IMPROVING VOCABULARY MASTERY USING FOLKTALES AT THE SIXTH YEAR OF SD NEGERI 3 JATINGARANG WERU SUKOHARJO: AN ACTION RESEARCH

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ABSTRACT

The process of improving vocabulary using folktale technique was conducted by using classroom action research (CAR). It invloed four steeps such as planning, acting/implementing, observing, and reflecting. This research was implemented into two cycles consisted of three meetings.

The improving vocabulary mastery using folktale was succesfully. It started from before the cycle, the writer did pre-test to know the ability the students vocabulary mastery. In cycle I after implementing vocabulary mastery using folktale the students still have low score and theaching-learning process still crowded and there is some students did not answer teacher’s question because they stand by their selves. In cycle II the teaching-learning process more effective because they are in a group, so they help each otehr to answer the teacher’s question.

The result of improving students’ vocabulary mastery for sixth year students of SDN 3 Jatingarang was great. The improvement of the students’ vocabulary mastery can be seen from the significant improvement of the students’ score in each cycle. The result of the pre-test score is 49,9 (before treatment) and the average of the post-test I scoore is 92,00 (after being the treatment in cycle I). While after the treatment in cycle II, the average of the students’ score shows a great improvement that is 93,6.

Keywords: Improving Vocabulary Mastery, Folktale
A. Introduction

Nowadays English becomes more important for people throughout the world, because people need to communicate to each other using English. Since it is a lingua franca, people need to communicate to each other using English. It is one of the most popular international languages in the world. For that reason people need to have the ability to speak English fluently. English knowledge has been given not only in secondary school curriculum but also in all levels of school. Based on the curriculum teaching English consists of four language skills, namely: listening, speaking, reading, and writing. The four language skills are supported by language aspects such as vocabulary, pronunciation, grammar, spelling, and structure. Fauziati (2005:155) states that vocabulary is central to language. Without sufficient vocabulary, one cannot communicate or express his idea both in oral and written forms.

The writer used folk tale to solve the problems above, because folk tale most popular to young children. They love talking animals story, and the humor and magical of traditional stories. Therefore, folktales can be suitable material in attracting the children the children to the lesson. Folktales have many special characteristics that make them exceptionally good for language teaching. Their frequent repetitions make them excellent for reinforcing new vocabulary and grammar. Because folktales began as oral story, they also have many characteristics that make them easier to understand than other type of literature. Folktales are often published as children's book with easy language and context-providing illustration; many are accessible to students with limited language abilities.

In learning and mastering language, particularly vocabulary, there are some obstacles that are faced in technical manner such as the hesitance of the student to be involved in the classroom activity. They tend to avoid the practical involvement in mastering the language.
B. Research Method

In this research, the writer uses Classroom Action Research (CAR). Action research method was first proposed by Lewin in 1964 as a research technique in social psychology. Action research is a model of professional development where educators study student learning related to their own teaching, a process that allows them to learn about their own instructional practices and to continue to improve student’s learning. Classroom action research is research on pedagogy which is specific to a particular classroom or small set of classrooms. To achieve excellence in teaching, a teacher must find out excellence in teaching, a teacher must find out what works best for him or herself in each particular teaching situation. Classroom action research help teacher systematically analyzed what is happening in the classroom, CAR can be conducted at the departmental level to examine on entire program or curriculum.

The research method used in this study is an action research. Mc. Targart (1991:5) describes action research as a form of collective self reflection inquiry undertaken by participant in social situation in order to improve the rationally and justice of thus own or educational practice, as well as their understanding of these practice are carried out. It consists of planning, acting, observing and reflecting.

The data of this research are the narrative of students and teacher activities of teaching speaking on English class at the second year students of SD NEGRI 3 JATINGARANG. The writer takes field note from observations. There are three sources of the data; event, informants, and documents.

Event is the activities of teaching speaking English class in SD NEGRI 3 JATINGARANG. Informants are the English teacher of SD NEGRI 3 JATINGARANG, to get the information and fact on the problem faced by the students. Documents are written materials or book: “Enjoy Your English” new curriculum elementary level, by Hartanto,
C. Research Finding and Discussion

In conducting the research, the researcher is an English teacher of the sixth year students of SDN 3 Jatingarang. It was conducted in two cycles. Each cycle considered of there meeting; the description of each can be explained as follow:

1. Before cycle

Before implementing this technique, the researcher gave a pre-test to the students to know their vocabulary mastery. It was aimed to measure student’s knowledge of the topic before the treatment, make a comparison with the post-test and pre-test, how whether or not the students’ vocabulary improved. The test consisted of 10 of oral test (pronunciation), 10 items of arranging letter test (spelling). The teacher conducted the pretest on 21 July 2012.

2. Cycle I

Cycle I was conducted on tgl 28 July, 4 and 11 August 2012. The teacher acted as teacher and researcher is colleague acted as observer assisting the research in gathering the important notes and documents. The researcher conducted the study collaboratively. Cycle I consisted of two meetings. Each meeting took 80 minutes. It also consisted of planning, acting, observing, and reflecting.

The procedures were opening. Exploration, elaboration, confirmation, closing. In opening such as asking some questions related the topic, then exploration like giving material to the students, elaboration like asking the students to pronounce and spell the vocabulary together, confirmation such as asking the students to practice pronunciation, and write the vocabulary in front of the class independently, and the last is closing.

The teacher taught the animals and foods. There were 20 kinds of animals 15 kinds of fruits include part of speech of those. The teacher
bought the picture of the topic and pictures on the table to show to the students.

3. Cycle II

Based on the result of the cycle I, it should be necessary for the researcher to continue the next cycle. The cycle II was conducted on 11, 18, 25 August 2012. One of the problems was that some students cannot do the task because they stand alone to answer the teacher’s question because they looked very nervous. The situation of the class was very noisy when one of the students cannot answer. Some students still looked ashamed and reluctant when the teacher asked them. They answered in low voice to the teacher’s question.

The process of improving vocabulary using folktale technique was conducted by using classroom action research (CAR). It involved four steps such as planning, acting/implementing, observing, and reflecting. This research was implemented into two cycles consisted of three meetings. Each meeting took 80 minutes. The procedures are opening and appereception, exploration, elaboration, confirmation, and closing. Apperception is asking some questions related to the topic, then exploration is giving material to the students, elaboration is giving material to the students, elaboration is asking the students to pronounce and spell the vocabulary together, confirmation is asking the students to practice pronunciation, spell, and write the vocabulary in front of the class independently, and the last is closing.

Then the actions in cycle I were generally well organized although the researcher found some weaknesses. Some students did not repeat the teacher’s pronunciation. Some student’s spelling was still poor although their vocabulary mastery in general increased. The situation of the class was very noisy when one of the students who stand in front of the class made mistakes. Some students looked ashamed and reluctant when the teacher asked him. But in general, the student paid attention to the lesson. The students unfamiliar to come in front of the class alone and there was student did not know what must do.
The action in cycle II made a great improvement. The teaching learning process was better than cycle I. The students enjoyed every activity and became more enthusiastic than cycle I. They paid more attention to the lesson, answered teacher’s question, and took part in learning activities (both in group, individually and in pair). The class becomes more active and fun. The poorest components of vocabulary in the result of post test I was about spelling because sometimes the students still made incorrectness for spelling some words. The researcher gave more spelling activities. As the result, students could practice to write the English word and had courage up in English.

The researcher concluded that the result of pre-test was unsatisfying. The students were able to answer 49.9% of the total number in pre-test. The standard score in SDN 3 Jatingarang is 60% correct answer from the total amount of the test. It showed that the students’ vocabulary mastery in pre-test was low not more than a half of students got good score. The students did not enjoy in doing the pre-test. They cheated with their friend during the pre-test.

After computing and comparing the result of pre-test I, and post test II, we could see that improving vocabulary mastery using folktale was able to achieve a good result. It means that the teaching learning process was affective and successful. In pre-test the highest score is 80, and the lowest 50, and the mean score was 58.00. In post-test I was better than pre-test.

Based on the result of each cycle, folktale could improve the students’ ability in understanding and mastering the vocabulary such as pronunciation, spelling, writing, and translating the words correctly. The general achievement of improving vocabulary mastering using folktale could be seen from the mean score of the students.

The strengths of improving vocabulary mastery using folktale are: the students have a high interest in following the teaching learning process, the students are motivated to be active in class, and they also trained to think fast or automatically. The learners are also helped in
understanding, memorizing, pronunciation, spelling, and remembering the language. The weaknesses of improving vocabulary mastery using folktale are: the teacher must spend her spare time at home to prepare the materials such as finding the interesting picture and printing out the materials. The teacher also need more energy to teach vocabulary because the teacher not only pronounces and spells the words but also demonstrated the picture by body movement, move the picture and pay attention to the students activities.

D. Conclusion

The result of the study shows that improving vocabulary mastery using folktale can overcome the student’s problem in mastering vocabulary effectively. The conclusion of the research are draws as follows:

The improving vocabulary mastery using folktale was successfully. It started from before the cycle, the writer did pre-test to know the ability the students vocabulary mastery. There are many students was cheating. In cycle I after implementing vocabulary mastery using folktale the students still have low score and the teaching-learning process still crowded and there is some students did not answer teacher’s question because they stand by their selves. In cycle II the teaching-learning process more effective because they are in a group, so they help each other to answer the teacher’s question. So, improving vocabulary using folktale technique more effective when it done by a group of the students, because they can discuss the topic and help to remember the word that they have been be aimed. Besides that, the students were more enthusiastic, active, and interesting to learn English vocabulary because using folktale can makes the students to be not bored and also pay more attention to the learning process.

The result of improving students’ vocabulary mastery for sixth year students of SDN 3 Jatingarang was great. The improvement of the students’ vocabulary mastery can be seen from the significant improvement of the students’ score in each cycle. The result of the pre-test
score is 49.9 (before treatment) and the average of the post-test score is 92.00 (after being the treatment in cycle I). While after the treatment in cycle II, the average of the students’ score shows a great improvement that is 93.6.
BIBLIOGRAPHY


VIRTUAL REFERENCE

