$

$$= 1 + 4,72$$

$$= 5,72 \rightarrow 6$$

$$P = \frac{R}{K} = \frac{60}{6} = 10$$

After knowing the class interval, the data taken from interval above was put on the table of frequency distribution as follows:

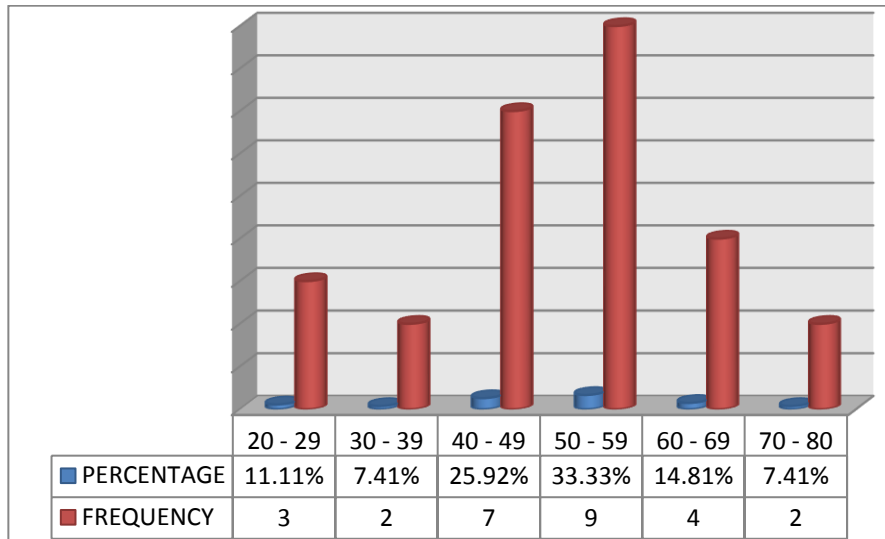
Table 7
 Frequency Distribution of the Students' Vocabulary mastery
 in Pre-Test at the Eighth Grade of SMP Negeri 6 Metro
 the Academic Year of 2019/2020

Class Interval	Frequency	Percentage %
70 - 80	2	7,41
60 - 69	4	14,81
50 - 59	9	33,33
40 - 49	7	25,92
30 - 39	2	7,41
20 - 29	3	11,11
Total	27	100 %

Based on the table distribution above, it can inferred that from 27 students as the research sample, there were 2 students who got the score 70-80 (7.41 %), 4 students who got the score 60-69 (14.81 %), 9 students who got the score 50-59 (33.33%), 7 students who got the score 40-49 (25.92 %), 2 students who got 30-39 (7.41 %) and the last there were 3 students who got the score 20-29 (11.11 %). It shows that the result of students' vocabulary mastery in pre-test was unsatisfactory because there was many students got bad score. In addition, the chart below illustrated the frequency distribution of the students' vocabulary mastery in pre-test.

Diagram I

The Chart of Frequency Distribution of the Students' Vocabulary Mastery in Pre Test at the Eighth Grade of SMP Negeri 6 Metro the Academic Year of 2019/2020



a. The Post-Test Result

Post-test was employed in the last program of this research after giving some treatments and exercises to the students. The test used in present research was the same type as pre-test but in different title and it is more developed. The post-test was carried out in order to know the students' achievement after treatments. The result of the students' pre-test and post-test is to find out whether the treatments by using Reading Folklore to influenced the students' vocabulary mastery. The result of students' post-test can be identified as follows:

Table 8**The Result of the Students' vocabulary mastery in Post-Test at the Eighth of SMP Negeri 6 Metro the Academic Year of 2019/2020**

NO	Student's Name	Question Number										Post-Test Score
		1	2	3	4	5	6	7	8	9	10	
1	AAR	10	10	10	10	10	10	10	-	10	-	80
2	AHA	-	-	10	10	10	-	10	10	-	10	60
3	AHP	-	10	10	10	10	10	10	-	10	10	80
4	AS	10	10	10	10	10	10	10	-	10	10	90
5	ASA	10	10	10	10	10	-	10	-	10	10	80
6	BEJ	-	-	10	10	10	10	10	-	10	-	60
7	BSW	10	10	10	10	10	10	10	-	10	10	90
8	BWJ	-	-	10	10	10	10	-	-	-	10	50
9	CO	10	10	10	10	10	10	10	-	10	-	80
10	DAF	-	-	10	10	10	10	10	-	-	-	50
11	DIEP	10	-	10	10	10	10	10	-	10	-	70
12	DIP	-	10	10	10	10	10	10	10	-	10	80
13	DIS	10	10	10	10	10	-	10	10	10	10	90
14	DKS	10	10	10	10	10	10	-	-	10	-	70
15	IA	-	10	10	10	10	10	10	-	10	-	70
16	IAP	-	10	10	10	10	10	10	-	10	10	80
17	LAH	10	10	10	10	10	10	10	-	10	10	90
18	MA	10	10	10	10	10	10	10	-	10	10	90
19	MFS	10	10	10	-	10	10	10	-	10	10	80
20	MYA	10	10	10	10	10	10	10	-	10	-	80
21	NAN	10	10	10	10	10	10	10	-	10	-	80
22	NNZ	10	10	10	10	10	10	10	-	10	-	80
23	NRA	-	10	10	10	10	10	-	-	10	-	60
24	RDP	10	10	10	-	10	10	10	-	10	10	80
25	RR	10	10	10	10	10	10	10	10	10	10	100
26	SMJ	10	10	10	10	10	10	10	10	10	10	100
27	TDYP	10	10	10	10	10	-	10	10	-	-	70
TOTAL												2050
AVERAGE												75,95
HIGHEST SCORE												100
LOWEST SCORE												50

Source: The result of post-test of vocabulary mastery experimental class by reading folklore toward the students' vocabulary mastery on November 8th, 2019.

The test is followed by 27 students which were cluster selected the highest score was 100 and the lowest score was 50 with total score was 2050 and the average of the score 75,95.

Based on the table above, the researcher measured the class interval.

R = Range

K = a lot of classes that will be created

P = class interval

$$\begin{aligned}
 R &= \text{the highest score} - \text{the lowest score} \\
 &= 100 - 50 \\
 &= 50 \\
 K &= 1 + 3,3 \log n \\
 &= 1 + 3,3 \log 27 \\
 &= 1 + 4,72 \\
 &= 5,72 \longrightarrow 6 \\
 P &= \frac{R}{K} = \frac{50}{6} = 8,33 \longrightarrow 8
 \end{aligned}$$

After knowing the class interval, the data taken from interval above was put on the table of frequency distribution as follows:

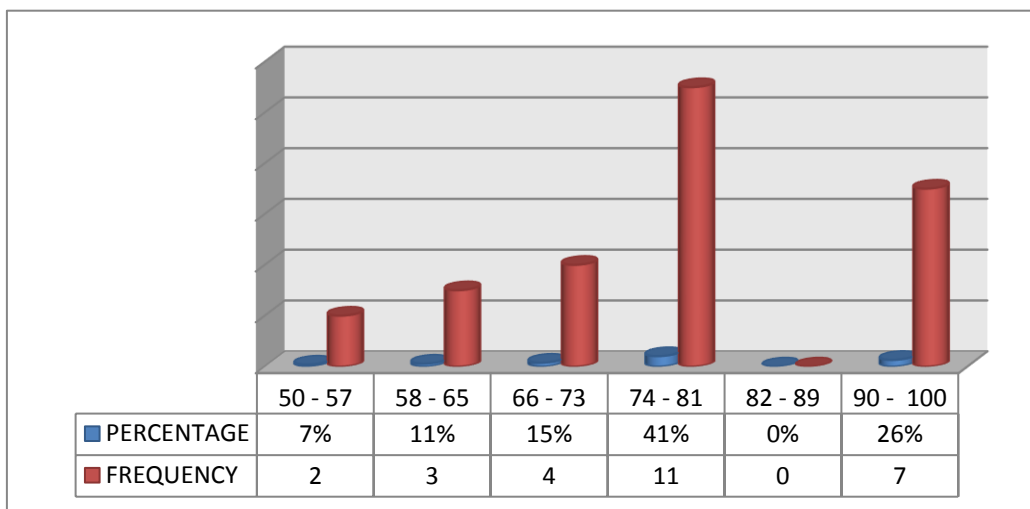
Table 9
Frequency Distribution of the Students' vocabulary mastery in Post-Test at the Eighth Grade of SMP Negeri 6 Metro the Academic Year of 2019/2020

Class Interval	Frequency	Percentage %
90 - 100	7	25,93
82 - 89	0	0
74 - 81	11	40,74
66 - 73	4	14,81
58 - 65	3	11,11
50 - 57	2	7,41
Total	27	100 %

Based on the table of frequency distribution above, it can be inferred that all of students have full fill of value standard, which is 73. Therefore, it can be inferred that the student's word formation in post-test was improved.

Diagram 2

The Chart of Frequency Distribution of the Students' vocabulary mastery in Post-Test at the Eighth Grade of SMP Negeri 6 Metro the Academic Year of 2019/2020



The chart of table frequency distribution above described that the result of the student's score of post-test. There was 2 students (7,41%) who got score 50-57, 3 students (11,11%) got score 58-65, 4 students (14,81%) got score 66-73, then 11 students (40,74%) got score 74-81, 0 students (0%) got score 82-89, 7 students (25,93%) got score 90-100.

It means that the result of student's reading comprehension after using reading folklore was satisfactory. It has difference score between pre-test and post-test.

A. Hypothesis Testing

After applying the test and getting the documentation, the researcher analyzed the data by using analysis t-test in order to prove whether there is the influence of using Reading folklore on the students' vocabulary at the Eighth Grade SMP Negeri 6 Metro, as followed:

1. Preparing the Table

Preparing the table in order to prove whether there is the influence of using Reading Folklore on the students vocabulary mastery at the Eighth Grade of SMP Negeri 6 Metro.

Table 10
The Score Pre-test and Post-test result
of the Students Vocabulary Mastery

No	Name	Pre-test (X ₁)	Post-test(X ₂)	D (X ₂ -X ₁)	D ² (X ₂ -X ₁) ²
1	AAR	70	80	10	100
2	AHA	20	60	40	1600
3	AHP	50	80	30	900
4	AS	60	90	30	900
5	ASA	50	80	30	900
6	BEJ	20	60	40	1600
7	BSW	60	90	30	900
8	BWJ	30	50	20	400
9	CO	50	80	30	900
10	DAF	20	50	30	900
11	DIEP	50	70	20	400
12	DIP	40	80	40	1600
13	DIS	50	90	40	1600
14	DKS	50	70	20	400
15	IA	50	70	20	400
16	IAP	30	80	50	2500
17	LAH	50	90	40	1600
18	MA	40	90	50	2500
19	MFS	60	80	20	400
20	MYA	40	80	40	1600
21	NAN	40	80	40	1600
22	NNZ	40	80	40	1600
23	NRA	40	60	20	400
24	RDP	40	80	40	1600
25	RR	80	100	20	400
26	SMJ	60	100	40	1600
27	TDYP	50	70	20	400

Total	$\sum X_1 = 1240$	$\sum X_2 = 2090$	$\sum D = 850$	$\sum D_2 = 29.200$
Average	45,92	77,40	31,49	1138,462

The average of $\sum D = (850 : 27) = 31,4814815$

Chi-Square and T-test in order to prove whether there is a positive and significant influence of using Reading folklore on the students' vocabulary at the Eighth Grade SMP NEGERI 6 Metro, as follows:

2. Putting the data by using of Chi-Square (χ^2)

After administering the written test method, the researcher analyzed the data by using Chi-Square (χ^2) with two variables in order to prove whether using Reading folklore on the students' vocabulary at the Eighth Grade SMP Negeri 6 Metro has normal distribution or not, as follows:

$$\chi^2 = \sum \left[\frac{(F_o - F_e)^2}{F_e} \right]$$

Table 11

The Contingency Table of the Expected Frequency at the Result of the Students Vocabulary in Pre Test and Post Test

Variables	Total			Total
	Very Good	Good	Fair	
Pre test	1	2	3	$r_N = 27$
	0	2	25	
Post test	4	5	6	$r_N = 27$
	7	11	9	
Total	$c_N = 7$	$c_N = 13$	$c_N = 34$	$N = 54$

Hypothesis testing by using Chi-Square analyzed as follows:

Table 12
The Testing of Data

Sel:	f_o	$f_e = \frac{Cn \times Rn}{N}$	$f_o - f_e$	$(f_o - f_e)^2$	$\frac{(f_o - f_e)^2}{f_e}$
1	0	$\frac{7 \times 27}{54} = 3,5$	-3,5	12,25	3,5
2	2	$\frac{13 \times 27}{54} = 6,5$	-4,5	20,25	3,12
3	25	$\frac{34 \times 27}{54} = 17$	8	64	3,77
4	7	$\frac{7 \times 27}{54} = 3,5$	3,5	12,25	3,5
5	11	$\frac{13 \times 27}{54} = 6,5$	4,5	20,25	3,12
6	9	$\frac{34 \times 27}{54} = 17$	-8	64	3,77
Total	N = 54	$f_e = 54$	0	-	$\chi^2 = 20,78$

Furthermore, put the data into the formula of Chi-Square. It can be calculated by using the formula as below:

$$\chi^2 = \sum \left[\frac{(f_o - f_e)^2}{f_e} \right]$$

$$\chi^2 = \frac{12,25}{3,5} + \frac{20,25}{6,5} + \frac{64}{17} + \frac{12,25}{3,5} + \frac{20,25}{6,5} + \frac{64}{17}$$

$$\chi^2 = 3,5 + 3,12 + 3,77 + 3,5 + 3,12 + 3,77$$

$$\chi^2 = 20,78$$

From the data above, the value of Chi-Square was 20,78. Then, to know the critical value of Chi-Square the researcher firstly counted df. It was degree of freedom. The formulation of df as follows:

$$Df = (c-1) (r-1)$$

$$Df = (3-1) (2-1) = 2$$

Note :

Df = Degrees of freedom

c = Column

r = Row

Table 13
The Table of Critical Value of Chi-square

Level of significant	5%	1%
Df 2	5,9914	9,2103

- a. The critical value of X^2 table for 5% level was 5,9914
- b. The critical value of X^2 for 1% level was 9,2103

From all data analysis above, it could be known that:

- a. $X^2_{\text{observed}} = 20,78$
- b. $X^2_{\text{table of expectancy}} = 5\% (5,9914) \text{ and } 1\% (9,2103)$

The degrees of freedom is 2, so the values of X^2_{table} on degrees of freedom are 5% = 5,9914 and 1% = 9,2103. In this research, the students have done the entire test individually and group. It was benefit to know the influence of using Reading folklore on the students' vocabulary from the result of those tests.

From the data above the comparison X^2_{bar} with X^2_{table} was: $5,99146 < 20,78 > 9,2103$ in 5% and 1% significant. It means that the alternative hypothesis (H_a) explains “ there is positive and significant influence of using Reading folklore on the students' vocabulary.”

3. Putting the data into formula t-test

Putting the data above into the formula of t-test in order to get “ t_{observed} ”

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{31,49}{\sqrt{\frac{29.200 - \frac{(850)^2}{27}}{27(27-1)}}$$

$$t = \frac{31,49}{\sqrt{\frac{29.200 - \frac{722.500}{27}}{27(26)}}$$

$$t = \frac{31,49}{\sqrt{\frac{29.200 - 26.7592593}{702}}}$$

$$t = \frac{31,49}{\sqrt{\frac{2,441}{702}}}$$

$$t = \frac{31,49}{1,87}$$

$$t = 16,84$$

Therefore, $t_{\text{observation}}$ is 16,84 as result of the counting by using t_{test} formula above. To know the critical value of t_{test} (t_{table}), the researcher firstly counted df, df is degree of freedom. The formulation of $df = N-1$. N is the number of research population:

$$df = N-1$$

$$= 27-1$$

$$= 26$$

Furthermore, the researcher demonstrated the data which was analyzed by using t_{test} in SPSS in the table below:

Table 14
Descriptive Statistic

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	27	20,00	80,00	1240,00	45,9259	14,48056
Posttest	27	50,00	100,00	2090,00	77,4074	13,18291
Valid N (listwise)	27					

The table above demonstrated that the total sample of pre-test or before treatment was 27 with the minimum value was 20 and maximum 80, sum of pre-test was 1240, and mean of pre-test was 45,9259 with the standard deviation was 14,48056. Meanwhile the total sample of post-test or after treatment was 27 with the minimum value was 50 and maximum 100, sum of post-test was 2090, it mean of post-test was 77,4074 with the standard deviation 13,18291. Moreover, the table below illustrated the result of the calculation of t_{test} in SPSS.

After considering the t_{test} table by using df 31, so it can be found that:

Table 15
Critical Value of t_{table}

Level of significant	5%	1%
df 26	2,056	2,779

- 1) The critical value of t-test (t_{table}) for the 5% level is
- 2) The critical value of t-test (t_{table}) for the 1% level is

Based on the data analysis above, it can be found that:

- 1) " $t_{observed}$ " = 16,84
- 2) " t_{table} " level of 5% = 2,056
- 3) " t_{table} " level of 1% = 2,779

Its mean that " $t_{observed}$ " higher that " t_{table} " or it can be written as $2,056 < 16,84 > 2,779$. From the value above, it can be inferred that there is positive and

significant influence of using Reading folklore on the students' vocabulary at the Eighth Grade SMP Negeri 6 Metro.

B. Interpretation $t_{\text{observation}}$

The researcher has formulated the Alternative hypothesis (H_i) and Null hypothesis (H_o) as follows:

a. Alternative hypothesis (H_i)

There is a significant the influence of using Reading folklore on the students' vocabulary at the Eighth Grade SMP Negeri 6 Metro.

b. Null hypothesis (H_o)

There is not a significant the influence of using Reading folklore on the students' vocabulary at the Eighth Grade SMP Negeri 6 Metro.

After H_i and H_o above were formulated the writer consulted $t_{\text{observation}}$ to t_{table} as follows:

- If $t_{\text{observed}} > t_{\text{table}}$, H_a is accepted and H_o is rejected.
- If $t_{\text{observed}} < t_{\text{table}}$, H_a is rejected and H_o is accepted.

Finally, the data confirmed that " $t_{\text{observed}} = 16,84$ is higher than " $t_{\text{table}} = 2,056$ in 5% and 2,779 in 1%. Therefore, it can be concluded that " there is a positive and significant influence of using Reading folklore on the students' vocabulary at the Eighth Grade SMP Negeri 6 Metro."

C. Discussion

In this research there are two variables, independent variable that is Reading folklore (X) and dependent variable, that is students' vocabulary (Y). The variables were tested by using formula of t-test to investigate whether there is a positive and

significant influence of using Reading folklore on the students' vocabulary at the Eighth Grade SMP Negeri 6 Metro.

During the research, the writer observed that the students are interesting learning English material through using Reading folklore. They were enthusiastic during the learning process. They were also active in the class during the presentation of the material by using Reading folklore.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

After implementing Quantitative research at the eighth grade of SMP Negeri 6 Metro and according to the result of pre-test and post-test, it could be summarized that there was a positive and significant influence before and after implementing Reading Folklore in teaching Vocabulary Mastery. It means that using Reading Folklore in teaching Vocabulary is helpful. It can be shown from the result of pre-test and post-test.

There was a significant influence of Reading Folklore on the students Vocabulary at the eighth grade of SMP Negeri 6 Metro. It could be seen from the data confirmed that “ $t_{\text{observed}} = 16,84$ is higher than “ $t_{\text{table}} = 2,056$ in 5% and 2,779 in 1%.

Based on the analysis of the research data, the researcher concludes in this research use Reading Folklore as strategy is an alternative strategy that can influence the students' Vocabulary. It can be seen from the result of the pre-test and post-test. The students at the eighth grade of SMP Negeri 6 Metro, especially class VIII 1.

B. Suggestion

The researcher had done the research at the eighth grade of SMP Negeri 6 Metro, the researcher would like to give some suggestion as follows:

1. For the Headmaster

The headmaster should support the English learning process by preparing some facilities of teaching and learning.

2. For the teachers

The teacher can choose the Reading Folklore an alternative strategy in teaching English especially in vocabulary mastery in order that the student can understand the material delivered by the teacher, because by an interesting strategy in teaching learning, it can automatically improve the students motivation in learning process and it can make them try best effort to accepting the material taught by the teacher.

3. For the students

The students should be more active in learning English especially in Vocabulary mastery by using reading folklore, because using PQRST strategy can help the students to enjoy in following the material that the teacher given. So it can increase their knowledge in learning English.

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APPENDICES

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: SMP N 06 METRO
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: VIII / I
Materi Pokok	: New word by Narrating Folklore
Alokasi Waktu	: 4 x 40 menit (2 Pertemuan)

A. KOMPETENSI INTI (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR DAN INDIKATOR

Kompetensi Dasar	Indikator
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.	1.1.1 Mensyukuri anugerah Tuhan akan keberadaan bahasa Inggris sebagai bahasa pengantar komunikasi.
2.1 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	2.1.1 Santun dan peduli dalam berkomunikasi interpersonal dengan guru.
3.1 Menganalisis teks tulis fungsional, dan kosa kata sederhana berbentuk naratif secara akurat dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk narrative.	3.1.1 Mengidentifikasi teks tulisan fungsional, dan kosa kata sederhana berbentuk naratif. 3.1.2 Merespon makna dalam langkah retorika yang menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk narrative.
4.1 Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk naratif sederhana dengan ucapan, tekanan dan intonasi yang benar.	4.1.1 Membaca teks dengan pronunciation yang baik dan benar. 4.1.2 Mampu membaca teks narrative yang didengar atau dilihat. 4.1.3 Mampu menjawab dan mengerjakan soal-soal yang diberikan.

D. TUJUAN PEMBELAJARAN

1. Pada akhir pelajaran diharapkan siswa dapat melakukan semua hal yang tersebut dalam indikator diatas.

E. MATERI PEMBELAJARAN

- Teks Narrative Folklore

- Contoh Teks:

Gatot Kaca

Gatot Kaca was a strong and brave man from Pringgani Kingdom. He was son of Bimasena and Arimbi. The baby was so strong that no weapon could cut of his umbilical sord. It's been a year, Bimasena said sadly, but my son still has his umbilical cord.

Hearing that, his brother named Arjuna decided to meditate for god's guide. Arjuna didn't realize that at the same time Karna was meditating nearby. Since the two of them looked alike, god Batara Narada by mistake gave a super power weapon Kantawijaya to Karna. Then Narada told his mistake to Arjuna, and Arjuna tried to take away the weapon. They were fighting fiercely. Karna manage to keep the weapon. Arjuna, on the other hand, got the case only. Miraculously, the case cut the Gatotkaca's cord and the penetrated the baby's stomach. It's made the baby strength, but Arjuna has a strong feeling that he'll be killed the weapon.

Seeing this, Narada then took Gatotkaca to the Nirvana. Narada would have the baby fight Patih Sekipu who was attacking the Nirvana. Sekipu grabbed Gatotkaca. He hit the baby hard on its leg, but the baby kicked him. He squeezed the baby's arm, but the baby pulled his arm so hard. With great embarrassment, Sekipu returned the baby to Narada and then run away.

Narada was so amazed to Gatotkaca that he planned to give more power to him. Narada plunged Gatotkaca to Candradimuka, which was the creater of mount Jamurdipa. Almost immediatly, the other god threw all inds of powerful weapons into the creater.

The following day Gatotkaca emerged from the depth in the shape of fully grown man with the power equql to all kinds of weapons. The gods gave him a soecial gift, a hat called Basunanda, a vest called Antrakusuma, and sandals called Pandakacarma. With these all, Gatotkaca could fly from cloud to cloud as fast as lighting to defend not only his father and uncle but also the gods.

F. METODE PEMBELAJARAN

Pendekatan : **Scientific learning**

Metode : Contextual Teaching and Learning.

G. MEDIA :

- Narrative text.

H. SUMBER : Buku teks When English Rings a Bell, kamus dan buku Bahasa Inggris lain yang relevan, internet.

I. KEGIATAN PEMBELAJARAN

1. Pertemuan 1 (2JP)

a. Pre Activity (10 menit)

- 1) Guru menyampaikan salam, mencari perhatian siswa menggunakan ungkapan attention, dan menanyakan kehadiran peserta didik.
- 2) Salah satu peserta didik memimpin doa dengan Bahasa Inggris.
- 3) Brainstorming, Guru bertanya kepada peserta didik menggunakan Bahasa Inggris apakah mereka bisa membaca Al – Qur'an.
- 4) Menyampaikan tujuan pembelajaran
- 5) Menyampaikan cakupan materi dan uraian kegiatan.

b. While Activity (60 menit)

- 1) Eksplorasi, siswa membaca dan memahami isi teks narrative yang diberikan.
- 2) Elaborasi, menjelaskan tentang generic structure (orientation, complication, resolution)
- 3) Menganalisa rangkaian kosakata yang asing didengar, menerjemahkan dan membaca dengan pronunciation yang tepat.
- 4) Siswa bekerja secara kolaboratif menyampaikan teks narrative seperti yang sudah mereka rancang di dalam kelompok.
- 5) Siswa menjawab pertanyaan yang berhubungan dengan teks yang diberikan.

c. Konfirmasi

- 1) Guru memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa dalam mengerjakan tugas.
- 2) Guru menjadi narasumber dan fasilitator menjawab pertanyaan siswa dalam memahami teks.
- 3) Guru member motivasi siswa untuk lebih aktif dalam pembelajaran berikutnya.

d. Closing (10 menit)

- 1) Peserta didik bersama guru menyimpulkan hasil pembelajaran pada pertemuan ini.
- 2) Guru memberitahu akan ada soal post-test dipertemuan berikutnya.
- 3) Guru menutup dengan salam dan mengucapkan ungkapan berpisah dalam Bahasa Inggris.

2. Pertemuan 2 (2 JP)

a. Pre Activity (10 menit)

1. Guru menyampaikan salam, mencari perhatian siswa menggunakan ungkapan attention, dan menanyakan kehadiran peserta didik.
2. Salah satu siswa memimpin doa dengan Bahasa Inggris.
3. Brainstorming, Guru menanyakan kemauan siswa untuk menutup pintu dalam Bahasa Inggris.
4. Guru menyampaikan tujuan pembelajaran hari ini.

b. While Activity (60 menit)

1. Eksplorasi, siswa membaca dan memahami isi teks narrative yang diberikan.
2. Elaborasi, menjelaskan tentang generic structure (orientation, complication, resolution)
3. Menganalisa rangkaian kosakata yang asing didengar, menerjemahkan dan membaca dengan pronunciation yang tepat.
4. Siswa bekerja secara kolaboratif menyampaikan teks narrative seperti yang sudah mereka rancang di dalam kelompok.
5. Siswa menjawab pertanyaan yang berhubungan dengan teks yang diberikan.

c. Konfirmasi

- 2) Guru memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa dalam mengerjakan tugas.
- 3) Guru menjadi narasumber dan fasilitator menjawab pertanyaan siswa dalam memahami teks.
- 4) Guru member motivasi siswa untuk lebih aktif dalam pembelajaran berikutnya.

d. Closing (10 menit)

1. Peserta didik bersama guru menyimpulkan hasil pembelajaran pada pertemuan ini.
2. Guru memberitahu akan ada soal post-test dipertemuan berikutnya.
3. Guru menutup dengan salam dan mengucapkan ungkapan berpisah dalam Bahasa Inggris.

J. PENILAIAN

Instrumen

**Multiple Choice,
Macthing test
and Fill in the
blank:**

Digunakan untuk menilai pengetahuan peserta didik pada materi pokok Bahasa Inggris yang telah di berikan.

Kriteria Penilaian:

Kriteria	Skor
Jawaban Benar	10
Jawaban Salah	0

Teknik Penskoran = Jumlah jawaban benar x 10
= 10 x 10 = 100

2. Bentuk Instrumen 1

Malin Kundang

Once upon a time, there were mother and her young son, namely Malin Kundang, lived in difficult life. They hanged life with something given by the nature. They took woods from the forest and sold them to buy their food. It was not enough to fulfill their daily need normaly. They ate food whatever there was. They were very poor.

One day, Malin Kundang asked for permission to her mother to work. He wants to change their life.”Mother, let me go to get work, so we can live in better life. I will come back soon” said Malin Kundang. “Of course, my dear. May God bless you!” answered his mother.

Malin Kundang went away to try his luck in ship. His poor life motivated him to be a good employee. He was very diligent and made his career increased as fast as possible, until he became a rich man. The merchant of a big ship interested in him and wanted him to marry his daughter. Malin Kundang agreed because she was very beautiful.

After Malin Kundang married, one day, his wife invited him to see his mother land. Malin agreed with her. Their ship achored near the harbor of West Sumatra. Everybody heard their coming. The dweller told about it. “Malin come back! Malin come back! He is a rich man now!” they shouted.

Malin Kundang’s mother came to the harbor and found Malin Kundang with his wife. “Malin! Welcome to your village!” said his mother. Malin Kundang ashamed to his wife when she saw his mother in a bad clothes. He always said to his wife that he was a son pf a rich man.

“I am your mother, Malin. You don’t remember me, do you?” said his mother more.

“Go away! I have no mother like you!” shouted Malin Kundang. Malin Kundang’s mother was very sad. She was in believe and un-believe that the man on the ship is his son. She said to God to make sure about it. “God if he is not my son, forgive me that I have felt he is my son, but if he is my son, you are the Justest King”.

In a short time, the sky became dark, the thunder rumbled. No light then after the last thundering sound. After everything in normal condition, there was a big store of Malin Kundang and his ship.

A. Please read the text below and choose the correct answer based on the story.

1. Who is Malin Kundang?

- a. A son who love his mother.
 - b. A son who care with his mother.
 - c. A son who betray his mother.
 - d. A son who always with his mother.
2. What Malin's mother does to Malin?
 - a. Leave Malin alone.
 - b. Accompany Malin until the end of the time
 - c. She prayed to God to show His Greatness.
 - d. Apologize Malin.
 3. Where Malin meets his mother?
 - a. In his home
 - b. In a beach
 - c. In cafe
 - d. In a station
 4. What do you learn from the story of Malin Kundang?
 - a. Never be a cruel son/daughter
 - b. Leave our old mom
 - c. Give our mom money
 - d. Meet our mom
 5. What Malin said to his mom before he went to the city?
 - a. He promises to be back
 - b. Malin never be back
 - c. He will forget his mom
 - d. He will give his mom much money.

B. Please select the correct answer by adjusting the type to the underlined word!

A PRENOUN	B ADJECTIVE	C VERB	D PREPOSITION	E CONJUNCTION
--------------	----------------	-----------	------------------	------------------

6. They hanged life with something given by the nature.
7. Malin Kundang agreed because she was very beautiful.
8. Malin Kundang ashamed to his wife when she saw his mother in a bad clothes.
9. They ate food whatever there was.
10. Malin Kundang ashamed to his wife when she saw his mother in a bad clothes

3. Instrument 2

Raden Begawan

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in Wesy Java. The king, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength.

After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. Fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

A. Please read the text below and choose the correct answer based on the story.

1. Which one of the following statements is false about Sang Prabu?
 - a. Sang Prabu was a father of his only daughter
 - b. Sang Prabu was a king of a kingdom in West Java
 - c. Sang Prabu was taken to Kahyangan by a wicked fairy
 - d. Sang Prabu was a wise man.
2. Why the wicked fairy did use her magic to make Raden Begawan unconscious?
 - a. She didn't like Raden Begawan

- b. She didn't want Raden Prabu marry the princess
 - c. She wanted Teja Nirmala to forget about her wedding
 - d. She didn't want the prince of Blambangan marry the princess.
3. What do you think will happen if gods or goddesses cannot mingle in the affairs of people in the earth at that time?
- a. Princess Segara will have married with Raden Begawan
 - b. Sang Prabu will not hold strength competition
 - c. Wicked fairy will not take Raden Begawan's life
 - d. Teja Nirmala will stay in the Kahyangan
4. So a nice fairy took her to the Kahyangan. (Paragraph 2) the word her in the sentence refers to?
- a. The wicked fairy
 - b. Princess Nirmala
 - c. The nice fairy
 - d. The prince of Blambangan
5. The similarity between fairy and human according to the text.
- a. The jealousy that they possess
 - b. The place they live
 - c. The strength they have
 - d. Their life that is immortal

B. Please select the correct answer by adjusting the type to the underlined word!

A PRENOUN	B ADJECTIVE	C VERB	D PREPOSITION	E CONJUNCTION
--------------	----------------	-----------	------------------	------------------

- 6. The king, named Sang Prabu, was a wise man.
- 7. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married.
- 8. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy.
- 9. She used magic power to render him unconscious and he forgot his wedding.
- 10. Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy.

KUNCI JAWABAN

A. Kunci Jawaban Instrumen 1

1. C
2. C
3. B
4. A
5. A
6. C
7. B
8. E
9. C
10. E

B. Kunci Jawaban Instrumen 2

1. C
2. D
3. C
4. B
5. A
6. B
7. A
8. C
9. B
10. D

VOCABULARY SHEET PRE TEST

NO	Student's Name	Question Number										Pre-Test Score
		1	2	3	4	5	6	7	8	9	10	
1	Ahmad Arya Ramadhan	10	10	-	10	10	10	-	10	10	-	70
2	Alisa Suci Almaidah	-	-	-	-	-	-	-	10	10	-	20
3	Amalia Sitita	-	-	10	-	10	10	10	-	-	10	50
4	Andra Hadi Pradipta	10	10	-	-	-	10	10	10	-	10	60
5	Apriliano Hasta A.	10	10	-	-	-	10	10	-	-	10	50
6	Beginda Soe Winsang	-	-	-	-	-	10	10	-	-	-	20
7	Bekti Endra Jati	-	10	10	-	10	10	10	-	-	10	60
8	Bondan Wahyu Jati	10	-	-	-	10	-	-	-	-	10	30
9	Cindy Oktaviana	10	10	-	10	-	-	10	-	-	10	50
10	Dea Intan Pratiwi	-	10	-	-	-	-	10	-	-	-	20
11	Dewi Kartika Sari	-	10	-	10	-	10	10	-	-	10	50
12	Dian Isti Eka Putri	10	10	-	10	-	-	10	-	-	-	40
13	Dika Adila Fajariana	-	-	-	10	10	-	10	-	10	10	50
14	Dina Indah Surandi	-	10	-	-	10	10	10	-	-	10	50
15	Iggo Amasiha Putra	10	10	-	-	-	10	10	-	-	10	50
16	Indriani Agustina	-	10	-	-	-	10	10	-	-	-	30
17	Lifa Arfaul Hidayah	-	10	-	-	10	10	10	-	-	10	50
18	Mita Anggraeni	-	10	-	10	-	-	10	-	-	10	40
19	M. Yusuf Ansori	-	10	10	-	10	10	10	-	-	10	60
20	M. Fajar Silahudin	-	-	-	-	10	10	-	10	10	-	40
21	Nada Nayla Zahira	-	10	-	10	-	-	10	-	-	10	40
22	Nafian Riziq Al Fatih	-	10	10	-	-	10	10	-	-	-	40
23	Nur Amanda Nabila	-	-	-	10	-	10	-	10	10	-	40
24	Rivaldo Dwi Putra	-	-	-	10	10	10	10	-	-	-	40
25	Rizki Ramadhan	10	10	10	-	10	10	10	-	10	10	80
26	Shasy Maulidia Janah	-	10	-	10	-	-	10	10	10	10	60
27	Tri Dewi Yulianti Putri	-	10	-	10	-	10	10	-	-	10	50
TOTAL											1240	
AVERAGE											45,95	
HIGHEST SCORE											80	
LOWEST SCORE											20	

VOCABULARY SHEET POST TEST

NO	Student's Name	Question Number										Post-Test Score
		1	2	3	4	5	6	7	8	9	10	
1	Ahmad Arya Ramadhan	10	10	10	10	10	10	10	-	10	-	80
2	Alisa Suci Almaidah	-	-	10	10	10	-	10	10	-	10	60
3	Amalia Sitita	-	10	10	10	10	10	10	-	10	10	80
4	Andra Hadi Pradipta	10	10	10	10	10	10	10	-	10	10	90
5	Apriliano Hasta A.	10	10	10	10	10	-	10	-	10	10	80
6	Beginda Soe Winsang	-	-	10	10	10	10	10	-	10	-	60
7	Bekti Endra Jati	10	10	10	10	10	10	10	-	10	10	90
8	Bondan Wahyu Jati	-	-	10	10	10	10	-	-	-	10	50
9	Cindy Oktaviana	10	10	10	10	10	10	10	-	10	-	80
10	Dea Intan Pratiwi	-	-	10	10	10	10	10	-	-	-	50
11	Dewi Kartika Sari	10	-	10	10	10	10	10	-	10	-	70
12	Dian Isti Eka Putri	-	10	10	10	10	10	10	10	-	10	80
13	Dika Adila Fajariana	10	10	10	10	10	-	10	10	10	10	90
14	Dina Indah Surandi	10	10	10	10	10	10	-	-	10	-	70
15	Iggo Amasiha Putra	-	10	10	10	10	10	10	-	10	-	70
16	Indriani Agustina	-	10	10	10	10	10	10	-	10	10	80
17	Lifa Arfaul Hidayah	10	10	10	10	10	10	10	-	10	10	90
18	Mita Anggraeni	10	10	10	10	10	10	10	-	10	10	90
19	M. Yusuf Ansori	10	10	10	-	10	10	10	-	10	10	80
20	M. Fajar Silahudin	10	10	10	10	10	10	10	-	10	-	80
21	Nada Nayla Zahira	10	10	10	10	10	10	10	-	10	-	80
22	Nafian Riziq Al Fatih	10	10	10	10	10	10	10	-	10	-	80
23	Nur Amanda Nabila	-	10	10	10	10	10	-	-	10	-	60
24	Rivaldo Dwi Putra	10	10	10	-	10	10	10	-	10	10	80
25	Rizki Ramadhan	10	10	10	10	10	10	10	10	10	10	100
26	Shasy Maulidia Janah	10	10	10	10	10	10	10	10	10	10	100
27	Tri Dewi Yulianti Putri	10	10	10	10	10	-	10	10	-	-	70
TOTAL											2050	
AVERAGE											75,95	
HIGHEST SCORE											100	
LOWEST SCORE											50	

The Documentation of Research

The student doing the pre-test



The researcher gave the treatments to the students



The Students doing post test



CURRICULUM VITAE



The name of the writer is Maya Retma Rika.
She was born in Way Jepara, on 9 March, 1996.
She is the last child of happy couple Mr. Sukeri
and Mrs. Kartika.

She enrolled her study at SD Negeri 1 Braja Sakti 2 Way Jepara in 2001-2007. Soon after that, she continued to Junior High School at SMP ISLAM YPI 3 Way Jepara in 2007-2010. She finished her Senior High School at SMA Negeri 1 Bandar Sribhawono in 2010-2013. It was long journey for her to find out her dream. After graduating from senior high school, she decided to continue and take a major in English Education Department of State Institute for Islamic Studies (IAIN) of Metro. She really hope that after graduate from IAIN Metro she can do anything best to increase and to apply her knowledge wisely. Moreover, she wants to be a good English teacher, because teaching it is her passion.