

**IMPROVING VOCABULARY MASTERY THROUGH
FOLKTALES READING : AN ACTION RESEARCH
AT THE FIFTH YEAR STUDENTS AT SD NEGERI
TANGKISANPOS JOGONALAN KLATEN**



RESEARCH PAPER

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CHAPTER I INTRODUCTION

A. Background of the Study

Nowadays English becomes more and more important for people throughout the world because people need to communicate to each other using English that would be a lingua franca for several languages that exist. English is one of the most popular international languages in the world. For that reason people need to have the ability to speak English fluently.

To face the global era, in Indonesia English is adopted as be the first foreign language. Hence, English is needed to be taught at elementary schools because it will be the basic element for the higher level. By learning English at elementary school, the students are expected to become accustomed to the language. In elementary school English has been taught from the fourth year as a local content. It is clearly stated in GBPP 1994 (D. Sumarno, 1994: 58): *“Pengajaran Bahasa Inggris tidak wajib diselenggarakan di SD melainkan diselenggarakan sebagai muatan lokal. Pengajaran Bahasa Inggris dimulai di kelas IV.”*

It is important to introduce them to the vocabulary earlier. Vocabulary is necessary in every stage of language learning. Language is not only used as words of knowledge, but also a medium in mastery at a level which automatically allows them using it in real time. So we need to master vocabulary first before we learn a certain language. If we do not understand any word of the language we will not be able to understand the meaning of it.

Considering the importance of vocabulary, it is better to introduce new vocabulary earlier. At elementary school, English is introduced to the students through learning its vocabulary. Children are commonly easier to absorb the new vocabulary even though they are sometimes easy to forget them too. Teachers need to review the lesson all the time in order to help them memorize the new vocabulary easily.

Most of students at elementary school still feel strange and face some difficulties with English at the first time they are getting the lesson. We need to encourage the children to love the lesson. Therefore, the teacher should begin by discovering what subjects the children are interested in and providing a wide variety of material suited to their interest.

Favat (1968) in Petty and Jensen (1980:136) states that:

Children read what they please, or more accurately, what pleases them. Teachers and parents must come to understand that the question is not whether one kind of reading produces a more satisfying experience than another but whether it produces a more satisfying experience than another – that is, whether children find the stories an ever-continuing of their own need and desire.

Folktales are also popular with 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 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 stories, 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 illustrations; 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. Hence, the class needs to be lightened up in a way that helping the student find their best indulgence in learning language particularly, learning vocabulary.

Because of the urgency to teach English at elementary school, the writer wants to carry out a research about improving the students' vocabulary mastery. The result of student's achievement shows the low achievement the students get. The low achievements are caused by the monotone teaching methodology use. Hence, the students are not enthusiastic in learning process. In this case, the writer will use folktales as the material in teaching English. It may help the students to improve their achievement in learning vocabulary. It is also aimed to make an interesting learning process in the classroom. So, the students will be interested in the lesson, and they will memorize the words easily. And in SD Negeri Tangkisanpos Jogonalan Klaten which is the subject of the research, the writer found that the students' vocabulary mastery is still low and the students are not too active during the English lesson.

Based on the reason above, the writer would like to study: **“Improving Vocabulary Mastery Through Folktales Reading : An Action Research at the Fifth Year Students at SD Negeri Tangkisanpos Jogonalan Klaten”**

B. Problem Statement

Based on the background of the study, the writer wants to know whether using folktales can improve the students' vocabulary mastery in learning English at elementary school. The problem can be formulated as follows: "Does using folktales improve the elementary students' vocabulary mastery in learning English?"

C. Objective of the Study

In general, this study is intended to describe an improvement to the student vocabulary mastery in learning English at elementary school using folktales. And to give descriptions about how to overcome the problem that arise in teaching English vocabulary using folktales.

1. describe the implementation of folktales in mastering vocabulary.
2. describe whether folktales can improve the students achievement in learning vocabulary by using folktales.

D. Benefit of the Study

This research has practical and theoretical benefits:

1. Theoretically

The result of this research solves the problem faced by teacher in teaching vocabulary during teaching and learning processes:

2. Practically

The research can improves the students' vocabulary mastery

Vocabulary for the elementary school students'

E. Research Paper Organization

In order to make the research to be easy to follow, the writer organizes the paper as follow:

Chapter I deals with introduction. It consists of background of study, benefit of study and research paper organization.

Chapter II deals with the review on related study, teaching learning process and the theory of vocabulary such as the vocabulary aspects and the significance of vocabulary as English skill competence.

Chapter III concerns with research method. It discusses about type of the research, subject of the study, object of the study, method of data collection and technique for analyzing data.

Chapter IV is research implementation and discussion, then chapter V consists of conclusion and suggestion.