

UN UNDERGRADUATE THESIS
THE EFFECT OF FOLKLORE READING IN IMPROVING STUDENTS'
VOCABULARY AT SMPN 3 CAMPALAGIAN



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ABSTRACT

FITRIANI: The Effect of Folklore Reading in Improving Students' Vocabulary at SMPN 3 Campalagian. **Skripsi, Majene: Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2025.**

Penelitian ini bertujuan untuk membandingkan efektivitas dua metode pengajaran bahasa Inggris: metode cerita rakyat dan metode konvensional, terhadap hasil belajar siswa. Sampel penelitian terdiri dari dua kelompok, yaitu kelompok eksperimen yang diajar dengan metode cerita rakyat dan kelompok kontrol yang diajar dengan metode konvensional. Data hasil belajar siswa dianalisis menggunakan uji Independent Samples t-test, sementara persepsi siswa terhadap metode ajar diukur melalui angket. Hasil analisis menunjukkan bahwa nilai signifikansi (Sig.) dari Levene's Test for Equality of Variances adalah 0,767 ($p > 0,05$), yang mengindikasikan bahwa varians kedua kelompok adalah homogen. Berdasarkan hasil uji t-test, diperoleh nilai signifikansi (2-tailed) sebesar 0,006 ($p < 0,05$). Nilai ini menunjukkan adanya perbedaan yang signifikan secara statistik pada rata-rata hasil belajar antara kedua kelompok. Rata-rata perbedaan (Mean Difference) sebesar -17,333 menunjukkan bahwa kelompok yang diajar dengan metode cerita rakyat memiliki rata-rata hasil belajar yang lebih tinggi secara signifikan dibandingkan dengan kelompok yang diajar dengan metode konvensional. Selain itu, hasil angket persepsi siswa menunjukkan bahwa 72,3% siswa memiliki persepsi positif terhadap penggunaan metode cerita rakyat dalam pembelajaran bahasa Inggris. Temuan ini menguatkan hasil uji statistik, menunjukkan bahwa metode cerita rakyat tidak hanya efektif secara akademik, tetapi juga diterima dengan baik oleh siswa. Dengan demikian, dapat disimpulkan bahwa metode pengajaran bahasa Inggris menggunakan cerita rakyat lebih efektif dalam meningkatkan hasil belajar siswa dan memiliki persepsi yang baik dari siswa dibandingkan dengan metode konvensional.

Kata kunci : Metode cerita rakyat, metode konvensional, hasil belajar, persepsi siswa, bahasa Inggris, kosakata

ABSTRACT

FITRIANI: The Effect of Folklore Reading in Improving Students' Vocabulary .
Skripsi, Majene: Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2025.

This study aims to compare the effectiveness of two English language teaching methods: the folktale method and the conventional method, on student learning outcomes. The research sample consisted of two groups, an experimental group taught with the folktale method and a control group taught with the conventional method. Student learning outcome data were analyzed using an Independent Samples t-test, while student perceptions of the teaching method were measured through a questionnaire. The results of the analysis showed that the significance value (Sig.) of the Levene's Test for Equality of Variances was 0.767 ($p > 0.05$), which indicates that the variances of the two groups are homogeneous. Based on the t-test results, a significance value (2-tailed) of 0.006 ($p < 0.05$) was obtained. This value indicates a statistically significant difference in the mean learning outcomes between the two groups. The Mean Difference of -17.333 shows that the group taught with the folktale method had a significantly higher mean learning outcome compared to the group taught with the conventional method. Furthermore, the results of the student perception questionnaire showed that 72.3% of students had a positive perception of the use of the folklore method in English language learning. This finding reinforces the statistical results, demonstrating that the folklore method is not only academically effective but also well-received by students. In conclusion, the English language teaching method using folktales is more effective in improving student learning outcomes and is better perceived by students compared to the conventional method. This study recommends the use of the folklore method as an effective alternative to enhance English language learning in schools.

Keywords : *Folklore Reading Method, Conventional Method, Learning Outcomes, Student Perception, English Language, Vocabulary*

PREFACE

All praises are due to God Almighty for His grace and blessings, which have enabled the writer to complete this research properly. This study, titled "**The Effect of Folklore Reading in Improving Students' Vocabulary,**" is part of an effort to understand and explore effective and enjoyable methods for English language learning. This research is based on the belief that mastering vocabulary is a key to language proficiency, and reading interest often poses a challenge for students. Therefore, by using a folklore-reading approach, this study aims to examine the extent to which this method can be an effective tool for enriching students' vocabulary. The completion of this research would not have been possible without the support and assistance from various parties. Therefore, the writer would like to express the deepest gratitude to:

1. My beloved parents, husband and all the family for their morale, support, patient and prayer.
2. Amrang, S.Pd., M.Pd as the Head of English Education Study Program, Faculty of Teacher Training and Education, Universitas Sulawesi Barat.
3. Dwi Adi Nugroho, S.S., M.Hum. as Supervisor I, who always gave me guidance and suggestions in writing this thesis
4. Dr. Rafiq, S.Pd., M.Pd. as Supervisor II, who always gave me guidance and suggestions in writing this thesis.
5. My beloved friends, thank you for your support system that always cheers me up.

The writer is aware that this study still has many shortcomings. Therefore, constructive criticism and suggestions are highly appreciated for future improvements. It is hoped that this research can make a positive contribution to the world of education and serve as a useful reference for readers.

Majene August 25th, 2025



Fitriani

CHAPTER 1

INTRODUCTION

A. Background

English is an international language that is not only used for communication between countries, but also for advancing and developing science, as many scientific books are imported from abroad. (Izzan, 2007) Learning is a complex process that presents challenges for both young people and adults. However, it differs for children due to their unique learning processes. English itself presents difficulties for those who lack proficiency in the language.

Skill is the ability to apply reasoning, thought, ideas, and creativity to perform, alter, or create something. It involves making the outcome more meaningful to generate value from the results of the work. Another interpretation suggests that skill is the capability to translate knowledge into practice to attain desired work outcomes. (Tomi Suprpto, 2009) Skill is the ability to act and fulfill a task. When summarized, skill means the ability to perform a task proficiently and attentively. (Hendriani, 2008)

In the professional world, language skills are particularly valuable, especially proficiency in English. In Indonesia, English is taught at three levels: senior high school (SMA), junior high school (SMP), and elementary school (SD). English is regarded as crucial in fields such as science, technology, cultural literacy, and international communication. Teaching English at an early age offers numerous advantages for children. The sooner children begin learning English, the more easily they grasp the language. Language skills in the English curriculum at school are integral to the four core skills: reading, speaking, listening, and writing, all of which typically necessitate students' mastery of vocabulary (Nurani, 2019).

In English, vocabulary mastery is important because it is the most important thing to learn. Literally, vocabulary can be defined as "a list or collection of words or phrases, sometimes organized alphabetically and accompanied by explanations or definitions." *This definition implies that vocabulary consists of words and phrases arranged in alphabetical order, along with explanations or*

definitions". Vocabulary is a crucial element of language, as it is essential for all language skills, including listening, speaking, reading, and writing. From this statement, it can be inferred that vocabulary plays a significant role in language proficiency, as it is necessary for communication in speaking, reading, and writing. Therefore, an individual's proficiency in language is closely linked to their vocabulary knowledge (Wardani, 2015)

Having sufficient vocabulary is one of the requirements to master the English language. This underscores the fact that English consists of three main components is *Improves Reading Comprehension, Improves Writing, aids in Decoding, and enhances overall intelligence* (Rachmadhan, 2020). Based on these reasons, students' learning abilities, especially about language through various means, need to be updated, especially in increasing students' vocabulary as the main discussion because this is part of the need to support students' English language skills.

When acquiring language skills, students at SMPN 3 Campalagian frequently face various challenges. One common issue is the influence of their mother tongue, making it challenging for students to effectively utilize foreign languages. Another contributing factor is the insufficient motivation to engage in daily conversations using the second language. Additionally, students often exhibit shyness and fear when participating in verbal exchanges. Numerous factors contribute to the difficulties students encounter in developing their speaking skills, encompassing their interests, available materials, media, and the techniques employed in English teaching.

In reading, it's common to encounter difficulties in comprehending the author's intended message from the text they have written. However, through proficient reading comprehension skills, individuals can grasp the author's intended meaning and construct their own understanding of the reading material. For instance, when reading an article online about the health benefits of drinking water, whether in English or Indonesian, one may encounter unfamiliar vocabulary or struggle to grasp the underlying message of certain passages. By effectively utilizing reading comprehension skills, one can gradually gain a thorough understanding of the text and even paraphrase or

rewrite the article based on their interpretation. As previously mentioned, this skill is particularly valuable for individuals working as content writers or editors, enabling them to refine and enhance the clarity and coherence of written works (Maulana , 2023).

All of the above explanations inspire researchers to conduct experimental research, because researchers want to know the impact of extensive reading learning in increasing vocabulary students' abilities, especially at SMPN 3 Campalagian, therefore researchers will conduct experimental research with the title.

B. Problem Identification

Based on the background of the study, there are some problems in the surrounding related to English language. Those problems are:

1. Students find it difficult to remember vocabulary in English.
2. Students find it hard to participate in an English Conversation,
3. Students find it uneasy to understand English Vocabulary words when uttered.

C. Research Problem

Based on the problems identification, the researcher limits the research by focusing on the extensive reading program increasing Vocabulary in English on descriptive text at the Junior High School Tinambung. Based on limitation of the research, the problems of the research are formulated as follow:

1. What is the Effect Folklore Reading Method In Learning Vocabulary?
2. What are the Student Perception of Folklore Reading Method in Improving on Vocabulary Student?

D. Research Objective

Based on the problem statements mentioned above, this research has some following objectives:

1. To find the Effect Folklore Reading Program In Learning Vocabulary
2. To find are the Student Perception Folklore Reading Program in Improving on Vocabulary Student.

E. Research Benefits

This research will give benefits not only for the students but also for the teachers who need models in teaching speaking. In addition, it will also give advantages to the institutions and other researchers who are interested in doing the same research dealing with analyzing scaffolding technique in teaching English.

1) Theoretical Benefit

The results of the study can be used as a reference in doing extensive reading research, especially in reading program. Being familiar with reading also has some benefits in giving background knowledge on teaching languages. By knowing some program that can be used by adapting extensive reading, it will ease the process of teaching and learning in classrooms.

2) Practical Benefit

vocabulary skill is a key of a successful conversation. The results of the study are expected to be a reference on how to apply reading program. Readers are expected to be able to use some activities in enhancing students vocabulary skills.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Studies

Previous studies discuss about the research that was done by other researcher related to the theory of this research. By added previous study, the researcher can learn much about the theory and also can know whether the research is good or not, same or not, and help the researcher to conduct the research. So, the researcher knows how to do research better than before.

The first previous study conducted by Istiqomah from UIN Mataram. In her thesis entitled "The Effectiveness of Extensive Reading Approach Toward Students' Vocabulary Mastery at The Seventh Grade Students of Mts Negeri 2 Mataram" proposed in 2022, Istiqomah emphasized that Extensive Reading has a great influence in increasing students' abilities, especially in the expected vocabulary. The results of this study showed an increase in class 7D which was the center of the study with the average score obtained by students was 72.92. Which then shows that extensive reading is effective in increasing the vocabulary of students who follow this lesson.

The second previous study was conducted by Wadid Mapandre Ridho Bakhtiar from Sriwijaya University. In her thesis entitled "Investigating The Effect of Extensive Reading on Students' Writing Development" proposed in 2022, Wadid emphasized that Extensive Reading has a big influence in increasing students' abilities, especially in vocabulary and students' ability to write. This study also explains the investigation that in English language skills if using a good approach in learning reading will bring new learning resources to students through reading skills. The results of this study showed an increase in students because they were motivated to understand the reading given so that they were able to get the clarity desired by the students.

The third previous study conducted by Halimatus Sa'diyah from STKIP PGRI Siduarjo. In her Journal entitled "The Effect of Extensive Reading on the Vocabulary Mastery at the Seventh Grade Students of Junior High School" proposed in 2021, Halima emphasized that Extensive Reading has a big

influence in increasing students' abilities, especially in vocabulary. This study also explains the investigation that in English language skills if using a good approach in learning reading will change the learning style of students so that they do not only feel stiff but instead enjoy learning. The results of this study showed an improvement in students because they had an increase in grades through tests conducted from initially 7.1 to have an average score of 7.2 in all students.

The fourth previous study conducted by Sariayu from Muhammadiyah University Makassar. In her thesis entitled "The Effect of Extensive Reading Activities in Improving Students Vocabulary at Tenth Grade of SMA Negeri 4 Takalar" proposed in 2019, Sariayu emphasized that Extensive Reading has a big influence in increasing students' abilities, especially in vocabulary. The results of her research also showed a very remarkable increase after implementing this extensive reading program, the average score of students at the beginning of the pretest was at 62.83 and after the researcher conducted treatment in learning activities, students were able to improve their vocabularies and scores to get a score of 87.27.

These studies show that the implementation of Folklore Reading provides benefits for students. These benefits include challenging students through deep learning and discovery, engaging students in meaningful and dynamic discussions in small and large classes, and motivating students to become better students. Some studies also show that extensive reading programs used by teachers in the learning process are effective and can improve students' writing, listening and speaking skills and vocabulary. From these studies, it is evident that Extensive reading benefits and an important role in teaching English language skills. It can be concluded that teachers should use Extensive reading program in their teaching process as one of the effective teaching strategies.

Therefore, the difference between this study and previous studies is that most of the studies conducted focused on the types of extensive reading, the effects, and extensive reading used by teachers in teaching specific English language skills. Most previous studies did not provide how teachers use

extensive reading in the classroom and how extensive reading affects speaking, reading, and vocabulary skills. Most previous studies were conducted in college or high school, with some previous studies also conducted on young learners. Therefore, the researcher conducted a study on folklore reading used by teachers in junior high schools that provided the types of folklore reading and how teachers use folklore reading in the teaching and learning process in the classroom. This study not only focused on investigating the teaching of specific English language skills, but also focused on improving students' English abilities. This research was conducted at Campalagian Junior High School (SMP).

B. Theoretical Framework

1. Vocabulary

a. Vocabulary Definition

According (Neuman & Dwyer, 2009) vocabulary can be defined as the "*words we must know to communicate effectively,*" encompassing both expressive vocabulary in speaking and receptive vocabulary in listening. emphasizes that vocabulary constitutes the concept and functional words of a language to such an extent that they become integral to a child's understanding of speaking, reading, and writing. Vocabulary involves words that hold meaning when heard or seen, even if they are not individually employed by an individual for communication. Sometimes, all words may be recognized and understood by a particular person, though not necessarily utilized by them.

Concept vocabulary represents the initial and paramount step in language acquisition, signifying its crucial role as the key to language. This assertion underscores the significance of vocabulary, as effective communication and interaction with others would be impossible without a sufficient grasp of vocabulary (Maskour, 2016).

b. The Purpose of Vocabulary Mastery

Teaching about vocabulary, there are some vocabularies that the learners must know in learning the language. According to (Montgomery, 2007) there are 4 types of vocabulary:

1. Listening Vocabulary

The words we hear and comprehend begin their impact early on, even in the womb where fetuses can detect sounds as early as 16 weeks. Additionally, babies continue to listen throughout their waking hours, and this process of learning new words persists throughout our lives. As we progress into adulthood, the majority of us will be familiar with and understand nearly 50,000 words. However, the quantity of words directly modeled is considerably less compared to the incidental listening vocabulary of a hearing child.

2. Reading Vocabulary

The words we comprehend while reading constitute a distinct aspect of our vocabulary. Through reading, we have the ability to understand numerous words that may not be part of our spoken vocabulary. For avid readers, this reading vocabulary stands as the second-largest, contributing significantly to overall language proficiency. It is noteworthy that without engaging in reading, the expansion of one's vocabulary becomes challenging. Reading serves as a key mechanism for "*growing*" and enriching our vocabulary.

3. Speaking Vocabulary

The language we employ in verbal communication comprises a rather restricted set of words. Typically, adults utilize only 5,000 to 10,000 words for their entire range of conversation and instruction. This count is considerably lower than our listening vocabulary, probably because of its convenience of application.

4. Writing Vocabulary

The terms we can summon when expressing ourselves in writing often pose a challenge. It is generally simpler for us to articulate our thoughts verbally, utilizing facial expressions and intonation to convey our ideas, than to pinpoint the exact words needed to communicate the same

concepts in writing. Additionally, our writing vocabulary is significantly shaped by our ability to spell words accurately.

c. Type of Vocabulary

According (Soedjito, 1992) vocabulary pertains to the entirety of words encountered by the reader within the text being read. This encompasses the breadth of words understood by the reader, including those that are specific to particular subjects or disciplines covered in the text. Additionally, vocabulary in the realm of reading activities can refer to a structured list of words, often presented in formats like glossaries or vocabulary lists, with brief definitions or explanations accompanying each word.

1. Noun

A noun was a word that names something, such as a person, place, object, or even an idea. In a sentence, nouns can act as subjects, direct objects, and indirect objects of a clause, and can also be subject complements or object complements. A noun is a word used to indicate a person, thing, or place. Example: Ryan, Meja, and Mamuju

2. Pronoun

A pronoun is a linguistic element that substitutes for or refers to a noun. The specific noun to which the pronoun refers is termed the antecedent. The antecedent clarifies the identity of the pronoun within the sentence or context. there are 6 types of pronouns including the following :

- Personal Pronoun
- Possessive Pronoun
- Reflexive Pronoun
- Demonstrative Pronoun
- Interrogative Pronoun
- Indefinite Pronoun

3. Verb

A verb is a word that expresses an action or a state of being. Without a verb, a sentence would not convey important information to the audience (Knapp, 2023).

4. Adjective

A term adjective is a word that modifies (tells something of the quality or limits in some way) a noun or pronoun. adjective can be defined as a word that is used to explain or modify a noun (person or thing) and pronoun (M.Thomas, 2006)

5. Adverbs

Adverbs can modify other word classes (including other adverbs) (M.Thomas, 2006)

6. Prepositions

Preposition connect nouns by allowing writers to create complex sentences. Prepositions show the relationship between nouns by modifying the noun that follows them also called the object of the preposition (Wardani, 2015)

7. Conjunctions

defined as an indeclinable part of speech that links other parts of speech, in company with which it has significance, by classifying their meaning or relations (unabi, 2016)

8. Interjection

an interjection is a part of speech in English that is an exclamatory word, or a phrase used to express emotions and strong feelings. Interjections can be used to convey hesitation or protest, and an exclamation mark usually follows them. (M.Thomas, 2006).

d. The Important of Vocabulary

A fundamental element of communication is vocabulary. It becomes challenging for an individual to engage in a conversation if they are unable to comprehend or identify the significance of the key words employed by others. In order to articulate an idea or seek information, one must possess the capability to generate lexical items that effectively convey their intended meanings.

Asserts that vocabulary refers to an extensive collection of items. He emphasizes that learning vocabulary is crucial as it enhances an individual's knowledge of words. This suggests that a learner's success in acquiring a

language depends not only on the quantity of vocabulary acquired but also on the process of vocabulary building (Ayuningtyas, 2011). Proficiency in vocabulary holds particular significance in extensive reading. Students cannot read effectively without expanding their vocabulary. A strong command of vocabulary enables them to use the language for communication, as they become cognizant of the ideas and attitudes represented by words. Consequently, successful language learners must prioritize the expansion of their vocabulary mastery.

To underscore the significance of vocabulary, Bromley (2004) delineates several crucial roles it plays in the teaching-learning process. These roles include:

1. *Facilitating Fluency*: Individuals who possess a broad vocabulary and comprehend numerous words tend to read with greater speed and ease compared to those with limited vocabularies. Fluent readers demonstrate an enhanced reading rate, process information more swiftly, and exhibit improved comprehension, distinguishing them from less fluent readers.
2. *Enhancing Comprehension*: Vocabulary proficiency significantly impacts comprehension. Through a component analysis of comprehension, it was revealed that word meanings contribute substantially, constituting 74% of the comprehension process.
3. *Enhancing Academic Achievement*: A vast vocabulary signifies an extensive reservoir of conceptual knowledge, thereby facilitating academic learning.
4. *Elevating Thinking and Communication*: Words serve as tools for analyzing, inferring, evaluating, and reasoning. A broad vocabulary enables communication in precise, powerful, persuasive, and interesting ways.

In summary, recognizing the crucial role of vocabulary knowledge, learners should prioritize and give careful consideration to vocabulary teaching. Teachers, in turn, must employ effective and efficient methods to ensure the success of vocabulary instruction. Mastery of vocabulary paves the way for the promotion of fluency, the enhancement of comprehension, improvement in academic achievement, and the development of advanced thinking and communication skills.

2. Concept of Folklore

a. The Definitions of Folklore

Folklore encompasses materials passed down through tradition, either orally or through customs and practices. This includes folk songs, tales, riddles, proverbs, and other verbal traditions. Additionally, it involves traditional tools and objects such as fences, knots, hot cross buns, or Easter eggs; traditional decorations like the walls of Troy; and symbols like the Swastika. Folklore also covers traditional actions, such as throwing salt over one's shoulder or knocking on wood, as well as traditional beliefs, such as the idea that elder is beneficial for eye ailments. All these elements are considered folklore (Barker, 2019).

After studying the definitions of folklore, it is plausible to express that folklore is the creation of civilization, formed by the people living in a particular geographical area who share the same language, culture, mechanisms of livelihood, and living conditions. Their way of life and traditional heritage are bound by a common identity. Folklore is transmitted orally or through written processes from one generation to the next and across centuries.

b. The types of Folklore

Indonesian folklore reflects the nation's diverse culture and the multitude of ethnic groups within Indonesia. Each ethnic group often has its own collection of tales and folklore passed down through generations. These stories are usually told to children as bedtime stories and carry pedagogical values, teaching lessons on kindness, benevolence, modesty, honesty, bravery, patience, persistence, virtue, and morality. There are 3 types in folklore:

1. Fairy Tales

Fairy tales are traditional stories primarily intended for children, depicting human encounters with supernatural beings like fairies, witches, and ogres, often conveying a cautionary message. Many of these tales were compiled by the Brothers Grimm. In the modern era,

they have served as the foundation for numerous Disney movies, television shows, and films.

2. Legend A legend is a narrative, whether orally transmitted or written, that recounts an extraordinary, supernatural, or marvelous event. This event can be true or fictitious, believed or doubted, and is often situated in a specific time and place. Legends are typically shared with the intent to educate or entertain, and they serve to either confirm or broaden the recipient's experiential horizon and affirm or challenge prevailing worldviews.
3. Myths A myth is a traditional sacred story, typically involving gods and heroes, that aims to provide a cosmic explanation for natural phenomena or cultural practices. Myths are integral to the cultural fabric, conveying essential, if not literal, truths and intertwining with other stories and beliefs within the society

c. The Functions of Folklore

According to Daniel.J, 2019, folklore serves four main functions:

1. Amusement or entertainment: Folklore provides enjoyment and amusement through various forms such as folk tales, songs, and games.
2. Validation of culture: Folklore reinforces cultural values, beliefs, and practices, thereby validating the cultural identity of a community or society.
3. Education: Folklore imparts knowledge, morals, and social norms to individuals, often through the storytelling of folk tales, proverbs, and legends.
4. Cultural stability: Folklore helps maintain the stability of a culture by preserving traditions, rituals, and customs across generations.

Dundes acknowledges that different genres of folklore may fulfill similar functions, but also notes that each genre may have distinctive functions to some extent.

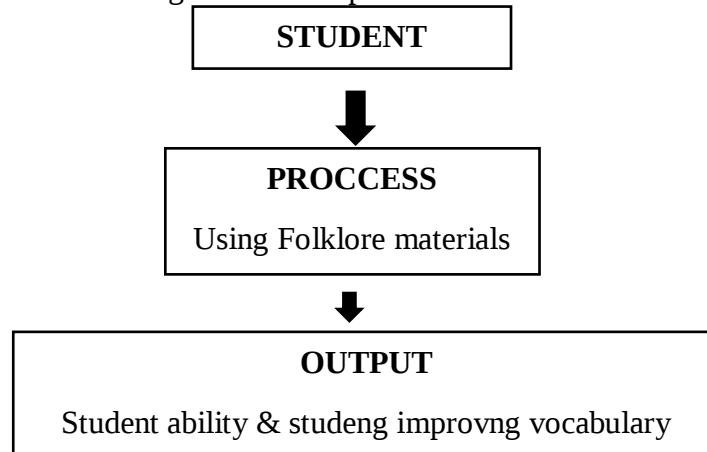
d. The Benefit Reading Folklore

Folklore offers a rich tapestry of stories, songs, and traditions that can be a powerful educational tool for students. By immersing themselves in folklore, students not only expand their vocabulary but also gain valuable insights into different cultures and traditions. Moreover, folklore often features characters who exemplify positive traits like bravery and kindness, providing students with inspiring role models. Perhaps most importantly, the captivating nature of folklore fosters a love of storytelling, igniting students' imaginations and creativity. As these tales have been passed down orally for generations, they are inherently designed for listening and easy to remember, making them an effective means of teaching narrative comprehension and retention. Through the exploration of folklore, students not only deepen their understanding of language and culture but also develop a lifelong appreciation for the power of stories (Farhain, 2018).

Based on the explanation provided, the researcher assumes that folklore serves as a means for older generations to impart lessons to younger generations through storytelling. By sharing Indonesian folktales with students, the researcher aims to motivate them to engage in reading and enjoy the process of vocabulary learning. Through these traditional stories, students can not only enhance their language skills but also gain valuable insights into cultural heritage and moral lessons passed down through generations. The researcher believes that by incorporating folklore into the curriculum, students will be inspired to explore diverse narratives, deepen their understanding of language and culture, and develop a lifelong love for learning.

C. Conceptual Framework

Figur 1.1 Conceptual Framework



D. Hypothesis

This research has two types of hypotheses that will be proved by the end of the study.

1. Ho: There is no significant effect on student using Folklore to word student vocabulary at Junior High School SMPN 3 Campalagian in the academic year 2023/2024
2. Ha: There is no significant effect on student usig Folklore increasing students vocabularyat Junior High School SMPN 3 Campalagan in the academic year

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the research conducted on “The Effect of Folklore Reading in Improving Students' Vocabulary”, it can be concluded that the use of folklore reading is effective in improving students' vocabulary acquisition.

The results of the independent samples t-test showed a significant difference between the post-test scores of students in the experimental group and the control group, with a significance value of 0.006 ($p < 0.05$). The difference in the average score of 17,333 points shows that the experimental group that used folklore as teaching material obtained higher vocabulary achievement than the control group that learned using conventional methods.

Folktales have contextual strengths that enrich students' vocabulary understanding. The coherent narrative, high repetition of words, and local cultural content make folktales a learning medium that is not only interesting but also effective in strengthening vocabulary mastery. Nation's (2001) theory states that repetition in a meaningful context is one of the main keys to successful vocabulary learning, and this is reflected in the text structure of folktales.

The students' perceptions of the use of folklore also showed positive responses. Based on the questionnaire results that have been filled in by students, most students agree and feel helped by the use of folklore in English learning. They consider that folklore texts are easier to understand, interesting, and make it easier for them to remember new vocabulary compared to rote learning methods. Thus, overall, it can be concluded that reading folktales significantly improves students' vocabulary acquisition and is positively welcomed by learners as a fun and easy learning method.

B. Suggestion

Based on the results of this study, the authors provide the following suggestions:

1. For English Teachers

The use of folktales as teaching materials should be maximized in the vocabulary learning process. Folktales can be an effective and fun medium that supports character strengthening and cultural recognition.

2. For Students

Students are advised to actively read folktales as an independent effort in enriching vocabulary. Through this habit, students will more easily understand and remember vocabulary in real contexts.

3. For Schools

Schools can develop learning modules based on local folktales packaged in English, to support contextual learning that is relevant and interesting.

4. For Future Researchers

A suggestion for future researchers is to expand the scope of this study by testing the effectiveness of folklore on other language skills, such as reading comprehension or even speaking ability, or conducting qualitative studies to explore in depth the perceptions and motivations of students. because although this study has the advantage of clear quantitative evidence regarding vocabulary improvement, it also has shortcomings because it only focuses on one dependent variable and does not provide an in-depth understanding of the psychological factors of students that make this method successful.

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