IMPROVING THE VOCABULARY ACHIEVEMENT OF THE SECOND YEAR STUDENTS BY USING FAIRY TALES

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Abstract

This research is aimed at discovering whether or not the use of fairy tales improves the vocabulary achievement of students in their second year of MTsN 2 Kota Makassar. This study used a quasi-experimental approach with one group working as the control group, and the other as the experimental group. A 25-item vocabulary test was employed as the research instrument. The populations of this research were 40 students from the VIII.B and VIII.C classes in academic-year 2020-2021. This class was taken as the sample randomly through cluster random sampling technique from 11 classes. To collect data, the pre-test and the post-test procedures were used. The findings of this study reveal demonstrated the college students' vocabulary mastery after receiving the treatment made positive progress. The average of the student's performance from the pre-test to the post-test can be demonstrated. The vocabulary achievement of the class which is taught by using fairy tales showed improvement (64.19 to 87.62). The computation and examination of the t value revealed that it was less than level significant (0.000<0.05). Thus, it concludes that the use of fairy tales improves the students' vocabulary achievement of the second-year students MTsN 2 Kota Makassar.

Keywords— Vocabulary Achievement, Quasi-Experimental Research, Fairy Tales.

INTRODUCTION

Every person has a different vocabulary and it can influence how they are when they communicate with others. Someone that has vocabulary enough will more enjoy when speaking with others, they are easy to deliver what they want and they can speak and describe the world wider than someone that has a limited vocabulary.

Language vocabulary has an important role to build the good communication of someone with interlocutors because vocabulary is the basis of a language especially English. As a teacher must be creating is not easy to teach English properly and efficiently. As a result, the English teacher will need to be able to design and supervise activities in the classroom. Also, as students

to a master of English vocabulary of someone is the basic thing that someone should master when they studying English because how someone can express what someone feels if does not have the vocabulary. The problem with students is how they can speak in English if they do not have vocabulary enough. A great teaching method allows pupils to appreciate and learn the subject, just as it does with other lessons that involve the use of relevant techniques and procedures.

These vocabulary issues need to be addressed, because they may make it difficult for learners and go to the next level or grade. There are so many forms of literature that teachers can use as a way to teach vocabulary one of which is a fairy tale. Fairy tale is a fictional or fantastical story that never happened. Mediarti Agustina (2018:2) that fairy tale are some created stories with moral messages as well as used to develop character. According to Gates, Steffel, and Molson (2003), a fairytale is a short story that is constructed or written in prose. It concentrates on the essentials, and magic becomes a recurring theme.

LITERATURE REVIEW

According to certain experts, specific word meanings exist. A person's vocabulary, according to Linse (2005:21), is the collection of words he or she knows. As stated by Bintz (2011:44), Words for listening (expressive vocabulary) and speaking (receptive vocabulary) were also two kinds of vocabulary that a person needs to know to communicate effectively (receptive vocabulary).

The students have to know the vocabulary of the language especially English if they want to get the information from the entire world. According to Alqahtani (2015:2) said that vocabulary is generally seen as a crucial asset for the second language leaned that's because a second language's vocabulary is limited to impede successful communication.

According to Harmer, when learning a foreign language there are certain vocabulary elements that students must be taught or mastered, word meaning, word use, and word creation are the three, Blintz (2011: 45) said that the definitions of words are the foundation of learning vocabulary. Vocabulary has a great function in language. Words are used to express feelings and construct sentences.

The fairy tale was passed down through the generations as part of an oral tradition (Kready, 1916; Karven, 2008). Tales were told directly rather than written down, and tragic endings were preferred over happy ones. The story moved from a recognized beginning to a marked end,

according to the Grimms. In its early beginnings, it was an unsightly but very expressive form that evolved into one with the exterior beauty of mold in its later stages (Kready, 1916). In another instance, Gates, Steffel, and Molson (2003) claim that a short story is constructed and written language in a fairy tale.

METHODS

The researchers employed a variety of methods in this investigation. The quantitative research and research using a quasi-experimental technique design. As a result, the participants were experimental group and control group were created. The place of this study was conducted at MTsN 2 Kota Makassar which is located on Jl. Perintis Kemerdekaan KM 15, Makassar City, South Sulawesi.

Each class included 20 students, bringing the total number of pupils to 40. The researchers will employ the cluster random sampling technique. Only 8th grade was chosen and two classes were taken. A variable is a person, place, thing, or phenomenon that you want to quantify in some way as part of the research. There are two variables to consider. Variables that are independent and dependent.

1) Independent Variable

    The use of fairy tales, as a teaching aid, can help in gaining in improving their English vocabulary.

2) Dependent Variable

    The research's students' English vocabulary achievement is the dependent variable.

Vocabulary achievement is the students' achievement to use their vocabulary correctly and appropriately in vocabulary tests given when finding the meaning, use, form, and synonym of the word.

The test was given as a pretest before treatment with the goal of collecting data on the pre-test and the post-test vocabulary assessments the writer's method of determining student's vocabulary success before treatment. Following the treatment, the post-test was administered. Its goal was to collect information on student vocabulary achievement after treatment. Pretest and post-test design consisted based on fairy tales' material and the research used the vocabulary passive.

FINDINGS

The report's outcome is concerned with the outcomes of the students' categorization pre-test and post-test when it comes to accuracy, fluency, comprehensibility, hypothesis testing consisting of a mean score, a standard deviation, and t-test value.

1. Students' Classification of Scores from the Pre-Test and Post-Test

Table 1. The Experimental Class and Control Class Pre-test Scores: The Rate Frequency and Percentage.

| No. | Classification | Range | Pre-Test | | | |
| | | | Experimental | | Control | |
			F	%	F	%
1.	Very Good	93-100	0	0	0	0
2.	Good	84-92	3	14.3	7	33.3
3.	Fair	75-83	7	33.3	8	38.1
4.	Poor	<75	11	52.4	6	28.6
	Total		21	100.0	21	100.0

The table shows the rated frequency and percentage of the pre-test scores for the experimental group and control group. According to the result data, no in pre-test students received a "very good" score. before giving treatments. Out of 42 sample, it shows that 3 (14.3%) students got "good" scores, 7 (33.3%) students got "fair" scores, and 11 (52.4%) students got "poor" scores. Finding shows that the control group of the pre-test score was significantly greater than the experimental group, with a few students scoring very well on the pre-test. There were no students' who got a "very good" score in pre-test before giving treatments, 7 (33.3%) students' got a "good" score, 8 (38.1%) students got a "fair" score, and 6 (28.6%) students got a "bad" grade score.

Table 2. The Rate Frequency and Percentage of The Post-test Scores of The Experimental and Control Groups

| No. | Classification | Range | Post-Test | | | |
| | | | Experimental | | Control | |
			F	%	F	%
1.	Very Good	93-100	6	28.6	2	9.5
2.	Good	84-92	12	57.1	8	38.1

3.	Fair	75-83	1	4.8	8	28.1
4.	Poor	<75	2	9.5	3	14.3
	Total		21	100.0	21	100.0

The experimental and control classes' rate post-test frequency and percentage scores are shown in the table. The data demonstrates that the vocabulary of the kids in the experimental class improved while administering treatments. There were 6 (28.6%) students who achieved a "very good" score, 12 (57.1%) students who achieved a "good" score, 1 (4.8%) student who achieved a "fair" score, and 2 (9.5%) students who achieved a "poor" score. The vocabulary of the students in the control class improved after they received treatments. It's proven 2 (9.5%) 8 (38.1%) students got a "very good" score, 8 (38.1%) students got a "good" score, and 8 (38.1%) students got a "fair" score, and 3 (14.3%) students got "poor" score.

From the data information shown above the researchers conclude that the classification of the use of fairy tales improved the English vocabulary achievement of the second-year students of MTsN 2 Kota Makassar. The post-test results were higher than the pre-test findings, proving this.

2. Pretest and Posttest Mean and Standard Deviations Scores of Students

Table 3. Result of questionnaire reliability analysis

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test Experimental	64.19	21	18.176	3.966
	Post-Test Experimental	87.62	21	9.113	1.989
Pair 2	Pre-Test Control	74.19	21	14.225	3.104
	Post-Test Control	83.05	21	7.965	1.738

The pre-test and post-test scores mean and standard deviations are summarized in the table. The test's average pre-test score students for the experimental group was 64.19 which was categorized as "poor" and the post-test experimental class for students was 87.62 which was categorized as "good". In other words, the average score in the control group of the students' pre-test was 74.19 which was categorized as "poor", and the students' post-test was 83.05 which was categorized as "fair". That is, the average test score after the test resulted in a higher score than the average income before the treatments.

The students in the pre-test experimental group had a standard deviation of 18.17 and a post-test standard deviation of 9.11, whereas the standard deviation of the pupils in the pre-test control group was 14.55, and standard deviations of the post-test control group were 8.13. As a result, the pre-test standard deviation was lower than the post-test standard deviations, meaning that students' when compared to the pre-test results, the post-test scores were greater.

In other words, the use of fairy tales in experimental class improved the students' vocabulary is proven based on the t-test result. While in control class also improved their vocabulary without fairy tales. It can be inferred that the use of fairy tales is beneficial and without using fairy tales affects the students' vocabulary.

3. The Inferential Analysis between Experimental and Control Groups

Table 6. Paired Samples Test

Paired Samples Test

		Paired Differences							
				Std. Error Mean	95% Confidence Interval of the Difference				
		Mean	Std. Deviation		Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pre-Test Experimental - Post-Test Experimental	-23.429	14.658	3.199	-30.101	-16.756	-7.325	20	.000
Pair 2	Pre-Test Control - Post-Test Control	-8.857	12.354	2.696	-14.481	-3.234	-3.285	20	.004

The output pair 1 applied to derive the value of sig. It may be concluded that there is a 0.000<0.05 distinction average the pre-test and the post-test student learning outcomes and post-test experimental classes (2-tailed). The value of sig. was obtained by the output pair 2. It may be concluded that there is a 0.004<0.05 difference in average learning outcomes for students between the pre-test experimental class and the post-test experimental group (2-tailed) between the pre-test experimental class and the post-test experimental class (2-tailed) the experimental and control groups have significant post-test differences groups findings.

4. Hypothesis Testing

The outcome of statistical research at 0.05 with a degree of freedom as a level of significance (df)=20 and p-value (sig.2-tailed) of 0.000 suggests that the students' outcomes of the pre-test and post-test differ significantly. The other words, the students' post-test sig.2-tailed result was not more than the level of significance (0.000<0.05).

Based on the information in the table, the significant worth of this research was 0.000 where a substantial amount used was 0.05. It concluded that the implementation of fairy tales

can be improved the students' vocabulary achievement is effective to use in MTsN 2 Kota Makassar.

CONCLUSIONS

It is reasonable to deduce from the findings that the pre-test and post-test scores for a substantial distinction student. It proved that the application of fairy tales in the learning of vocabulary in 8th. It was shown the use of fairy tales in the class is effective grade of MTsN 2 Kota Makassar is effective. After being applied in the teaching and learning process, students' vocabulary can show in an experimental group by the post-test average score (87.62), the distinction between students' the pre-test and the post-test scores (64.19). According to many sources of fairy tales, and the students by examining the tough words, you may quickly understand the fairy tales. Using fairy tales improves the vocabulary achievement of the second-year students of MTsN 2 Kota Makassar.

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