CHAPTER I
INTRODUCTION

1.1 Background of the Research

In Indonesian, English is not considered as a second language but English is a foreign language that has been learned by the learners since they were in elementary school. English becomes the target of language that has to be taught in the school today's Indonesian curriculum. There are some skills which are important in learning English; listening, speaking, reading and writing. There are also language components; pronunciation, grammar, and vocabulary. They are related one each other, so vocabulary mastery an as very important component in studying about language skills and language components.

Vocabulary is an important language component that should be mastered by the students. It is presented in the classroom during the process of language learning. Vocabulary words as units that were part of grammatical patterns. In that sense, a word could be an element which can stand alone as an utterance, it cannot be divided into two or more part similarity characterized (Lado, 1977:182). The learners will be hard to understand the sentences without mastering vocabulary. Besides that, learning vocabulary is important for the learner, as Wilkins (Thornbury 2002:13) says, "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed". It means that mastering vocabulary is needed by the students because they will hard to say something without mastering grammar and without mastering vocabulary there is nothing to say.

Vocabulary, which consists of the knowledge of meaning, should be taught together with reading, structure, and conversation. So, ideally, vocabulary should be part of reading course because one needs the mastery of vocabulary to comprehend the reading passage. In learning English people cannot only master one skill. They have to master all of them. The reading skills, however, are viewed as a tool of communication in the written language through the form of magazines, newspapers, textbooks and others. So it can be concluded that the reading skill is very important for people who mostly learn English through written texts. As Ward (190:12) says that reading is one of the fruitful skills to teach, the majority of the students may never speak much in English but most of them will have to read English in order to complete their studies.

SMP Negeri 7 is one of junior high school in Muaro Jambi. The students learn English because it is one the required lessons teach in that school. There are many materials are learned in English, one of them understands a text. But the most teach in this semester about the subject is narrative text. Narrative text is one of the stories that will teach to the students at the eighth junior high school level. Anderson and Anderson (2003a) explain that a narrative is a text that tells a story and, in doing so, entertains the audience. It has character, setting, and action. The narrative is the description of events especially in a novel, fables or legend etc, or a process of skill of telling a story. This narrative tells about the event which happened in the past time. In generally the tense that is often used in a narrative is past tense form. We can see it from the definition about past tense is a tense used to describe actions or events which took place in the past.

There are some students get problems in vocabulary, especially to understand the story in narrative text. Other problems, some of them also have not reached the standard score in English. Students get difficulties when they deal with a story because they do not know the meaning of the word. It occurs because their vocabulary is so poor. The problem reaches its high point in the middle. The ending resolves the problem. It is suitable with the curriculum in this school. To be able to comprehend a story well, the students must have the ability to understand the story firstly.

Concerning to this problem, the researcher will choose the local folklore through the narrative text to help the learners learn vocabulary according to their interest and work. Local folklore is simple and understandable. Local folklore may contribute to the enrichment of a young reader's knowledge in a number of ways. The intrinsic aspects of local folklore can contributions and impacts on students' moral value development. Every element of the story is carefully interpreted. The intrinsic aspects result that local folklore presents not only social conflict but also suggests some ways to overcome the conflict; and that conflicts of such kind can be solved if only we are wise enough in the face of them. Finally, it is found out that local folklores can help develop students to be morally good students and better humanist; it develops from modest into fairly good.

Hopefully, the children will enrich their vocabulary mastery better through narrative text. From the local folklore through narrative text, students can understand and learn new vocabulary. The researcher conducted this research to see how is the correlation between local folklore through narrative text and students' vocabulary mastery.

1.2 Research Questions

To fill the purpose of this study, the researcher formulates a research question, as follows:

1. How is students' vocabulary mastery in local folklore through narrative text at eighth grade students of SMP Negeri 7 Muaro Jambi?

2. Is there any correlation between local folklore through narrative text and students' vocabulary mastery at eighth grade students of SMP Negeri 7 Muaro Jambi?

1.3 Objectives of the Research

The objectives of this research are:

1. To identify students' vocabulary mastery in local folklore through narrative text at eighth grade students of SMP Negeri 7 Muaro Jambi?

2. To explain how the relationship between local folklore through narrative text and students' vocabulary mastery at eighth grade students of SMP Negeri 7 Muaro Jambi?

1.4 Limitation of the Research

Based on the identification above, this research will focus on local folklore through narrative text to express students' vocabulary mastery. Moreover, this research focuses on the eighth grade students in SMP Negeri 7 Muaro Jambi based on the school syllabus, the researcher only focused local folklore through narrative text and students' vocabulary mastery.

1.5 Significance of the Research

This result of this research hopefully can give:

1. For teachers   : This research will give the solution of an alternative way in teaching vocabulary subject in the classroom so that the student more interested to study about vocabulary.

2. For students   : They can be motivated to practice more than they did before and they are encouraged to learn vocabulary seriously, so that they can work with various story types without much difficulty.

1.6 Hypotheses of the Research

 The hypotheses of the research are as follows:

Hi   : There is a correlation between local folklore through narrative text and students' vocabulary mastery at eight grade students of SMP Negeri 7 Muaro Jambi.

Ho   : There is no correlation between local folklore through narrative text and students' vocabulary mastery at eight grade students of SMP Negeri 7 Muaro Jambi.

1.7   Definition of Key Terms

a. Vocabulary

According to Kamil & Hiebert (2007), a vocabulary is knowledge of the words and words meaning. Meanwhile, Hornby (1974:959) defines a vocabulary is a total number of words which make up a language with definitions or translations.

b. Reading Comprehension

Grabe & Stoller (2002) define comprehension as processing words, forming a representation of general main idea and integrating it into a new understanding. It suggested that comprehension is achieved when a reader successfully extracts the useful knowledge from a text and construct it into a new understanding of the reader own.

c. Narrative text

According to Rebecca (2003), a narrative text is a story which relates a series of logically, and chronologically related events that are caused or experienced by factors. Furthermore, a key to comprehending a narrative is a sense of plot, of theme, of characters, and of events, and how if they relate.

d. Correlation study

Correlation means relationship, and study is similar with research correlation considered in which the relationship between two variables in this research, local folklore through narrative story and the students' vocabulary mastery.

CHAPTER II
REVIEW OF RELATED LITERATURE

2.1 The definition of Vocabulary

According to Nation & Newton (1997) vocabulary is knowledge of words and words meanings. Actually, vocabulary is more complex, vocabulary mastery is not only knowing the words and its meanings, but also knowing about how the words sound and how the words are used in the context. It is according to Miller & Gildea (1987) that knowing a word by sight and sound and knowing its dictionary definition are not the same as knowing how to use the word correctly and understanding it when it is heard or seen in various contexts.

Building up a useful vocabulary is central to the learning of a foreign language at primary level (Cameron, 2001). Someone who has a lot of vocabulary of the foreign language, she/he could learn language easily. Since vocabulary is all about words, and good mastery of vocabulary helps someone understand language. It is supported by Wallace (1982) who says that vocabulary is one of the most important parts of a language, because when speaking a language, the speakers need several words to convey ideas. Therefore, people can understand what the speakers mean.

According to Sitters (1991:1-3), the things related to the introduction of shaping the vocabulary are as follows:

*The role of the dictionary.*Learning language can not be separated from the dictionary because the dictionary can give the explanation of words if students do not know the meaning. In learning English the students must have a good dictionary or at least two dictionary, those are an advanced dictionary and a small

one. The advanced one is better because it is complete than the small one. The small dictionary usually only gives short definition and less explanation.

The students' memory. Saving vocabulary in a small notebook is an effective way to control the students' memory in remembering new vocabularies. It will be easy to be brought everywhere. The students can write the vocabularies that they heard or found and open it again whenever they need. Besides the notebook, the students can use flash cards. They can write the foreign word on one side and the definition on another side of the card. Whenever they have spare time they can check or see the card and measure how many words they have remembered.

Educated guessing. In fact, the students will meet some difficult words, especially on reading. They find some words that they only know its meaning from the context or statement. They just guess even though sometimes they do not know the exact meaning or definition of these words. Thus, the students may not always find the meaning of the dictionary every time they find the foreign words because by knowing the context they can find the meaning of those foreign words.

2.2 Kinds of Vocabulary

Kinds of vocabulary divided into six. They are word classes, word families, word formation, multi-word units, collocations and homonyms (Thornbury, 2002:3-12).

2.2.1 Word Classes

Word classes are well known in morphology or syntax. It is also known as part of speech. Part of speech itself included noun, pronoun, verb, adjective, adverb, preposition and conjunction.

2.2.2. Word Families

Word families are discussed about affixation and the transformation of a word. Transformation of a word can be inflected or derivatives.

Examples:

play – plays – played → inflected

play – replay – playful → derivatives

2.2.3 Word Formation

There are some formations or combinations of the word. It is included compounding, blending, conversion and clipping. Compounding can be said as a word containing more than one root or free morpheme. In the other word, compounding is composed of free morphemes; Blending is a new word formed by joining the star of one word with the end of another word; Conversion is a type of a derivation in which a word usually used in one part of speech is converted to a word having another part of speech; And clipping defined as word formation process that shortens words. In this case, a longer word is made into a shorter one by dropping off part of the original word.

Example:

second-hand → compounding (both of words are free morpheme)

Information + Infotainment = Infotainment → blending

I always **google** every information I need → conversion (**google** is a noun but in this sentence, it changes into verb)

Electronic mail = email → clipping

2.2.4 Multi-word Units

Multi-word units are usually in the form of phrasal verb and idiom. A phrasal verb is a verb added a preposition or adverb that creates a different meaning from the original word, and idiom defined as an expression which has unpredictable meaning but can be understood by their popular use.

Examples:

Look for → phrasal verb

Eat your words → idiom

2.2.5 Collocation

Collocation is a particular item that makes a particular combination in given context. Collocation is also often noted in dictionaries. It can be stated that collocation is two words which often appear together. Examples: once more, once again, as well.

2.2.6 Homonyms

Homonyms defined as words that share the same form but have unrelated meaning. It is also can be said that homonyms are two or more words with some pronunciation rather than single word with different meaning. Example: interest. Interest has two meanings. The first meaning is a desire to learn or know about something and the second meaning is money paid for the use of money.

2.3 Local Folklore

A story of folklore is told with a lesson embedded in it. Typically, the stories of folklore show how to behave or how not to obey in situations where a decision has to be made. Often in these stories right behaviors and actions are rewarded and of course, wrong behaviors bring undesirable consequences (Obediat: 1997). Every folk story tells a great deal about the culture from which it came. It shows what those people believed and, more importantly, what they thought was worth teaching or passing along to the younger generation. Different kinds of folklore include myth, and legend, such as local folklore stories of Enrekang that is one of the regency in South Sulawesi – Indonesia that rich of the cult ures. Enrekang also has many regions and each region has some folklore. Stories offer an opportunity for discussion and thinking, for questions, for focusing on alternatives, and for comparison both with other stories and with personal experiences. Students can learn through dramatizing experiences with stories, through looking at character motivation, through examining alternative outcomes and beginnings, and through looking at the author's viewpoint.

2.4 Narrative Text

Narrative, a form of discourse which tells a story, is derived from the Latin 'gnarare' meaning 'to know.' Indeed, narratives are an old tradition built upon a human need to "make meaning and to forge connections between seeming disparate bits of knowledge and experience" in human culture (Blyer& Perkins, 1999, p. 245). Stories involve the reader and the listener by drawing them in and making them a part of their world or vision of reality (Kelly & Zak, 1999). From

time immemorial, stories help to maintain the survival of cultures, by retelling exploits of a culture's or community's heroes against the threats of its enemies. This story reinforced and created shared meaning, shared values, collective memory, and group vision.

Schmidt and Richard (2002: 349) narrative text are:

1. The written or oral account of a real or fictional story.

2. The genre structure underlying stories.

2.4.1 The Structure of Narrative Text

There are some main structures of narrative text (Purwanti 2013):

Orientation. Orientation is in the first paragraph. Orientation provides an introduction to the definition of a short story that tells about the character and setting of the story (time and place of story in the text). Orientation paragraph has useful information about the characters in the story (who), the timing of the story (when), and the scene of the story (where)

Complication. Having written the characters and setting, the next paragraph is a paragraph that contains the experience of the main characters in the story. The paragraph appears in the narrative part of the story is called complication. Complication is the part of the text that displays the main problems of narrative text in the story. Paragraph complication contains a series of events experienced by the main characters. Narrative text can have more than one paragraph.

Resolution. The last part narrative is a resolution. Resolution is the problem-solving. A story can end up with happiness (happy ending) or sadness (sad ending). As the development of the script, there is a narrative story that has unsolved problem.

2.4.2 Social Function of Narrative Text

The social functions of the narrative story are:

a. Learn the values of our culture from the stories. We learn about what we consider to be moral, strong, admirable behavior and what is consider villainous, selfish, and vain.

b. Learn ideas for conflict resolution. We may learn problem solving strategies from a resourceful character.

c. Learn hard data about the world, such as what it is like to do certain jobs that characters may hold or facts about the real world places characters of life.

d. Learn about history as it filters through the stories that were recorded at different times. Most important we learn to think critically as the message of the stories.

2.4.3 Language Features of Narrative Text

According to Derewianka(1991), there are some language features of the narrative story:

1. Specific, often individual participants with defined identities. Major participants are human, or sometimes animals with a human characteristic.

2. Mainly action verbs (material processes), but also many verbs which refer to what human participants said, or felt, or thought (verbal and mental processes).

3. Normally use past tense.

4. Many linking verbs to do in time.

5. Dialogue often included, during which the tense may change to the present or future.

6. The descriptive language was chosen to enhance and develop the story by creating images in the reader's mind.

7. Can be written in the first person (I, we) or the third person (he, she, they).

2.4.4. Kinds of Narrative Text

There are some kinds of narrative text:

a. Legend.

A legend is a narrative of human actions that are perceived both by teller and listeners to take place within human history. Typically, a legend is a short, traditional and historicized narrative performed in a conversational mode. Some define legend as a folktale.

b. Fable.

Fabel is a short allegorical narrative making a moral point, traditionally by means of animal characters which speak and act like human beings.

Fairytale. The Fairy tale is a fictional story that may feature folkloric characters (such as fairies, goblins, elves, trolls, dwarves, giants or gnomes, and usually magic or enchantments) often involving a far-fetched sequence of events.

c. Science fiction.

Science fiction is fiction based upon some imagined development of science, or upon the extrapolation of a tendency in society. Science fiction is that class of prose narrative treating of a situation that could not arise in the world we know. Some examples of science fiction are: To the moon from the earth by Jules Verne, starship trooper by Robert Heinlen.

e. *Myth*.

The myth is a story that is believed by some people but the stories can not be true. It was told in an ancient culture to explain a practice, belief, or natural occurrence.

2.5 The advantages of story

Here are some benefits that can students get when studying the narrative text:

2.5.1   Understanding the Setting

In each narrative text, because it would form a story, setting shows students where and when this happens narrative story. Students can understand the difference between one and the other. Students also should be able to distinguish between the time and place of the story with other stories.

2.5.2   Understanding the Character

A story definitely has a leading role, either as protagonist or antagonist. Students are able to recognize their individual character. Students should be able to tell which character inappropriate where emulated, and where the characters are exemplary. If students can not distinguish between these two characters, it can be said of narrative text taught by teachers not yet fully beneficial.

2.5.3   Personalizing

Many studies show that the narrative text can help people be able to control the situation that was experiencing. Because usually there are stories within the narrative text associated with a story that they experienced. In addition, the narrative text can also make students able to think more logically in control of

their time. The beginning of the story, the middle of the story, and the end of the story should be taken into consideration students in taking their life further.

2.6 The Definition of Reading Comprehension

According to Bond, Pinker and Wasson (1979:3) that in our world, reading more will provide more information and it makes our knowledge become increasingly in great numbers. Clark and Sandra (in Simanjuntak, 1988: 15) define reading as an active cognitive process of increasing with print and monitor comprehension to establish meaning.

According to Recheck Lost and Learner (1983: 7), in general, reading is the ability to gather meaning from printed symbol. For the beginning reading stage students recognizing a word and comprehending literal meaning are important components. The reading levels for the students are immediate, the definition of reading includes a deeper understanding of passages. In order to comprehend reading selection roughly a person must be able to use the information to make inferences and read critically to understand the figurative, determine the author's purpose, evaluate the ideas presented, and apply the ideas to actual situations. All of these skills involve thinking process (Burn,1984: 10-11).

2.6.1 Reading purposes

Grellet (1981) mentions two main purposes for reading comprehension are:

(i) Reading for pleasure

(ii) Reading for information (in order to find out something or in order to do something with the information obtained).

It is important to judge the purpose of reading because it will influence us in choosing the technique. Kustaryo, in his book, reading Technique for College students, says reading techniques play an important role in understanding reading materials' (Kustaryo, 1988: 3).

2.6.2 Kinds of reading

The main ways of reading are:

a. Skimming

Skimming is a useful skill to be applied in reading (Nuttal Christine, 1982:34). William says that skimming is the ability to read a text quickly in order, to find the general idea or the gist of the text (William, 1986). One reading type, by exploring the reading text quickly; in orders the reader can take the main ideas. A skimming reader can take the main ideas quickly by collecting words, phrases and main sentences.

b. Scanning

Scanning is the ability to read a text quickly in order to find specific information (William, 1986). The scanning means a technique of flash back in careful way. It has a goal to find the special information from the text. The technique of scanning depends on some objectives or questions, which has been determined in the beginning. Another word, the writer can take a short conclusion that scanning is used when we want to find a word, fact, data, name, etc. our eyes can observe the whole pages quickly to find out something that she wants, for instance, indexes, table of contents, telephone book page or dictionary.

c. Extensive reading

In extensive reading, readers usually face a longer text. The purpose of using different types of reading is for one's own pleasure. In reading, one needs a total understanding of the writing.

d. Intensive reading

Intensive reading is reading for detail. It usually has a shorter text. A reader usually wants o get some specific information. These different ways of reading are not mutually exclusive. For example, one often skim through a passage to see what it is about before deciding whether a particular paragraph is worth scanning for the information he is looking for.

2.6.3 The principles of teaching Reading

According to the principles for the teaching of reading, William (1986) makes a very good list called "Top Ten Principles for Teaching Reading". The principle sare:

a. In the absence of interesting texts, very little is possible.

It is true that interest is important but it always happens that finding our interesting texts for all students and preferably also for the teacher is very difficult. It is the teacher's task to use any aspect of the text to arouse the students, interest.

b. The primary activity of a reading lesson should be learners reading texts.

This principle is very important to remind the teacher who often interrupts the students' reading activity and mixes it with others.

c. Growth in language ability as an essential part of the development of reading ability. This means that knowledge of language is necessary for learning reading.

Otherwise, the students will not develop. In fact, the development of reading abilities and that of language knowledge are interdependent.

d. Classroom procedure should reflect the purposeful, task-based, interactive nature of real reading. Teaching reading should encourage the students to have a purpose when reading a text and make a dialogue with the writer through the text in order to achieve their purpose. The students should become active and positive readers.

e. *Teachers must learn to be quiet:* all too often, teachers interfere with and so impede their learners' reading development by being dominant and by talking too much. This principle reminds the teachers who dominate the reading lesson by talking about the text to the students instead of asking them to read it.

f. Exercise types should, as far as possible, approximate to cognitive reality.

The main point here is the teacher should identify how an efficient reader uses different skills for different purposes of reading, then she/ he makes the students aware of and develop their reading skills.

g. A learner will not become a proficient reader simply by attending a reading course or working through a reading textbook.

The time available for reading in the classroom is very limited and not enough for developing the students' reading skills. Therefore, extensive must be encouraged.

h. A reader contributes meaning to a text.

The students have to be trained to use their relevant background knowledge efficiently when reading a text so that they do not only rely on the printed stimuli.

i. Progress in reading requires learners to use their ears, as their eyes.

This principle encourages the teacher to ask the students to manipulate the "Silent Supra-Segmental" in the text in order to understand the text better. Therefore while the students are reading silently, it might be useful for them to listen to their teacher reading aloud or to the tape.

j. Using a text does not necessarily equal teaching reading.

This principle reminds the teacher that a text can be used for many purposes, e.g. for teaching grammar or vocabulary. The teacher must be aware of this and know the difference between using a text for teaching reading and using a text for another purpose.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research was used correlation research design. A correlation research design will use to investigate the interrelation between two or more variables (Creswell, 2008). This type of approach would investigate object mathematically through the statistical program (Creswell, 1994). The researcher found out the correlation between local folklore through narrative text and students' vocabulary mastery.

From the formulation of the research problem, there were two variables. There were variable X (students' vocabulary mastery), as the independent variable and variable Y (local folklore through narrative text) as dependent variable at eighth grade of SMP Negeri 7 Muaro Jambi. The researcher would like to collect the process and analyze the data to get the conclusion of this research.

3.2 Population and Sample

3.2.1 Population

The population is people or other things discussed in the research (Suharsimi, 2002:108). According to Suharsimi (1996:102), a population is the total number of the subjects of an investigation. Therefore based on the definition, the population of this research was the students at eighth grade students of SMP Negeri 7 Muaro Jambi.

3.2.2 Sample

The sample is presentative of the population (Arikunto, 2006). Based on (Sugiyono, 2004) sample is some part and characteristics of target population who will go to be investigated. Therefore, the characteristics of each individual in population wouldbe represented at the sample. The process of drawing a sample from population is called as sampling.

Total sampling technique is a sampling technique which took all the population as participant (Sugiyono, 2009). Total sampling would use to represent the correlation between local folklore through narrative text and students' vocabulary mastery at eighth grade students of SMP Negeri 7 Muaro Jambi. There were seven classes at eighth grade in that school. And the researcher would take 10%-15% of students. It means that the researcher had to take one class because purposive sampling technique would use.

3.3 Research Variable

According to (Suharsimi, 2002:98), A variable is defined as something that varies from one case to another. The dependent variable is variable which one observes and measures to determine the effect of the independent variable. Independent variable (the major variable) is the variable which is selected manipulated and measured by the researcher (Suharsimi, 2002:98).

In this research there are two variables, they are: independent variable (X) and the dependent variable (Y). Independent variable is a variable that is presumed to influence another variable. The dependent variable is a category that is influenced by another category. In this research the independent variable is the

students' vocabulary mastery (X) and the dependent variable is the local folklore through narrative text (Y).

3.4 Instrument of the Research

According to Harris, there are two basic kinds of test used to measure the four language skills of the students, i.e.: the objective test and the essay test (Harris, 1969:71). In this research, the researcher used objectives test, namely multiple choice for local folklore through narrative text to know the students' vocabulary mastery.

The choice of the multiple choice test type will base on the following considerations:

a. Multiple choice test type is economical in term of the number of items that can be answered in a short period of testing time.

b. Students' test papers can be easily and quickly scored. Since the correct answers were limited in number objectives test type will not make examiners have different interpretation of the students' test paper.

(Harris, 1967:71)

3.4.1 Testing

According to Arikunto (2006:150) defines a test as a set of questions, exercise or other instruments which are used to measure skill, knowledge, intelligence, and aptitude of an individual or groups. This research would use the ability test with the consideration that the researcher wants to know the students' vocabulary mastery. The test was in written form. The first students understood the story. Local folklore through narrative text was taken from the story that famous and

familiar to hear lately even the story was being in enjoys children now. The researcher was provided 40 question, that divide into two namely 20 questions for local folklore through narrative text and 20 questions for vocabulary mastery. The questions used the form of multiple choices. The researcher would give 90 minutes to students to answered the questions.

3.4.2   The Scoring Technique

In scoring the test, the right answer is marked one (1) point and the wrong answer is marked zero (0) point, so the overall raw score from the right answer in this achievement test is 20 points. After marking the test, the present study tried to gain the final scores by using the following terms:

Score   = Student correct answer x 100
                The total number of item

<div align="right">(DEPDIKNAS, 2006)</div>

3.5 Technique of Data Collection

In this research, there was an instrument that utilized to obtain the data. There waslocal folklore through narrative text by using reading comprehension test and vocabulary test that the form both used multiple choices. The eighth grade students of SMP Negeri 7 Muaro Jambi academic year 2016/2017 would ask to do the test by answered 20 questions for reading comprehension and 20 questions of vocabulary in multiple choices.

3.5.1   Try – Out

The quality of the data, whether it was good or bad, was based on the instrument to collect the data. A good instrument must fulfill two important qualifications. Those were valid and reliable. So, before the test would be used as

an instrument to collect the data, it would be trying out first to the students in a class. Students would be given 90 minutes in doing each test. The researcher would give them 40 items to find out which one the valid items. The researcher would make an analysis to find out the validity and reliability of the item of the tryout. All of them to decide which items should be used in making an instrument.

3.5.2 Validity of the Test

According to Colin Phelan and Julie Wren (2005:6), validity test refers to the degree to which the test actually measures which it claims to measure. An instrument is called a valid one when it can measure something which is wanted by uncovering the variable studied exactly (Suharsimi, 2002:144). The method used in measuring the validation of the instrument is called content validity. A test or a measurement can be called a content test when it measures the special purpose which is equal to the material or content is given (Suharsimi, 1992:640).

3.5.2 Reliability of Test

According to Howit and Cramer (2008:28) reliability is the extent to which the measure will give the same response under similar circumstance. In other words, reliability shows a measure of consistency in measuring the same phenomenon. The instrument is called reliable when the result of Cronbach's Alpha is equal or more than 0.7. If the result of Cronbach's Alpha is less than 0.7, it is not reliable. As Salkind (1991) stated that Cronbach's Alpha coefficient of the construct is 0.7. If the each domain obtains the value 0.7 or more, it will be perfect reliability. According to William (2013), interpret the coefficients of stability that are

between 1 and 0. The interpretation of correlation coefficients was in table 3.5 as follows:

Table 3.1
Interpretation of Correlation Coefficients

Interval coefficients	Reliability
0.00 – 0.199	Very Low
0.20 – 0,399	Low
0.40 – 0,599	Medium
0.60 – 0,799	Strong
0.80 – 1,000	Very Strong

Adopted from William (2013)

The reliability of the Reading Comprehension and vocabulary test were tried-out to VIII-G students of SMP Negeri 7 Muaro Jambi. There were 27 students following the test. The result of test reliability was in the table as follow:

Table 3.2

Local Folklore through Narrative Text

Reliability Statistics

Cronbach's Alpha	N of Items
.733	20

Vocabulary Mastery

Reliability Statistics

Cronbach's Alpha	N of Items
.659	20

Based on the result the table 3.2 above, the Cronbach's Alpha result were 0.733 for reading comprehension test and 0.659 for vocabulary mastery test. It meant that the result 0.733 and 0.659 higher than 0.60. According to William

(2013) if the result of Cronbach's Alpha between 0.60 until 0.79 was strong reliability and allowed to use the test.

3.6   Technique of Data Analysis

Hasan (2006:30) said that an analysis quantitative is analysis that using statistic instruments, the instrument that uses models like a mathematic model. The result will give in numerical form by using Statistical Packages for Social Science (SPSS) version 16.0 for analysis. SPSS is a program to analyze statistical data. This software is often used for the university student to analyze the data for their thesis and to analyze the probability of a company to take the decision (Kurniawan, 2009: 14). In analyzing the data, the researcher used descriptive analysis process. The steps of descriptive analysis: (1) Comparing group percentages, (2) Correlating scores of individuals on two variables, and (3) Comparing group means (Cozby & Btes, 2012). The pearson product moment formula applied to determine a coefficient correlation between folklore through narrative text and students' vocabulary mastery.

CHAPTER IV

FINDINGS AND DISCUSSION

The purpose of the current study was to determine the correlations between local folklore through narrative text and students' vocabulary mastery. This chapter presented research findings, results, and the discussion of the research finding.

4.1   Findings

The research findings were collected and analyzed from the research instruments that were distributed to the eighth grade of SMP Negeri 7 Muaro Jambi in the academic year 2016-2017. This research was conducted on April 27, 2017 until April 29, 2017. The total participants who participated in this research were 27 students of Junior High School at eighth grade.

In this research, there were two data. The first was students' result of local folklore through narrative text of test, second was students' result of vocabulary mastery test. The main data used in this study come from the score encountered from the test which was conducted with the sample.

4.1.1 Local Folklore through Narrative Text

For the local folklore through narrative text test, the researcher collected the data by giving a test in reading comprehension. The researcher used multiple choice tests. The researcher asked the students to answer 20 multiple choice questions with 4 alternative answers about local folklore through narrative students. Based on the test was givens, the eighth grade students of SMP Negeri 7 Muaro Jambi had average score 68.88.

Table 4.1

The score of the test to measure local folklore through narrative text

Students' Code	Right Answer	Wrong Answer	Score
S1	18	2	90
S2	15	5	75
S3	14	6	70
S4	16	4	80
S5	16	4	80
S6	18	2	90
S7	14	6	70
S8	15	5	75
S9	16	4	80
S10	15	5	75
S11	17	3	85
S12	13	7	65
S13	9	11	45
S14	12	8	60
S15	10	10	50
S16	16	4	80
S17	13	7	65
S18	14	6	70
S19	8	12	40
S20	16	4	80
S21	16	4	80
S22	14	6	70
S23	17	3	85
S24	12	8	60
S25	2	18	10
S26	14	6	70
S27	12	8	60
Average	**372**	**168**	**68.88**

It means that they have good in local folklore through narrative text. In accordance with the categorization, the students' scores of local folklore through narrative text can be seen in the following table.

Tabele 4.2

Local Folklore through Narrative Text Achievement

| No	Scores	Categories
1.	80 – 100	Very Good
2.	60 – 75	Good
3.	40 – 55	Poor
4.	0 – 35	Very Poor

(Nurgiyantoro, quoted by Kartika wati, 2005:35)

There were various scores, from high to low score. After computing 20 items of test, 2 students got 90, 2 students got 80, 3 students got 75, 5 students got 70, 3 students got 60, 1 student got 50, 1 student got 45, 1 student got 40, and 1 student got 10.

The diagram below shows the percentage of the result of the test.

Diagram 1

Percentage of Local Folklore through Narrative Text Test

Local Folklore through Narrative Text Test

- 7% Very Good
- 41% Good
- 37% Poor
- 15% Very Poor
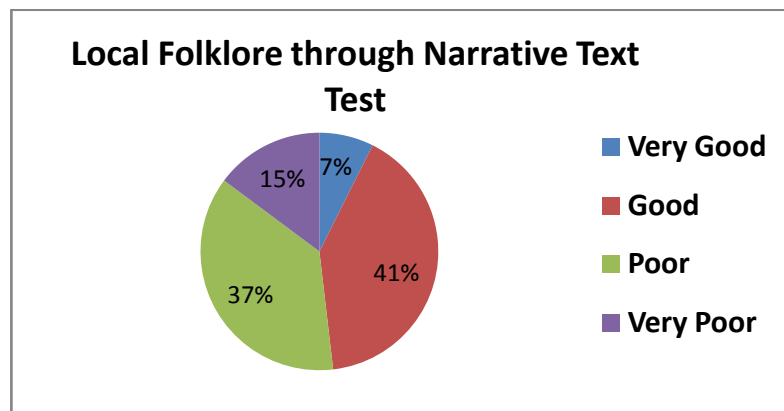
From the diagram above, we can see that 10 students got very good grade; 13 students got good grade; 3 students got poor grade; and 1 student got very poor grade.

4.1.2 Students' Vocabulary Mastery

In this vocabulary test, there were 20 multiple choice questions. Each question has four choices. The form of question was fills in the blank of the text. The score of each item was 1. Students' marks got by dividing the total score by 5 multiplied by 100.

To facilitate the measurement of the student's mastery of vocabulary, the scores were converted into the standard score using the percentage correction formula. To judge students' grade and the level of the vocabulary mastery, there were five levels of the classification of the students' graded based on Depdikbud as cited by Waris (2010:11).

Table 4.3

The table of the Grade Classification

No	Score	Grade
1.	86 – 100	Very Good
2.	71 – 85	Good
3.	56 – 70	Fair
4.	41 – 55	Poor
5.	0 – 35	Very Poor

(Depdikbud as cited by Waris, 2010:11)

There were various scores, from high to low score. After computing the 20 items of test, 8 students got 80, 6 students got 75, 5 students got 70, 1 student got 65, 2 students got 55, 2 students got 50, 1 student got 45, 1 student got 40, 1 student got 35.

The diagram below shows the percentage of the result of the test:

Diagram 2

Percentage of Students' Mastery of Vocabulary
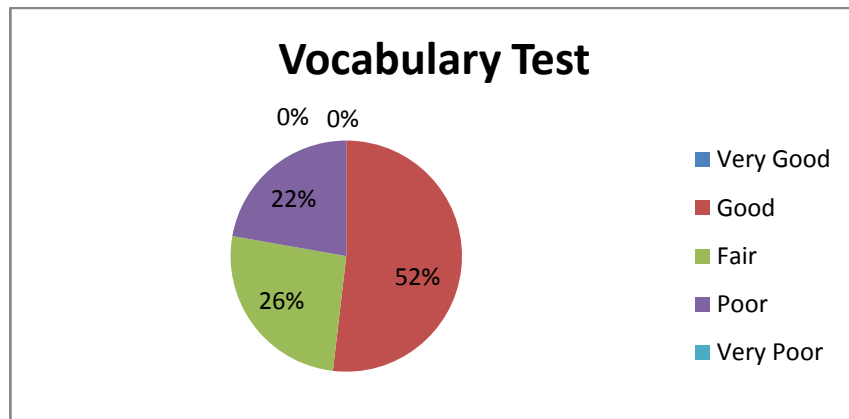
From the diagram above, we can see that 14 students got good grade; 7 students got fair grade; 6 students got poor grade; and no one got the very good, and very poor grade.

After computing the data, we could see that the average score (mean) of students' vocabulary mastery was 67.96. It can be said that the students' vocabulary mastery of the eighth grade students of SMP Negeri 7 Muaro Jambi in the academic year 2016/2017 was good.

Table 4.4

The score of the test to Measure the Students' Vocabulary Mastery

Students' Code	Right Answer	Wrong Answer	Scores
S1	16	4	80
S2	13	7	65
S3	16	4	80
S4	14	6	70
S5	15	5	75
S6	16	4	80
S7	16	4	80
S8	15	5	75

S9	16	4	80
S10	14	6	70
S11	16	4	80
S12	9	11	45
S13	11	9	55
S14	14	6	70
S15	8	12	40
S16	16	4	80
S17	11	9	55
S18	15	5	75
S19	10	10	50
S20	15	5	75
S21	14	6	70
S22	16	4	80
S23	15	5	75
S24	10	10	50
S25	7	13	35
S26	15	5	75
S27	14	6	70
Average	**367**	**173**	**67.96**

4.2 Correlation between Local Folklore through Narrative Text and Students' Vocabulary Mastery.

Correlation research was a form of studies that researcher correlates one variable with another to find out the relationship between them. So, the objective of this research was to find out whether there was correlation between local folklore through narrative text and students' vocabulary mastery of SMP Negeri 7 Muaro Jambi. In this research, the data processing activities carried out by SPSS 16.0 (statistical product and service solution). In this case, to know the correlation between local folklore through narrative text and students' vocabulary mastery of SMP Negeri 7 Muaro Jambi, the researcher did an analysis to those two variables by using Pearson Product Moment formula.

Table 4.5

**Correlation between Local Folklore through Narrative Text and Students'
Vocabulary Mastery**

		LocalFolklorethrough NarrativeText	Vocabulary Mastery
LocalFolklorethroughNarrativeText	Pearson Correlation	1	.804[**]
	Sig. (2-tailed)		.000
	N	27	27
VocabularyMastery	Pearson Correlation	.804[**]	1
	Sig. (2-tailed)	.000	
	N	27	27

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4.6

Interpretation of correlation coefficients

Interval coefficients	Degree of relationship
0.00-0.20	There is correlation between X variable and Y variable, but it is very weak or very low. So the correlation is rejected. In other words, there is no correlation between X variable and Y variable.
0.20-0.40	There is a weak or low correlation between X variable and Y variable but it is sure
0.40-0.70	There is an enough correlation between X variable and Y variable
0.70-0.90	There is a strong or high correlation between X variable and Y variable
0.90-1.00	There is very strong or very high correlation between X and Y variable

From the calculation Pearson's Product Moment correlation above, the researcher got the result from r = 0.804 (it was between 0.70-0.90). According to simple interpretation above, it noticed that the correlation between X variable and Y variable was strong. Thus, it can interpret that there was a positive correlation

between students' vocabulary mastery (as X variable) and local folklore through narrative text (as Y variable).

Hi   : There is correlation between local folklore through narrative text and students' vocabulary mastery at eighth grade students of SMP Negeri 7 Muaro Jambi.

Ho   : There is no correlation between local folklore through narrative text and students' vocabulary mastery at eighth grade students of SMP Negeri 7 Muaro Jambi.

Analysis of the data resulted from the Pearson correlation analysis indicated that the p=value is more than the 0.05 significance level.

From the table correlation above, it can be seen that the correlation coefficient (r) between local folklore through narrative text and students' vocabulary mastery is 0.804 with P (sig) = 0.05. So, it can be concluded that alternative hypothesis (Hi) is accepted. It means, there is a high significant correlation between variable X (students' vocabulary mastery) and Y (local folklore through narrative text). According to Hartono (2008), two star codes (**) show that there was a significant correlation between local folklore through narrative text and students' vocabulary mastery at eighth grade. To make it clear, it can be seen in the left corner of table correlation. ** Correlation is significant at the 0.05 level (2-tailed).

Then, in order to know the extent of the influence of local folklore through narrative text in students' vocabulary mastery, the researcher measured the determinant index, as follow:

Determinant index $= (r_{xy})^2 \times 100\%$

$$= (0.804)^2 \text{ x } 100\%$$

$$= 64.64\%$$

The result showed that the extent of the influence students' vocabulary mastery in their local folklore through narrative text was 64.64%. It was clear that students' vocabulary mastery was gave the contribution to the local folklore through narrative text.

The objective of the research was to find out whether there wasa correlation between local folklore through narrative text and students' vocabulary mastery at the eighth grade students of SMP Negeri 7 Muaro Jambi in academic year 2016/2017.

4.3 Discussion

After conducting the research, the researcher found there was a significant correlation between the two variables because the result of the data analysis showed that the correlation coefficient between the two variables was 0.804, while the critical values of the r Product Moment level and the number of subject 27 is 0.380 It means that there was positive correlation between the two variables (local folklore through narrative text and student's vocabulary ability).

From the table above the correlation coefficient interpretation, the researcher could conclude that the level of relationship of the correlation between the two variables was 0.804 substantial while determined criteria showed that the correlation coefficient between 0.60 to 0.80 considered substantial. In this case, the variables Y (local folklore through narrative text) was substantially associated with the variable X (students' vocabulary mastery). In other words, students'

vocabulary mastery of the eighth year of SMP Negeri 7 Muaro Jambi correlated positively to their local folklore through narrative text.

Moreover, from the result obtained, we can say that the teacher had to help their students in improving their local folklore through narrative text, since local folklore through narrative text lesson was not explicitly specified in the curriculum and in the teaching and learning process, to make them not only more understand the text of the story but also can answer the question of the text well, and improve their vocabulary mastery.

Based on the data obtained, the researcher concluded that local folklore through narrative text plays an important role to improve in mastery the vocabulary. In learning English, someone had to be able to understand the words, not only from the source language, but also the equivalent words in the target language. Local folklore through narrative text was very useful to help the students or the learners to comprehend the content of a text/passage/book.

In a text, we cannot understand the meaning of the word because sometimes words did not occur their own; occasionally words occur in the company of other words. Therefore, there found some phrases, idioms, collocation, or fixed expressions. Without having a good competence of vocabulary mastery, it could not recognize whether or not the words are stand alone or in the company of other words. In addition, a word in one language sometimes had more than one meaning in other language. If the students had good vocabulary mastery, it would be easier for them to understanding and recognize or determine the most appropriate meaning of a word in a sentence in a text as a whole.

In conclusion, the students would understand more about the meaning of the words, and they can easier answer every question that given based on the text or others by improving their vocabulary mastery. If the students understood and knew about the meaning of the words in a text, their vocabulary result would be better. It means that, the better students' vocabulary mastery, the better their reading comprehension by using local folklore through narrative text would be.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presented a conclusion and suggestion from the researcher based on the research conducted by eighth grade students SMP Negeri 7 Muaro Jambi.

5.1 Conclusions

This researcher focuses on the correlation between local folklore through narrative text and students' vocabulary mastery of eighth grade students SMP Negeri 7 Muaro Jambi was in the average correlation. It can be seen from the computation of the average result of local folklore through narrative textand students' vocabulary mastery. The average result of local folklore through narrative text was 68.88 and the average result of students' vocabulary mastery was 67.96. By using product moment correlation by Pearson, the result was obtained from the computation of the correlation betweenlocal folklore through narrative text applied to the sample was 0.804. It means thatthere was a correlation between local folklore through narrative text and students' vocabulary mastery.

5.2 Suggestion

Based on the conclusion above, the researcher had some suggestions to improve the students' ability in expressing past activities in writing. The suggestions were:

1. To get a good in reading comprehension by using local folklore through narrative text, the students had to master vocabulary, because vocabulary contributes to the local folklore through narrative text.

2. The students should study harder. Even though their reading comprehension by using local folklore through narrative text result was good, they still need to learn the more about various texts in narrative so that they could know more new vocabulary and know how to answer the reading comprehension well based on the text given.

3. The teachers were stimulators. The teacher should support the students' expectation about reading and their interest to increase their reading comprehension, the teacher should know and be able to implement a good method in teaching reading.

4. The teachers should also give a high motivation to the students to read more and more English literature to increase their vocabulary level. Moreover, the students also should try to make a note the new English word they find.