Improving Students' Vocabulary Mastery Through Folktale Storises at SMP Al-Azhar Mandiri Palu

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ABSTRACT

The development of vocabulary mastery is an important goal of teaching English. One of the approaches that are effective in fostering the vocabulary mastery is using folktale stories. The objective of this research is to prove that the use of folktale stories can improve the vocabulary mastery of the first year students of SMP Al-Azhar Mandiri Palu. The sample was taken through random sampling technique. The data were collected by using two kinds of instrument: observation and test. The data observation was analyzed descriptively, whereas the data of the test was analyzed by using statically analysis. After conducting the observation and test, the writers found that the students have good motivation in learning and the result of the data analysis showed that there was significance difference between pre-test and post-test. It is revealed by the hypothesis of the research stated that the vocabulary mastery of the first year student of SMP Al-Azhar Mandiri Palu can be improved by applying folktale stories. This hypothesis was accepted after testing it, in which t-counted value 4.18. By applying the 0, 05 level of significance and 72 degree of freedom with the critical value of the t-table through interpolation computation is 1.996. The result of t-counted value is greater than t-table values. It means that the alternative hypothesis (Ha) is accepted and the Null hypothesis (Ho) is rejected. The writers concludes that the use of folktale stories can improve the vocabulary mastery of the first year student of SMP Al-Azhar Mandiri Palu.

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INTRODUCTION

In Indonesia, English taught from the lowest to the highest school levels. The students are required to learn this foreign language because it used in almost all aspects of life such as in international communications, business and trade, and politics. In short, English has been an important foreign language for Indonesian students. There is a fact that the more time one studies English, the better result he will get. In fact, most of the students consider that English is a difficult subject. They always get low scores in English. Therefore, we can say that the students have problems in English almost in all language skills (listening, speaking, reading, and writing) as well as in language components they have low mastery of pronunciation, structure, and vocabulary.

To increase or enrich students' vocabulary, there are several methods and techniques of teaching which recommended by the experts. The English teacher must use one or combine two techniques to teach students so that they become interested in learning this language. This is the main reason why the writers chooses the title of this research proposal: Improving vocabulary mastery of the first year students of SMP Al Azhar Mandiri Palu through Folktale Stories. The young SMP students need a teacher's technique which motivates them to enjoy the learning activities. Using folktale stories in classroom may provide the students with learning and entertainment.

As we know, vocabulary is one main problems faced by foreign language students. Most of them lack of vocabulary. To develop students' vocabulary the teacher must be creative to create technique of teaching which is effective to develop students' vocabulary because the teacher is a model in to teaching learning process in a class room. This is supported by Allen (1983:41), "teacher can create in students' minds the feeling that certain English words are needed."

The writers some additional reasons why they will conduct this research:
- First, because of the students of SMP Al-Azhar Mandiri Palu, especially the first year students still have a low quality in mastering the English vocabulary. However, vocabulary is one of the language components that effective in fostering the students' English ability.
- Second, based on his experience when they took his PPL in SMP Al-Azhar Mandiri Palu, the first students were interested in learning through folktale stories.
- Third, this title has never been chosen by the other student writers for their research titles before.

Vocabulary as Language Component

Vocabulary is the total of words in a language and functions as one of the components of the language. Richards (2001: 12) states "Vocabulary is one of the most obvious components

of language and one of the first things applied linguists turned their attention to. The above statement explains about the function of the vocabulary a the basic components of language. Words are the basic unit of language, without words no language will exist, and no one can perform effective communication. students will be able to express their ideas, thoughts, or messages in various sentences if they master sufficient vocabulary.

As one of language components, vocabulary cannot be separated from the other two components: pronunciation and structure. In other words, the students can not learn vocabulary without learning how to pronounce the words and know how the words are used in the sentences.

Vocabulary Mastery

Vocabulary plays has very important role in building up students' language skills. Language skills are influenced by the vocabulary mastery of the people who want to learn language. Because of the importance of vocabulary, teaching it should be the main focus in the teaching and learning process. In this case, vocabulary helps students understand the meanings of words they are learning. In any communication, vocabulary plays essential role for mutual understanding among the communicators in social, professional, and intellectual life.

Vocabulary is closely related to the study of words. Words themselves consist of several classifications, such as: noun, verb, adjective, adverb, etc. To master it, the students have to know not only the meaning of the words but also to recognize the classes of words, and their functions in the context in which they occur. Gairns & Redman (1986:1) state that "the simple fact is that vocabulary seem to arise in the classroom regardless of the chosen activity, and inspite of any conscious design on the teacher's part."

Beside teaching vocabulary mastery, one thing that must also be considered is how the students understand the sentence after putting the words in it, because they will probably make mistakes if they just learn about vocabulary without knowing how to put words on the right order in a sentence. Allen (1983 :4) explains that " it is also true that students will make mistakes if they learn the meanings of many words without learning how to put words together in sentences". For this reason, no one can understand speech unless he/she understands what someone else speaks out, and it is impossible to express one's idea in the form of writing without words. A sufficient mastery vocabulary helps us speak, write, and understand better.

Definition of Folktale Story

Vocabulary is one of the components of language has very important contribution to support the ability of the students to use English as foreign language. It is supported by Harjono (1988 : 71), "vocabulary is the very important thing in teaching and learning process

among elements of language. Therefore, it is impossible to use foreign language without mastering vocabulary."

One of the predominant tools in teaching vocabulary is through folktale story. In using folktale story, we can develop approaches and strategies that are compatible with our own teaching style and the need and abilities of the students. It is aims to offer students a communicative, meaningful, and lively way practicing English vocabulary. According to Mary (1983), 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 (it is available in http://www.armour.kl2.sd.us/mary's% 20classs/literarytermsglossary.htm).

Folktales are general term for different varieties of traditional narrative. The telling of stories appears to be a cultural universal, common to basic and complex societies alike. Even the forms folktales take certainly similar from culture, and comparative studies of themes and narrative ways have been successful in showing these relationship. Also it is considered to be an oral tale to be told for every body (it is available in http://www.wikipedia.org/wikilfolktale.html).

The definition of folktale story stated by some experts, Hans T.L. & Hoolges R.E.(1995) stated that Folktale is a narrative form, as an epic, legend, myth, fable, etc., that is or had been retold within culture for generations and is well known through repeated story telling, as an Anansi tale. (it is available in http://www.nde.state.ne.us/read/frameworklglossary/general_f-j.html). More over, George A. Miller (2006) stated that Folktale : a tale circulated by word of mouth among the common tolk. (it is available in http://www.wordnet.princeton.edu/perllwebwn). Another definition from The American Haritage Dictionary of the English Language (2007) Folktale is a story or legend forming part of an oral tradition. (it is available in http://www.answers.comllibrary/dictionary-cid-68 1556145).

Based on the explanation presented 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, it category includes legends, fables, jokes, tall stories, and fairy tales or marchen and many of them involve mythical creatures and magical transformation.

Teaching Vocabulary Using Stories

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 as we know that more 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, Witherspoon, and Day, (1984: 240) states that " Young children today enjoy a good story just as children always have."

We can use stories to teach young children 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, Witherspoon, and Day, (1984:240-241). 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 children to understand who they are, develop their personalities, and get the moral massage that it has. According to Bettelheim in Leeper, Witherspoon, and Day, (1984: 244) "The fairy tale is a unique form of art". Children can be entertained by the fairy tale, 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. Witherspoon, and Day, (1984 : 241) states:

A checklist that may be used by the teacher in the selection of story includes the following criteria:

1. A simple, well — develop 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 easy identify.
   A variety of ethnic, cultural, and racial backgrounds.

METHOD

This research is an experimental research, It means that the writers applied treatment to the sample. The sample consisted of two groups: experimental and control group. Experimental group is the group that was given treatment while control group was not. Both experimental and control groups given pre-test and post-test. The design is as follows:

$$\frac{Q_1 \quad X \quad Q_2}{Q_3 \qquad Q_4}$$

Where: Q_1 = Pre - test of experimental group
Q_2 = Post - test of experimental group
Q_3 = Pre - test of control group
Q_4 = Post - test of control group

X   =   Treatment

(Best, 1981 : 70)

The population of this research was the first year students of SMP Al-Azhar Mandiri Palu. It has eight parallel classes 1A- IH. Each class consist of 35 up to 38 students with the total number of students are 294. In choosing sample, the researcher applied random sampling. First, he fold eight peaces of paper which contain with eight class names and put them in one glass. Then he took the paper twice. The first paper was the experimental class and the second was control class. The sample of this research was two group of students. The first was experimental group consisted of 37 students and second group was the control group consisted of 37 students too.

There are two kinds of test instruments to be applied in this research. They are test and non - test. The test consists of the pre-test and post-test, while non - test instrument consist of observation. In gathering data of this research, the writers used the above instruments. The steps of gathering the data was designed as follows: In order to get data of the vocabulary mastery by first year students of SMP Al-Azhar Mandiri Palu, the writers used two kinds of tests, pre-test and post-test. The test instrument would be the main instrument employed in this research. While non test instrument to be applied observation. The pre-tests were given to both experimental and control group before the treatment. In the pre-test, the writers provided a test. There was be twenty questions for filling in the blanks and twenty questions for synonyms. The total score for the hole items is eighty. The maximum score for each items of filling in the blanks is one and the minimum score is zero. While in the synonyms questions, the maximum score for each items is three, and the minimum score is one.

Table 1. The Scoring System of the Test

No	Names of Test	Number of Test	Score of each Correct Item	Maximum Score
1	Multiple Choice	20	1	20
2	Essay	20	3	60
	Total	40		80

After giving pre-test to the two groups of sample, the writerss continue providing the students with treatment. In this case, the treatment were applied for experimental group. He conduced the treatment for ten meetings including pre-test and post-test, The post-test was given to both experimental group and control group after the writers give them the treatment to the experimental group. The test used was the same as the pre-test. It was done to know the significance of treatment whether the treatment was successful or not. After that, the writers will compared the result of pre-test before the treatment and the result of post-test after the treatment. The writers compared the result of pre-test and post-test of the control group. In analyzing the test, firstly the writers will compute the individual score of the students by using the formula as proposed by Sutomo (1985: 123) as follows:

$$\text{Individual Score} = \frac{\text{Obtained Scores}}{\text{Maksimum Score}} \times 10$$

After computing the individual score, he computed the students mean score. To compute the mean score, the writers used the formula as proposed by Best (1981: 225) as follows:

$$M = \frac{\sum X}{N}$$

Where:
- M = Mean
- Σ = Sum of
- X = Scores in a distribution
- N = Number of Scores

After computing the mean score, the writers tested the hypothesis which one would be accepted and which one would be rejected by using the variance formula. Proposed by best as follows:

$$S^2 = \frac{\sum x^2}{N-7}$$

Where:
- S^2 = the variance of each group
- X^2 = square deviation from mean
- n = Number of Subject

Best (1981: 275).

To prove the significance between the achievement of experimental and control group the writers employed the formula as proposed by Best (1981: 276) as follows:

$$t = \frac{M_1 - M_2}{\sqrt{\dfrac{S_1^2}{N_1} + \dfrac{S_2^2}{N_2}}}$$

Where:
- M_1 = Means of the experimental group
- M_2 = Means of the control group
- N_1 = Number of cases in experimental group
- N_2 = Number of cases in control group
- S_1^2 = Variance of experimental group
- S_2^2 = Variance of control group.

RESULT AND DISCUSSION

Pre-test was given by the researchers gave them in order to know their vocabulary mastery before it. The writers had conducted pre-test for experiment class (I_D) on February 02, and for control one (I_E) on February 03. The result of pre-test for both groups were presented in the following table.

Table 2. The Experimental Group's Pre-Test Result

No	Initial	Raw Score			Standard Score
		Multiple Choice	Essay	Total	
1	Arp	10	46	56	7

No	Initial	Multiple Choice	Essay	Total	Standard Score
2	Dwp	9	50	59	7,3
3	Erp	13	47	60	7,5
4	Fpl	10	42	52	6,5
5	Fbh	9	42	51	6,3
6	Glp	12	52	64	8
7	Iml	10	50	60	7,5
8	Maf	11	45	56	7
9	Mrn	10	47	57	7,1
10	Msr	11	49	60	7,5
11	Rsr	10	5	55	6,8
12	Rnd	10	50	60	7,5
13	Spt	10	43	53	6,6
14	Vlt	10	50	60	7,5
15	Wsw	9	39	48	6
16	Yfb	10	39	49	6,1
17	Yyt	11	53	64	8
18	Ams	11	45	36	7
19	Aap	5	39	44	5,5
20	Ikd	11	45	56	7
21	Igs	5	43	47	5,8
22	Nsr	10	46	56	7
23	Nra	13	44	57	7,1
24	Nsk	10	43	52	6,5
25	Ppi	9	46	55	6,8
26	Rwn	11	48	59	7,3
27	Rmk	5	39	44	5,5
28	Rfw	10	42	52	6,5
29	Rmw	13	43	56	7
30	Srr	10	42	52	6,5
31	Sdp	8	49	57	7,1
32	Snw	11	46	57	7,1
33	Snc	10	47	57	7,1
34	Sak	10	45	55	6,8
35	Vrt	7	41	48	6
36	Wak	10	50	60	7,5
37	Wwt	12	55	67	8,3
	Total				255,6

To find mean score of experimental group in pre-test, the writers applied the formula as stated previously. The mean score of experimental group in pre-test is 7,34.

Table 3. The Control Group's Pre-Test Result

No	Initial	Raw Score			Standard Score
		Multiple Choice	Essay	Total	
1	Apk	9	41	50	6,2
2	Ats	7	34	41	5,1
3	Add	6	41	47	5,8
4	Arh	14	41	55	6,8

5	Ahs	15	43	58	7,2
6	Anp	10	47	57	7,1
7	Ang	15	49	64	8
8	Bek	11	46	57	7,1
9	Cak	3	45	48	6
10	Dma	10	44	54	6,7
11	Edw	12	44	56	7
12	Ila	11	43	54	6,7
13	Lbh	13	42	55	6,8
14	Kfb	8	28	36	4,5
15	Mfr	14	50	64	8
16	Mhf	12	46	58	7,2
17	Mhs	12	45	57	7,1
18	Myi	11	45	56	7
19	Mrb	13	44	57	7,1
20	Agh	13	53	66	8,2
21	Aaw	11	43	54	6,7
22	Asd	12	50	62	7,7
23	Ars	8	44	52	6,5
24	Dvc	14	52	66	8,2
25	Ftm	13	46	59	7,3
26	Fdl	7	50	57	7,1
27	Gdr	10	39	49	6,1
28	Jas	11	51	62	7,7
29	Ldy	14	47	61	7,6
30	Mgy	6	41	47	5,8
31	Mya	3	44	47	5,8
32	Nlc	12	55	67	8,3
33	Nvp	12	50	62	7,7
34	Ptc	4	43	47	5,8
35	Rhm	5	44	49	6,1
36	Tro	13	53	66	8,2
37	Yns	6	40	46	5,7
	Total				253,9

After computing the control group's pre-test result, the writers computed the mean score of it by using mean formula. The mean score of control group in pre-test is 6,86.

After treatment, the writers examined the students again. They gave them past-test. They had conducted post-test for experiment class on February 27, and for control on February 29. The result of post-test for both groups were presented in following table.

Table 4. The Experimental Group's Pos-Test Result

No	Initial	Raw Score

		Multiple Choice	Essay	Total	Standard Score
1	Arp	12	54	66	8,2
2	Dwp	13	55	68	8,5
3	Erp	16	55	71	8,8
4	Fpl	11	56	67	8,3
5	Fbh	10	49	59	7,3
6	Glp	16	58	74	9,2
7	Iml	13	56	69	8,6
8	Maf	13	54	67	8,3
9	Mrn	11	52	63	7,8
10	Msr	14	57	71	8,8
11	Rsr	13	54	67	8,3
12	Rnd	18	55	73	9,1
13	Spt	15	53	68	8,5
14	Vlt	11	55	69	8,6
15	Wsw	12	55	67	8,3
16	Yfb	10	48	58	7,2
17	Yyt	15	59	74	9,2
18	Ams	14	51	65	8,1
19	Aap	8	47	55	6,8
20	Ikd	13	57	70	8,7
21	Igs	7	52	59	7,3
22	Nsr	12	53	65	8,1
23	Nra	14	57	71	8,8
24	Nsk	8	53	61	7,6
25	Ppi	11	49	60	7,5
26	Rwn	13	58	71	8,8
27	Rmk	12	44	56	7
28	Rfw	11	52	63	7,8
29	Rmw	12	56	68	8,5
30	Srr	9	54	63	7,8
31	Sdp	11	53	64	8
32	Snw	13	55	68	8,5
33	Snc	11	55	66	8,2
34	Sak	11	55	66	8,2
35	Vrt	8	53	61	7,6
36	Wak	12	56	68	8,5
37	Wwt	14	55	69	8,6
Total					303,4

The mean score of experimental group in post-test is 8,20.

Table 5. The Control Group's Post-Test Result

No	Initial	Raw Score			Standard Score
		Multiple Choice	Essay	Total	
1	Apk	10	50	60	7,5
2	Ats	12	50	62	7,7

No	Initial				
3	Add	10	43	53	6,6
4	Arh	11	45	56	7
5	Ahs	14	44	58	7,2
6	Anp	13	50	63	7,8
7	Ang	16	52	68	8,5
8	Bek	12	52	64	8
9	Cak	6	46	52	6,5
10	Dma	11	49	60	7,5
11	Edw	13	51	64	8
12	Ila	12	48	60	7,5
13	Lbh	13	45	58	7,2
14	Kfb	9	41	50	6,2
15	Mfr	14	53	67	8,3
16	Mhf	15	49	64	8
17	Mhs	12	51	63	7,8
18	Myi	12	42	54	6,7
19	Mrb	9	50	59	7,3
20	Agh	13	56	69	8,6
21	Aaw	12	7	59	7,3
22	Asd	12	52	64	8
23	Ars	10	49	59	7,3
24	Dvc	16	56	72	9
25	Ftm	12	48	60	7,5
26	Fdl	10	54	64	8
27	Gdr	11	43	54	6,7
28	Jas	12	50	62	7,7
29	Ldy	11	53	64	8
30	Mgy	13	47	60	7,5
31	Mya	12	44	56	7
32	Nlc	16	52	68	8,5
33	Nvp	8	54	62	7,7
34	Ptc	5	43	48	6
35	Rhm	10	50	60	7,5
36	Tro	11	57	68	8,5
37	Yns	8	34	42	5,2
	Total				277,3

After computing the control group's post-test result, the writers computed the mean score of it by using mean formula. The mean score of control group in post-test is 7,49

Table 6. The Square Deviation (x^2) of the Experimental Group in The Post-Test (N=37)

No	Initial	Standard Score (X)	Mean Score (M)	Deviation $x^2 = (X-M)$	Square Deviation (x^2)
1	Arp	8,2	8,2	0	0
2	Dwp	8,5	8,2	0,3	0,09
3	Erp	8,8	8,2	0,6	0,36
4	Fpl	8,3	8,2	0,1	0,01
5	Fbh	7,3	8,2	-0,9	0,81

No	Initial	Standard Score (X)	Mean Score (M)	Deviation x² = (X-M)	Square Deviation (x²)
6	Glp	9,2	8,2	1	1
7	Iml	8,6	8,2	0,4	0,16
8	Maf	8,3	8,2	0,1	0,01
9	Mrn	7,8	8,2	-0,4	0,16
10	Msr	8,8	8,2	0,6	0,36
11	Rsr	8,3	8,2	0,1	0,01
12	Rnd	9,1	8,2	0,9	0,81
13	Spt	8,5	8,2	0,3	0,09
14	Vlt	8,6	8,2	0,4	0,16
15	Wsw	8,3	8,2	0,1	0,01
16	Yfb	7,2	8,2	-1	1
17	Yyt	9,2	8,2	1	1
18	Ams	8,1	8,2	-0,1	0,01
19	Aap	6,8	8,2	-1,4	1,96
20	Ikd	8,7	8,2	0,5	0,25
21	Igs	7,3	8,2	-0,9	0,81
22	Nsr	8,1	8,2	-0,1	0,01
23	Nra	8,8	8,2	0,6	0,36
24	Nsk	7,6	8,2	-0,6	0,36
25	Ppi	7,5	8,2	-0,7	0,49
26	Rwn	8,8	8,2	0,6	0,36
27	Rmk	7	8,2	-1,2	1,44
28	Rfw	7,8	8,2	-0,4	0,16
29	Rmw	8,5	8,2	0,3	0,09
30	Srr	7,8	8,2	-0,4	0,16
31	Sdp	8	8,2	-0,2	0,04
32	Snw	8,5	8,2	0,3	0,09
33	Snc	8,2	8,2	0	0
34	Sak	8,2	8,2	0	0
35	Vrt	7,6	8,2	-0,6	0,36
36	Wak	8,5	8,2	0,3	0,09
37	Wwt	8,6	8,2	0,4	0,76
		303,4			13,24

The writers computed the variance (S^2) after getting the square deviation (x^2) of experimental group in the post-test. The variance of the experimental group in the post-test is 0,83.

Table 7. The Square Deviation (x^2) of the Control Group in The Post-Test (N=37)

No	Initial	Standard Score (X)	Mean Score (M)	Deviation x² = (X-M)	Square Deviation (x²)
1	Apk	7,5	7,49	0,01	0,00
2	Ats	7,7	7,49	0,21	0,04
3	Add	6,6	7,49	-0,89	0,79
4	Arh	7	7,49	-0,49	0,24
5	Ahs	7,2	7,49	-0,29	0,08
6	Anp	7,8	7,49	0,31	0,10
7	Ang	8,5	7,49	1,01	0,02

8	Bek	8	7,49	0,51	0,26
9	Cak	6,5	7,49	-0,99	0,98
10	Dma	7,5	7,49	0,01	0,00
11	Edw	8	7,49	0,51	0,26
12	Ila	7,5	7,49	0,01	0,00
13	Lbh	7,2	7,49	-0,29	0,08
14	Kfb	6,2	7,49	-1,29	1,66
15	Mfr	8,3	7,49	0,81	0,66
16	Mhf	8	7,49	0,51	0,26
17	Mhs	7,8	7,49	0,31	0,10
18	Myi	6,7	7,49	-0,79	0,62
19	Mrb	7,3	7,49	-0,19	0,04
20	Agh	8,6	7,49	1,11	1,23
21	Aaw	7,3	7,49	-0,19	0,04
22	Asd	8	7,49	0,51	0,26
23	Ars	7,3	7,49	-0,19	0,04
24	Dvc	9	7,49	1,51	2,28
25	Ftm	7,5	7,49	0,01	0,00
26	Fdl	8	7,49	0,51	0,26
27	Gdr	6,7	7,49	-0,79	0,62
28	Jas	7,7	7,49	0,21	0,04
29	Ldy	8	7,49	0,51	0,26
30	Mgy	7,5	7,49	0,01	0,00
31	Mya	7	7,49	-0,49	0,24
32	Nlc	8,5	7,49	1,01	1,02
33	Nvp	7,7	7,49	0,21	0,04
34	Ptc	6	7,49	-1,49	2,22
35	Rhm	7,5	7,49	0,01	0,00
36	Tro	8,5	7,49	1,01	1,02
37	Yns	5,2	7,49	2,29	5,24
		277,3			22

After getting the square deviation (μ^2) of the control group in post-test. It writers used the variance (S^2) to compare the difference of the two groups. The variance of the control group in the post-test is 0,61. Furthermore, the writers needed statistically to analyze the data in order to know the significant difference between post-test of experimental group and post-test of control group.

To prove which hypothesis of the research was accepted or rejected, the writers tested the hypothesis. If the t-value is higher than t-table, it means that the alternative hypothesis (Ha) is accepted and the Null hypothesis (Ho) is rejected. In other words, it indicates that the existence of folktale stories can improve the students' vocabulary mastery. If the t-value is lower than t-table, the alternative hypothesis (Ha) is rejected and the Null hypothesis (Ho) is accepted, it shows that the existence of folktale stories can not improve the students' vocabulary mastery.

To test the significance of difference between the t-value and t-table, the writers used the level of significance 0,05 for two-tailed test with 72 degree of freedom (df = 37 + 37 − 2 = 72).

He used interpolation computation because 72 (df) is not listed on the table as stated by Freedom (2007: 89).

The result of data analysis showed that the t-test value is 4,18. Applying 0,05 level of significance with 72 degree of freedom (df) 37 + 37 – 2 – 72, the writers found that t-test value is greater than t-table value (1,996). It means that the research alternative hypothesis (Folktale stories can improve the students' vocabulary mastery) is accepted, while the research Null hypothesis (folktale stories can not improve the students' vocabulary mastery) is rejected. In the other words, the use of folktale stories is effective to improve students' vocabulary mastery.

The writers found that the students did not interest in studying English. It was because the teacher depended too much on the textbook procedure in teaching. Most of them look passive when the teacher asked some questions to them. Moreover, the students had not motivated in doing the exercises individually but they depended on their friend who can do the exercise. As a result, the students' achievement in pre-test both experimental and control groups were very low.

Based on the result of data analysis in pre-test, the students' mean score of the experimental group was 6,91, while the students' mean score of control group was 6,86. It means that there was no significant difference in the level of knowledge between the students of experimental group and the students of control group before the treatment. The students' mean score of experimental group in post-test was 8,2, while the students' mean score of control group was 7,49. It mean that there was a difference achievement between students of experimental and control groups after the treatment. By observing the result of the students' mean score in post-test (8,2 and 7,49) with the students' mean score in pre-test (6,91 and 6,86), it showed that the students' achievement in post-test can be improved after the treatment.

By observing the result of testing hypothesis, the vocabulary mastery of the first year students of SMP Negeri 1 Palu can be improved through folktale stories which t-test value (4,18) and t-table was found by interpolation computation (1,996). By applying 0,05 level of significant with degree of freedom (df) = n + n – 2 = 37 + 37 – 2 = 72 the writers found that the t-test value (4,18) was higher than t-table value (1,996). It means that there was a significant difference between the students' mean score of the two groups.

CONCLUSION

The analysis of the data and discussion show that there are several conclusions than can be drawn by the writers. First, the mean score of the experimental group is higher than the mean score of control group. Since the t-counted value (4,18) is bigger than the t-table value (1,996), it means that there is a significant difference between the vocabulary achievements of the two groups. This shows that the use of folktale stories in improving vocabulary mastery was effective. Second, improving vocabulary by using "folktale stories" can stimulate and motivate students to learn vocabulary based on the observation and test.

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