

The Use of Text Based-Media Application Folklore To Improve Student's Vocabulary

Author

Maria Aciana Jehanut
Universitas Widyagama Mahakam Samarinda, Indonesia
anajehanut@gmail.com

Abdul Rohman
Universitas Widyagama Mahakam Samarinda, Indonesia
abdulrohman@uwgm.ac.id

Widi Syahtia Pane
Universitas Widyagama Mahakam Samarinda, Indonesia
Widi.pane@gmail.com

Abstract

Background:

Learning vocabulary to increase vocabulary acquisition among students, teachers should continuously come up with engaging lesson plans and methods that they know will resonate with their students. The strategy employed will have a significant impact on how much fun studying and learning in class can be had. One technique that will be employed is folklore. Folklore is a kind of oral tradition that, because of its many defining features, is both simpler and more straightforward to comprehend than other forms of literature.

Methodology:

This researcher is a classroom action researcher This study addressed a four-part cycle and offered solutions to the queries raised in class. Observation, evaluation of test findings, and documentation were used to gather the data.

Findings:

The results of this study showed an increase in students' vocabulary data obtained by the researcher from pre-test and post-test scores that the usage of short stories in the classroom had improved and they were learning. When attempting to expand participants' vocabulary, it's an excellent idea to employ short stories as lesson plans and teach tricks.

Conclusion:

This conclusion can be supported by the average pre-test score of students' skills, which was 46.91 in the first and last managed to attract but grew to 80.20 in cycle I. Therefore, the pre-test for the students' cycle I vocabulary evaluation was deemed appropriate. Folklore may be a very efficient teaching method and strategy, especially in vocabulary. This is based on the fact that folklore engages students in educational activities and appears to offer motivation through moral teachings.

Originality:

Folklore is a rich source of knowledge that may be applied to much more than just learning new words. Using folklore as a learning tool is an alternative to the traditional techniques for teaching English vocabulary.

Keywords : *Vocabulary, Folklore, and Narrative Text*

DOI	:	10.53622/ij.v1i02.184
Received	:	February 2023
Accepted	:	March 2023
Published	:	April 2023
Copyright and License	:	Authors retain copyright and grant the journal right of first publication with the work simultaneously licensed under a Creative Commons Attribution 4.0 International License

that allows others to share the work with an acknowledgment of the work's authorship and initial publication in this journal.



1. INTRODUCTION

Vocabulary knowledge is one of the most important abilities to impart to students. It is a basic part of learning, and it requires effort to recognize the language. A language is an instrument used by people to interact with one another, which is the basic component of learning and attempting to understand the language. The phrase is an instrument used by people to interact with one another. People use language to communicate their own thoughts and feelings, make decisions in complex conditions, interact with one another, achieve their personal goals and needs, build conventions, and enhance our culture. Human activities cannot function efficiently without language, since it is impossible for people to interact with one another in daily life or to learn new things. Speaking, reading, and writing are three of the four main types of language skills. According to Hiebert (2005), We use the term "vocabulary" more explicitly in order to the kind of things that students need to be familiar with in order to comprehend texts that become increasingly complicated. Languages are based on a vocabulary base, which serves as a foundation for communication. One of the crucial abilities one needs is a strong vocabulary.

Understanding words and their meanings seem to be the definition of vocabulary in its wider definition. Based on while above-mentioned concerns, the researcher evaluated learning exercises that used folklore to solve the problems of acquiring English vocabulary. The study's objective is to raise the requirement for language advice given to eleventh graders at SMK Negeri 7 Samarinda. To increase vocabulary acquisition among students, teachers should continuously come up with engaging lesson plans and methods that they know will resonate with their students. The strategy employed will have a significant impact on how much fun studying and learning in class can be had. One technique that will be employed is folklore. Folklore is a kind of oral tradition that, because of its many defining features, is both simpler and more straightforward to comprehend than other forms of literature. These significant struggles must be overcome when learning and being able to understand the language, especially vocabulary, and they may include students who seem averse to participating in class activities.

In order for students to learn effectively, this is one of the most important and crucial factors. However, as they grew up and tested different ways to enter the classroom, they also began to comprehend the importance of the lesson that the teacher had just taught and that they

needed to apply it if they wanted. According to McDowell (2018), it is possible to contribute by looking at the social and expressive aspects of the story that are related to the setting, behaviors, intentions, and genres. Folklore is a rich source of knowledge that may be applied too much more than just learning new words. Using folklore as a learning tool is an alternative to the traditional techniques for teaching English vocabulary.

2. METHOD

The research study, on the other hand, is one of the varieties of inquiry that has reflective, active, creative, and cyclical considerations with the goal of expanding and enhancing the system, method, process, material, competence, and environment, according to Suhasini Arikunto (2008:104). The above definitions suggest that neither the instructor nor the researcher carried out the classroom action study. Students and faculty collaborated on this event. In this study, the researcher's design is classroom-based action research. This study focuses on the activities of learning and teaching in the classroom when there are more students than spaces available. The goal of this activity was to improve students' vocabulary. The researcher discovered that the students were having difficulty learning vocabulary and, more importantly, were having problems understanding the text. The researcher assumed the responsibilities of a teacher while carrying out the act, and the observed completed the observation sheet.

The process consists of four steps for the study to be conducted. The cycle would end if the acts created a successful result and passed the success criteria. But the measures will be put into effect if the cycle does not meet the success requirement. The research was carried out at SMK NEGERI 7 Samarinda, which is located in Sungai Pinang Luar, Samarinda, at Jl. Aminah Syukur No. 82. There must have been 35 students here already. The researcher put the material into practice by using folklore. The researcher uses documentation, learning test results, observation, and learning to collect information. The test and the observation sheets served as instruments. The test that the researcher performed gave the score.

According to Gay (2012), In this research project, the mean score was evaluated to indicate how the mean score from each meeting improved the learning outcomes for students. Calculating the mean score of the student's scores gives this quantitative data. Using the formula, calculate the mean score. Can use the formula below to figure out the average student's test results.

Where :

X: Mean

$\sum x$: total score

n: number of students

To know the class percentage, the writer used the formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

P: the class percentage

F: total percentage score

N: number of students

3. FINDINGS AND DISCUSSION

The research approach lays the groundwork for the in-class study's research findings. This research addressed a four-part cycle and provided answers to the issues brought up in class. The information was acquired through observation, the opportunity to test interpretation, and documentation. This research included 35 students. These cycles comprise the four components of the folklore-based teaching and learning process. How folklore could benefit students' vocabulary is a theme that interests the researcher in particular. Before repeating themselves, the researcher requested the students to read and react thoughtfully.

3.1 Pre Activity

The task at this point is to welcome the kids. The researcher then looked at the list of students who have been present. The researcher phoned each student individually to confirm their attendance. In addition to drawing students' attention, the researcher posed a few questions about the day's topic. The researcher said that the day's focus was the students' attendance list because the class was raucous. The researcher phoned each student individually to confirm their attendance. In addition to drawing students' attention, the researcher posed a few questions about the day's topic. The researcher informed the students of the day's topic since it was too crowded in the room. There was a question-and-answer opportunity during this cycle.

3.2 Whilst Activity

The researcher first gave out the test. After that, have a discussion on the subject and find out what the students' vocabulary improvement challenges were after reading the folklore. Additionally, the researcher asked the questions based on the narrative, such as "Fill in the blanks below using nouns and verbs in the right order."

3.3 Post Activity

After providing more information and collecting the students' work for the final assignment, the researcher ended the meeting. This research's goal is to show how folklore increases student vocabulary. The researchers asked how folklore can improve students' vocabulary. After completing the research and analyzing the findings, the researcher concluded that improving students' vocabulary may be accomplished by teaching it to SMK NEGERI 7 Samarinda students in the eleventh grade through the use of folklore. Additionally, teaching students through the use of folklore is successful and can increase comprehension, particularly in vocabulary. This is comparable to the research conducted. She discovered that the student's progress was evident in the result. The researcher reached the exact same conclusion in this research as well.

from the eleventh grade from SMK Negeri 7 Samarinda. The above investigation's preliminary phase is over. Additionally, it demonstrated that the student's learning results had improved. Folklore is also expected to assist pupils in acquiring more words because it is used in and to the process of education and learning. The child's enthusiasm for the assignment and the unique folklore they were instructed to write about are to blame for just about everything. Through the exercises below, the researcher may see how students engage with one another and discover how folklore could help them learn the language.

When it comes to the outcomes of the initial exercises, the researcher discovered that study participants argue that their vocabulary has significantly improved as a result of employing folklore. The average pre-test score of students' skills, which was 46.91 but improved to 80.20 in cycle 1, serves as evidence for this claim. Furthermore, the respondent pre-test to cycle 1 vocabulary assessment was based on their success. Folklore can help students become more educated. Because students achieved the criteria for success, all of their behaviors can be deemed successful as a result of their learning. As a result of folklore being simple for kids to understand, the results indicated that there was an improvement when using folklore. Folklore is an effective method since it is appropriate, motivates students, is pleasant, and may increase awareness and deepen their learning, as this research also proved. According to the

study's results, the issue is that students in SMK NEGERI 7 Samarinda eleventh grade can expand their vocabulary by using folklore as a learning strategy for English. Folklore is practical, which helps students learn from what they've read and develop their critical thinking skills through participation in the text.

4. CONCLUSION

The conclusion could be determined that this study focused on the research question by using text-based media application folklore to improve the student's vocabulary in the eleventh grade, based on the study's findings and analysis. Students' vocabulary can be increased by using folklore. The average college student score among all meetings clearly shows that it met the success criteria.

This conclusion can be supported by the average pre-test score of students' skills, which was 46.91 in the first and last managed to attract but grew to 80.20 in cycle I. Therefore, the pre-test for the students' cycle I vocabulary evaluation was deemed appropriate. Folklore may be a very efficient teaching method and strategy, especially in vocabulary. This is based on the fact that folklore engages students in educational activities and appears to offer motivation through moral teachings. By attempting to read whole folktales from varied folktales, students may engage with the text more fully using folklore. Folklore is especially interesting as it has a wide variety and extends students' vocabulary. Additionally, folklore encourages learners to question the values it provides.

5. REFERENCES

- Aaron Shepard, "Folktales" (<http://www.aaronsherp.com/stories/folk.html>, accessed in 2012).
- Ellen R. Sallee and Renuka R. Sethi, "The Effect of Including Folklore in a BasalReading Program." *Reading Horizons*, Vol. 25 (1), p. 6. <https://www.researchgate.net/publication/267246432>.1984.
- Ernawati, E., "The use of bilingual stories to improve the student's mastery of English vocabulary," *ETERNAL (English Teaching Journal)*, 4(2), 127–138, 2017.
- H. Giessen, "An Exploratory Study Of Media Effects In Vocabulary Learning," *Lublin Studies In Modern Languages And Literature*, 43(4), 147.2019.
- Gunawan, S., & Saputra, H., "Problems and Teaching Solutions for Students' Learning English." *Project (Professional Journal of English Education)*, 3(1), 59.2020.
- Learn NC, "A program of the University of North Carolina, Folktales and FairyTales" (<http://www.learnnc.org/lp/pages/40-81>, accessed on April 26, 2012).

Lelawati, S., Dhiya, S., & Mailani, P. N. "The Teaching of English Vocabulary to Young Learners." 1(2), 95-100, 2018. project (Professional Journal of English Education).

Lwin, S. M. "Revisiting a structural analysis of folktales: a means to an end?"The Buckingham Journal of Language, 2009.

Mehrabian, N., Salehi, H., & Branch, N. "The Effects of Using Diverse Vocabulary Learning Strategies on Word Mastery." A Review. Journal of Applied Studies in Language, 3(1), 100–114, 2019

Mofareh, A., "The Importance of Vocabulary in Language Learning and How to Be Taught." International Journal of Teaching and Education, Vol. III (3), 2015.