

# FOLKTALE IN USE OF CONTEXTUAL TEACHING AND LEARNING TO IMPROVE VOCABULARY MASTERY OF GRADE VIII STUDENTS AT MTs NEGERI TAIPA

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## **Abstrak**

Penelitian ini bertujuan untuk mengukur perbaikan penguasaan kosakata siswa kelas VIII pada MTs Negeri Taipa melalui cerita rakyat dalam penggunaan pengajaran dan pembelajaran kontekstual. Ini adalah penelitian pra-eksperimental. Sampelnya dipilih dengan menggunakan teknik purposive sampling, di mana peneliti sengaja memilih siswa kelas VIII A MTs Negeri Taipa. Datanya dikumpulkan melalui tes yang dibagi kedalam pre-test dan post-test. Berdasarkan hasilnya peneliti menemukan bahwa t-hitung adalah 7,98. Dengan menerapkan 0.05 tingkat signifikansi dan 28 derajat kebebasan (df), t-tabel adalah 1,701. Ini menunjukkan bahwa nilai t-hitung lebih tinggi dari t-tabel. Ini berarti bahwa hipotesis penelitian diterima. Dengan kata lain, penguasaan kosakata siswa itu kelas VIII MTs Negeri Taipa dapat diperbaiki melalui Teks Cerita Rakyat dalam penggunaan pengajaran dan pembelajaran kontekstual .

**Kata Kunci:** Penguasaan Kosakata, Pengajaran dan Pembelajaran Kontekstual, dan Penggunaan Cerita Rakyat

Language is one of the important needs for human beings. It is used as a means of communication and cannot be separated from their activities. Besides as a means for communication, language also has other role as a means for forming ideas, thought, feeling, experiences and opinion. Especially for Junior High School and Senior High School, English as a compulsory subject has the function as a tool to increase student's skill in science, technology and culture.

As one element of English components, vocabulary is assumed as the basic one. When a student has many vocabularies, he or she will be able to develop his or her competence in practicing English skills to be better than before. And As the basic item of English, vocabulary keeps a significant value to be studied seriously by the students in order to master and then apply this language perfectly later. *Curriculum of SMP (KTSP) or Standard Competency for Junior High School (2006:195)* states: "This competence refers to the ability to apply and understanding the elements of grammar,

vocabulary, pronunciation, and spelling in the text with the correct". It means that by learning vocabulary, the students, especially in junior high schools, are expected to be able to read or speak up the English words correctly, even in the form of simple sentences, and also share their thoughts each other through simple English conversations. Judging which word-list should be taught may be difficult. What should we include in the first 900 words for the Elementary School, 1500 words for the Junior High School, and 4000 words for Senior High School depend on certain justification after considering their goal.

Based on the background the researcher found several problem on the teaching and learning vocabulary faced by the students of MTs Negeri Taipa. Firstly, especially grade VIII students, they still have lack of vocabulary and difficult in pronouncing the words correctly. Secondly, it was difficult for them to memorize new vocabulary items, because the teacher rarely uses media in teaching vocabulary. Thirdly,

the students got difficulties in constructing sentences because the teacher only explains the lesson and the meaning of the words, without asking the students to make some examples according to the context. Finally, the researcher is very interested and proposed to conduct research on *Folktale in use of Contextual Teaching and Learning to Improve Vocabulary Mastery of Grade VIII Students at MTs Negeri Taipa*. Because the researcher believes that Folktale texts can be used to motivate students to learn English vocabulary, make students active and more effective in learning process to increase their vocabulary mastery.

This research aims at proving whether or not the use of Folktale texts in the application of a CTL can improve the vocabulary mastery of grade VIII students at MTs Negeri Taipa. It also postulates pedagogical suggestions or implications of the study to construct strategies in teaching and learning.

The researcher hopes that findings in this research are going to help the students to improve their vocabulary mastery more independently through entertaining the context of folktale texts, give great motivation for students to improving their English vocabulary achievement, to encourage the students to learn more words and also facilitate them in learning noun, verb, and adjective vocabulary items. Indeed, It is expected that this research is able to provide beneficial outcomes at least for four main focuses. By all means, the significances of this research are firstly for students. This research impacts to students of MTs Negeri Taipa. Secondly, to provide a contribution for English teacher to enrich the teaching of English particularly in the aspect of vocabulary. One way is teaching, explained and encouraged the students to study vocabulary by Folktale text. It is expected that the results of this research will be incorporated as knowledge or information into language teaching strategies at the eighth

grade students, particularly for teaching English in MTs Negeri Taipa. This will lead to a better strategy for the English teaching process. Because of the research is also important to give valuable information. Thirdly, findings of this research can also be employed by future researchers as preceding data for their next researches.

The researcher focuses her research on English vocabulary items especially nouns, verbs, and adjectives in the selected folktale texts. To support this, simple and easy stories are chosen to be presented to the students. From the third items above the researcher want to testing about the vocabulary mastery from pronouncing, spelling and meaning.

## **REVIEW OF RELATED LITERATURE**

### **Folktale Story**

The teachers have different ways to motivate their students. Using folktale story is one way to encourage the student's motivation because the folktale stories consists of sequence of events, plots, and many actions that are suitable for their age. In using folktale story, we can develop approaches and strategies that are compatible with our own teaching style, the need and abilities of the students. It is aimed to offer students a communicative, meaningful, and lively way practicing English vocabulary. Besides, folktale story are taken from other sources rather than only based on the literary books used in the teaching and learning processes in the classroom will avoid the boredom of the students. In brief, the new material is interesting for the students. Csabay (1996: 24) states, "one way to arouse students' interest can be achieved by bringing something extra ordinary and new into the language class". Based on the above statement, the writer concludes that the teacher must be creative in presenting the material in the classroom. Bringing something new to the classroom is one of the creative

ways to motivate the students to learn English.

Folktale story has more superiority than others in increasing the students' motivation. Folktale story can make the students like reading because when the students are reading folktale story, their brain tries to get information from the passage and imagine what is happening in the story. Therefore, it can broaden their knowledge. Mary (1983) defines that: "Folktale story is a short narrative handed down through oral tradition, with various tellers and groups modifying it, so that it acquired communicative authorship". Most folktales eventually move from oral tradition to written form.

Folktale is a general term for different varieties of traditional narratives. The telling of stories appears to be a culturally universal, common to basic and complex societies alike. Even the forms of folktale take certainly similar from culture and comparative studies of themes and narrative ways in showing these relationships.

Based on the explanation above, we can assume that learning vocabulary through folktale story can be genuinely interactive, relevant to the students' differing strengths, and learning styles and fun. However, its category includes legends, fables, jokes, and fairy tale story and many of them involve mythical creatures and magical transformation.

### **Teaching Vocabulary Using Folktale text through CTL Technique**

There are several techniques of teaching English vocabulary. One of them is by using common, simple stories. One kind of such stories is folktale stories. This is a good way to teaching vocabulary because we know that most of children like and enjoy stories. When they want to go bed at night, they need someone to tell or read a story for them. It means they like and enjoy it. Leeper et al

(1984: 240) state "young children today enjoy a good story just as children always have"...

There are some points to be recommended by the teacher when introducing new words to the students (Hubbard, et al. 1983: 50) as Follows:

1. Teach and practice the word in spoken form first, otherwise your students will pronounce the words as they are written.
2. Unless you only want the students to have a passive knowledge of the lexical items, you must put them into context get the students to practice them.
3. As with teaching anything else, revision is essential; otherwise the new words you have taught will be forgotten.
4. Always check your students have understood the new words, no matter how they have been presented.
5. Students will remember new vocabulary better if it is presented in memorable way to start with.

Every time new words are given to the students. The teacher has to make assure that the students understand the meaning of the words. The teacher is also required to present the words relate to the students' context or they will be tested in order to make the students understand the use of words like reading, speaking, writing, and listening.

We can use stories to teach students because it is fun and can take their attention to listen and read the story. It is also because the content of the story really entertains them. "Although the content of the story may vary from generation to generation, the use of storytelling to entertain, to teach and to develop appreciation of literature continues to be an important art". Leeper et al. (1984: 241). It is also supported by Wright in Cameron (2001:160) "stories are frequently claimed to bring many benefits young learner classroom, including language development". Since story is a unique way for teaching vocabulary, it has a lot of advantages. It can help the students to understand who they are, develop their personalities, and get the moral

message that it has. The students can be entertained by folktale story, help to understand themselves, and develop their personalities and encourage to learn the advantages of moral behaviors.

There are some criteria to select an appropriate story for young children. Leeper et al. (1984: 241) state "A checklist that may be used by the teacher in the selection of story includes the following criteria".

1. A simple, well-developed plot, centered in one mind sequence of events, structured so that a child can anticipate to some degree the outcome of events, with action predominant. A slight surprise element which makes the children wonder what will happen next can add much to the story.
2. A large amount of direct conversation.
3. Use of repetition, rhyme, and catch phrases that the child memorizes quickly and easily.
4. Use of carefully chosen, colorful language.
5. Situation involving familiar happenings
6. Simple and satisfying climax.
7. One main character with whom the child can easily identify.
8. A variety of ethnic, cultural, and racial backgrounds.

Considering the limitation of the scope of this research, criteria stated in numbers 1, 5, 6, 7, and 8 were used. The following are some procedures of teaching folktale story texts:

1. Teacher divides the students into small groups.
2. Teacher asks some warming up questions related to the topic.
3. Teacher tells the objective of teaching and learning activities.
4. Teacher distributes the passage.
5. Teacher reads the story and asks the students to follow read the story.
6. Teacher discuss together with the students about the material.

7. Students find English vocabulary such as nouns, verbs, and adjectives.
8. Teacher ask the students to find the meaning of the words by giving clues.
9. Students do the exercises with the teacher's guide and then discuss together.
10. Students pronounce these words and make sentences by using these words correctly.
11. Teacher guide the students in concluding the material.
12. The last step is evaluation, the teacher give some items for evaluating the students' achievement.

### **Advantages and Disadvantages of Folktale texts**

Folktale stories is an media interesting in teaching vocabulary to the students because it is fun and can take their attention to listen and read the story. It is also because the content of the story really entertains them. Folktale story has a lot of advantages. It can help the students to understand who they are, develop their personalities, and get the moral message that it has. Folktale story also has many various words that contains of verbs, nouns, and adjectives that are taught to the students.

Other advantages of using folktale story in teaching vocabulary are to make the students curious about the ending of the story and make the students find it easier in memorizing words, expression, and grammatical form because the stories are built by sequence of conditions and they lead the students to remember from one sequence to another ones. Folktale story can make the students curious to know whether the story has happy ending or sad ending. Shortly, using folktale story helps the students to acquire new vocabulary, expression, and grammatical form.

Folktale story is interesting for the students because it has interesting plot. The students tend to read the story which has interesting plot than the others, such as text book, module or handout. Beside, folktale

story has logical structure that help the students to understand what the story is talking about. So, it will be easier for students to remember and retell the story.

Besides advantages, folktale story is also has several disadvantages. One of its disadvantages in the spending a lot of time to explain the material of folktale story. Besides that, there are unfamiliar words that make the teacher must be ready to explain to the students.

## **METHOD**

The researcher applied pre-experimental research design which consists of one group only. The researcher took the grade VIII students as its population. Its population were students of MTs Negeri Taipa Palu Utara. Its samples were grade VIII students of Class VIII A. They were taken purposively.

### **Technique of Data Collection**

The researcher uses test covered (pre-test and post-test) as main instrument of the technique that is administered to the students. Pretest was given before giving treatment, where as posttest was held after giving the treatment. The result of both tests is compared by the researcher in order to know the significance of the treatment. The kinds of the test are multiple choice, completion, and matching. There are 10 items for multiple choice, 10 items for completion, and 10 items for matching, so the total number of the test is 30 items.

### **Pretest**

Pretest is administered before giving the treatment (the application of folktale texts). It's test the students' vocabulary mastery. In the other words, pretest could be a guidance for the researcher to know how far the students' vocabulary mastery before conducting the treatment.

### **Treatment**

After administering the pre-test, the researcher conducting treatment to the students in learning vocabulary. The researcher think the students by using folktale texts. The content or materials of this treatment is appropriate with syllabus used in the school, and it is applied for eight times of instructional meeting. Activities or steps of the teaching and learning process during the application of folktale story as the treatment are also stated in the lesson plan.

### **Post-test**

After conducting treatment, posttest is given. This test is the same as the pre-test. The aim of this test is to measure and know exactly the students' ability in vocabulary mastery after the treatment is conducted. Another purpose is to know the comparison of the students' achievement between the pre-test and post-test. In addition, post-test is administered in order to know whether the media used as the treatment is effective or not.

### **Technique of Data Analysis**

After doing the treatment, the result of test is evaluated. The result of students' score in present and posttest is analyzed statistically. The researcher also countes out the mean score of all students by analyzing the pre-test and post-test result. Then, the researcher computes the mean deviation of pre-test and post-test. After computing the mean deviation, the researcher determines the square deviation score. Then, she countes whether the result of the test is significant or not. In this case, the researcher applies t – test formula to show if there is significant different between the mean achieved in pre-test and post-test.

The researcher would like to prove that the vocabulary mastery of grade VIII students of MTs Negeri Taipa can be improved through Folktale in the use CTL. The researcher states the criteria of testing

hypothesis is if the t-counted is higher than t-table that the hypothesis is accepted. It means there is a significant difference between the pretest and post-test result. While, if the t-counted is lower than t-table the hypothesis is rejected.

#### **Result of Pre-test**

The researcher administered the pre-test to the students before applying the treatment. This kind of the test was given in order to know the situation of the students' vocabulary mastery right before the implementation of the treatment. The pre-test was conducted on March 10<sup>th</sup>, 2015. The data Shows that the highest score of pre-test is 8.6, while the lowest one is 6.0. The researcher computed the mean score of those whole score by using the formula that is already proposed at the previous chapter. The way is by dividing the sum of standard score with the number of the pupils. The calculation stated that the students' mean score in pre-test is 7.06. It means that the students' vocabulary mastery right before the implementation of Folktale story as the treatment was low.

#### **Result of Post-test**

After applying the treatment in teaching vocabulary to the students, the researcher administered the post-test. It was given in order to measure and to know exactly their vocabulary mastery right after the application of the treatment. In other words, post-test was administered to know whether the technigue used as the treatment is effective or not. This test was held on April 7<sup>th</sup>, 2015. The data shows that the highest score of post-test is 9.6, while the lowest one is 6.6. Then, the researcher determined the mean score .The result of computation in the score of pre-test and post-test above showed that there is a difference between the mean score of these two tests. The mean score in pre-test (7.06) is lower than the one in post-test (7.86). It indicated that the students' achievement in post-test or after the application of the treatment was improved.

After finding out the mean score of pre-test and post-test, the researcher computed the deviation and the square deviation of the students' scores in pre-test and post-test. Then computing the deviation and square deviation of the students' score in pre-test and post-test, the researcher computed the mean deviation of the students' score. After getting the mean deviation, the researcher determined the sigma square deviation. Then, the researcher computed the t-test after getting sigma square deviation. It aims at knowing the significant score between pre-test and post-test.

#### **Testing Hypothesis**

The researcher tested the hypothesis to prove whether the use of Folktale texts can be significantly effective to teach vocabulary to the students or not. In addition, the testing is done to know whether the hypothesis of the research is accepted or rejected. In this case, the researcher would like to prove that the vocabulary mastery of the grade VIII students of MTs Negeri Taipa can be improving through Folktale in the use CTL. The researcher stated the criteria of testing hypothesis is if the t-counted is higher than t-table ( $t\text{-counted} > t\text{-table}$ ) that the hypothesis is accepted. It means there is a significant difference between the pretest and post-test result. While, if the t-counted is lower than t-table ( $t\text{-counted} < t\text{-table}$ ), the hypothesis is rejected. It means that there is no significant difference between the pre-test and post-test result.

The result of the data analysis showed that t-counted was 7.98 by applying 0.05 level of significance with degree of freedom ( $df = N - 1 = 28 - 1 = 27$ ). Based on the computation above, the researcher found that t-counted (7.98) was higher than t-table (1.701). It means that, the researcher accepted the alternative hypothesis ( $H_a$ ) and rejected the Null hypothesis ( $H_o$ ). It indicated that there was significant difference in English vocabulary mastery of the grade VIII

students at MTs Negeri Taipa by using Folktale in the use CTL. In the other words, Folktale texts was effective to improving the vocabulary mastery of the grade VIII students of MTs Negeri Taipa.

### **Discussion**

Based on the data analysis, it is proved that there was a significant difference between the results of the pre-test and the results of the posttest which is determined as the main instrument in collecting data about the students' vocabulary mastery, showed that the vocabulary mastery of the grade VIII students can improving through the use of Folktale texts as the media. Firstly, the researcher administered pre-test to the students to know the condition of their vocabulary mastery. The content of the test is the vocabularies taught for grade VIII students (restricted into nouns, verbs, and adjectives). The kinds of test are completion, multiple choices, and matching. The multiple choice consists of 10 questions for verb, 10 questions for noun in completion, and the matching test for 10 words of adjective.

After getting the result of pre-test, then, the treatment was applied to improving the vocabulary mastery of the students. The treatment was Folktale texts. In addition, the application of Folktale texts improving the students' ability in using English to express their thoughts or ideas each other in both oral and written ways. The researcher multiplied the materials of Folktale texts and distributed them to the students that had been formed in groups. Each group had their own material. After that the teacher asked them to read the story, underlined difficult words and explain about the materials, and then the teacher explained about the material. When the teacher explains the material in this case is the folktale, the teacher should play an active, creative and motivate their students when describing the material presented is not boring. So that the teachers is provide an innovation in the form of games, role playing

and guess riddle. Why did the teacher do that because it is very effective according to investigators because the game is favored pupil, as well as playing a role with the character they like, and then another group of characters who guess the role and folktale what they play, how the characters and how the end of his story.

Finally, they can conclude with their own language by themselves about the game that they did. After discussing the material, the students worked exercises as evaluation to test and also strengthen their ability in memorizing and understanding the words they had just learnt. It also carried out not just one or two times, but repeated every class meeting with different themes, and this special research about folktale because it is the process of developing the vocabulary mastery of the students, respectively. At the end of the class, if it was necessary, teacher might give them home assignment to add their competence in vocabulary. Because this is also one of strengthening support in the development of vocabulary itself.

After applying the treatment to the students, the researcher gave the post-test to them. The content of this test is the same as what was tested in pre-test. The purpose in giving post-test is to know exactly the vocabulary mastery of the students after the application of treatment. After analyzing the students' vocabulary mastery in both pre-test and post-test, the researcher came to prove the hypothesis whether the use of Folktale texts as the media or treatment is effective or not to improving the students' vocabulary mastery.

The researcher gained the fact based on the result of analysis that the t-counted (7.98) was higher than t-table (1.701). The data can be supported by analyzing and comparing the result of mean score of pre-test and post-test. The mean score of pre-test was 7.06 and the mean score of post-test raised to 7.86 after applying the treatment. On the other hand, the use of Folktale texts was effective to

improving the vocabulary mastery of the students.

## CONCLUSIONS AND SUGGESTIONS

### Conclusion

Vocabulary mastery of the grade VIII students can be improved through Folktale in use of CTL as media. Based on the data, there is a significant difference between the results of the pre-test and the results of the post-test. Before giving treatment, the mean score of pre-test was 7.06. After giving treatment, the mean score of post-test raised to 7.86. Moreover, the result of the t-counted (7.98) is higher than t-table (1.701). It means that the use of Folktale is effective to improve the vocabulary mastery of the students.

### Suggestions

- a. The students have to learn vocabulary by using and applying Folktale as an effective way to improve their vocabulary mastery.
- b. The teacher of English should make a similar research to be a valuable alternative in creating different form or way of teaching language to the students.
- c. Other researchers, especially who are interested in investigating the area of this academic research can use this scientific work for their reference.

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