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The Impact of Interactive Reading Using Local Folktales Stories in Supporting Students' Vocabulary Achievement in Indonesian EFL Learners

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ABSTRACT

The big significant problem associated with the major foreign language is always influenced by teachers and students are the mastery of vocabulary. This study was designed to reconnoiter if a reading local folktales story was helpful for students' English vocabulary at the second year students of SMA Muhammadiyah Kalosi-Enrekang. The research design used is classroom action research which is expected to illustrate the application of reading folktales to improve students' vocabulary that comprised of two cycles, and in every cycle consisted of four stages. The subject in this research was class X-B in 2015-2016 academic years with 30 students. The test was administered to examine the impacts of interactive reading of Enrekang folktales stories toward students' vocabulary achievement. Results published that the impact of reading the stories of the local folktales on vocabulary instruction is determined by comparing the performance of the participants in the D-test, test in cycle 1 and cycle 2, and a questionnaire after cycle 2. Reading local folktales is a potential activity to improve the students' vocabulary. The questionnaire results also clarified the students' attitude toward folktales technique as vocabulary instruction was favorable. This can be approved to the effect of using local folktales stories on increasing vocabulary performance of learners. The usage of folklore stories offers authentic reading resources which give the students a chance to intermingle with the text emotionally and involve themselves personally. In reply to this situation, teachers and students always developing and searching for manners to improve reading and vocabulary instruction.

INTRODUCTION

The power of words was best said by Confucius, when he stated, *"Without knowing the force of words, it is impossible to know more"*. Henry Hazlitt also states that "A man with a scant vocabulary will almost certainly be a weak thinker. The richer and more copious one's vocabulary and the greater one's awareness of fine distinctions and subtle nuances of meaning, the more fertile and precise is likely to be one's thinking. Knowledge of things and knowledge of the words for them grow together. If you do not know the words, you can hardly know the thing." The character of this wisdom is related well with the importance of vocabulary learning among students. Vocabulary is

considered as the contributing element in learning English. Without vocabulary nothing can be conveyed, (Wilkins, 1992).

Vocabulary is very important because the words are the basic unit of language which speaker can transmit idea to their listener the student vocabulary. The student's vocabularies can growth if they try hard to mastery and memorize the vocabulary every day, and also use the vocabulary in oral communication. For many years vocabulary was seen as incidental to the main purpose of language teaching namely the acquisition of grammatical knowledge about the language vocabulary was necessary to give student something to hang on when learning structure but was frequently not a main focus learning itself.

The mastery of vocabulary is a difficult task to do specially English vocabulary, which is complex. This complexity brings the vocabulary brings difficulties to students who try to master the vocabulary. This is probably caused by the word forms of various meanings and word choices. Certainly there are many approaches that can help the students to enrich and develop the English vocabulary and they can choose one to help them in learning English vocabulary. In addition, to develop English vocabulary, it is necessary for English teacher to have good technique in presenting the materials in the classroom. The teacher should make students learn vocabulary easier, faster, more effective and efficient.

The students will faced many difficulties to express their feeling and idea to other people, if they lacking of vocabulary. In this case to read and understand of the text they must have a good command to vocabulary. Learning English without mastery of vocabulary can make people trouble to speak and they cannot answer some question in spoken and written form. In addition, if learners don't have an adequate number of words, they cannot convey their message (Wiwat, 2011).

There are many students facing problems in learning. One of the problems is students' lack of vocabulary. Moreover, many students who want to learn a second language are challenged by lack of time, location flexibility, and convenient access, (Jahanbakhsh, 2014). The lack of vocabularies probably can be set by methods and technique by the teachers in teaching perhaps the methods and techniques not suitable for the students need and interest.

In an attempt to resolve this problem, many teachers try to find the most appropriate method of learning vocabulary for students, hoping to help them utilize that particular method no matter what vocabulary they encounter such as reading plus vocabulary enhancement activities (Min, 2008). There are many studies which have tried to examine some variables to increase students' vocabulary in foreign language learning as English as a second language. Wilsana (2015) states that by using word wall strategy, the student can choose their own words that they fell unfamiliar. They also states that high frequency words in academic text also can be greatly affected to the students by using this strategy, so they can recognize and always remember the words, Wilsana (2015). The teacher should use a good method and techniques to increase students' achievement at specially vocabulary.

In a study by Brown, H.D (2002:7) assumes that (1) vocabulary is the content and function words language which are learned so thoroughly, that they become a part of the chield's understading, speaking, and later reading ad writing, (2) vocabulary is word having meaning whe heard or seen and produced y individual in social interaction. The first definition is likely to be related to psychlonguistics because it is sometimes in connection with the child language development. While, he second seems to reveal the presence of passive or receptive vocabulary. Inayah (2010:15) states vocabulary is a fundamental requirement that

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influence students' achievement in studying English. Without vocabulary there is no communicate, read, and write can be conveyed so that, it is important to know that the vocabulary.

In order to help our learners not to get frustrated easily and assist them enjoy the language learning tasks we should find ways to enrich their knowledge of vocabulary, one of which is using authentic materials such as reading folktales stories that make it possible for the learners to develop their ability and become more independent learners. Patrick Rothfuss (2007) stated that "It's like everyone tells a story about themselves inside their own head. Always, all the time, that story makes you what you are. We build ourselves out of that story." Stories guide us through our whole life, from the moment we were born and it does not change when we become adults. When we are children, our parents tell us or read stories us and fairy tales (Brno, 2006).

That is way; folktales are popular with young children. They love talking animals story, and the humor and magical of traditional stories. Therefore, folktales can be suitable material in interesting the children to the lesson. Folktales have many special characteristics that make them exceptionally good for language teaching. Their frequent repetitions make them excellent for reinforcing new vocabulary and also grammar. Because folktales began as oral stories, they also have many characteristics that make them easier to understand than other type of literature. Folktales are often published as children's book with easy language and context-providing illustrations that students can accessible with limited language abilities.

Interactive reading is an approach that requires some important aspects such as the reader's intention and motivation. Short reading books are interesting and motivating alternatives to be implemented in an English class in order to improve vocabulary learning and reading comprehension. On the other hand, it also promotes motivation and helps students to get free of fears when they have to face a reading test. Learning through interactive reading, helps students to develop their skills, and increases remembering topics for further learning, even interactive reading gives students the opportunity to experience different contexts in which they could practice the language with different people using diverse methodologies and strategies. Reading is the best way someone can acquire knowledge. Teachers should make reading a need that students must fulfill if they want to have better English (Diana Marcela & Cristian Rodolfo, 2015).

In learning and mastering language, particularly vocabulary, there are some obstacles that are faced in technical manner such as the hesitance of the students to be involved in the classroom activity. They tend to avoid the practical involvement in mastering the language. Hence, the class needs to be lightened up in a way that helping the student finds their best indulgence in learning language particularly learning vocabulary.

Student's motivation is one of the most important aspects to capture; that is why teachers should know and apply appropriate strategies if they want to have a focused class in which students contribute to the class. It is also one of the most important aspects to help students learn in an effective way, as they start creating and facing the educational context in a different way, and they start realizing how important is the class that the teacher plans and that they need to take advantage of that if they want to improve their process.

Not only students need to improve and think about their role in the entire process, teachers also need to think about how to avoid the monotony by changing the structure of the class and teaching through interactive communicative activities instead of passive lectures. Teachers must encourage students to take part in the activities in an active and spontaneous way taking into account that teenagers are focused on other kind of things,

and teachers need to hook student's attention; because of students' disposition is the key to achieve any class objective planned (Diana Marcela & Cristian Rodolfo, 2015).

REVIEW LITERATURE

1. Nature of Folktales

Folktales are a tale or a legend originating and traditional among people (Webster, 2001). Different kinds of folktales include fairy tales, tall tales, trickster tales, myths, and legends (Aaron, 2012), such as local folktales stories of Enrekang (*Gunung Nona* Legend, *Rantemario* mount tales, *Cado'dong* tales, etc.).

Enrekang is one of the regency in south Sulawesi-Indonesia that rich of the cultures. Enrekang also has many regions and each region has some folktales. We have favorite folktales; we learned when we were growing up. Folktales and fairy tales began as oral stories that were told to help people explain the world around them. Some are fantastic with ogres and sprites, while others are more realistic. They can be written in rhyme or with repetitions and as narratives, (Learn NC, 2012).

The existences of folktales enable to be one of the solutions of information sources to English education in Indonesia. Folktales might be useful for teacher as a material in teaching learning process, because students might be interested in learning English if used material in their environment or local content, and also the material include a valuable rich cultural and linguistic resource. Harmer (1991), states that one of the greatest enemies of successful teaching is student boredom. Folktales are inseparable instruments to convey the information from past histories about attitudes and beliefs.

2. Folktales as a Holistic Approach to Teach Language

Literature-based language teaching has been considered a common approach to promote both oral (listening and speaking) and literacy (reading and writing) skills. It involves the use of literary works of different types and scopes, ranging from prose and poems to folk chants and folktales to engage learners with meaningful, authentic input. Stories, in general, and folktales, in particular, bring a holistic approach to foreign language teaching and learning.

Through stories, learners acquire more than just language knowledge and usage and have opportunities to hear and use language in meaningful, engaging ways. Story-based teaching helps children develop an appreciation as well as an enjoyment of literature and supports the development of all of literacy, oral and social skills at the same time. Children learning through folktales can also develop their imagination and to make use of their creativity. They learn about negotiations and life values through the interactions and behavior of characters, (Pham, 2016).

Stories from the oral traditions of many countries throughout the world provide learners with knowledge about social contexts which are familiar and also exciting. These stories portray contexts through which new language can be introduced and offer insights into different cultures, situations and scenarios in which people from their homeland or from a different country live and behave towards one another, settle conflicts and solve problems. The social contexts described in folktales also present learners with knowledge about how people from many countries thought and believed in earlier times, describing local social settings and the social expectations, thinking and reasoning which may be unique to a specific historical time. Such contexts add to the sense of expectation created by the events in stories and not found in other types of texts, (Pham, 2016).

3. Folktales Provide Rich, Authentic Vocabulary

Through folktales, young language learners are exposed to a wide range of

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authentic vocabulary. This vocabulary can be nouns of concrete objects such as *house, horse, mouse, rose, table, chair, red, dwarf,* and so, or verbs: *say, swim, jump, eat, sleep, run, shout, complain, lose, threaten, kill, like* and adverbs: *slowly*, *sadly, luckily*. Young learners also have the chance to listen to meaningful input in chunks, rather than just single words. This gives them more chances to learn vocabulary incidentally. When teachers read stories aloud, children are exposed to patterns of language that are not found in everyday communication. They can use language of more complexity [Isbell, 2004] and gradually expand and strengthen formal language knowledge. As children listen to stories being read aloud they build up a relationship between the printed word and its meaning [J. Gold and A. Gibson, 2001].

4. *Gunung Nona* Tales

Myth – *Gunung Nona* or *Buttu Kabobong* on language of Enrekang Region, South Sulawesi, is a mountain that resembles the female sex. People passing in this area generally stopped taking pictures. Photographs *Gunung Nona* even beautifies Facebook, twitter, line, WA, and other facilities in the social media.

Gunung Nona is located at kilometer 16 of the City Enrekang, capital Enrekang, or is about 240 km to the north of Makassar. The hill stretches on the right side of the road leading to Tana Toraja. In the old record humanist Enrekang, Bompeng Rilangi, this hill was originally called *Buttu Polloq Pejjog* (Enrekang language), meaning Mount Butt Squash. Then, because of its shape resembles the female sex, people were renamed the designation *Gunung Nona* means hill Sex is popular until now.

Surprisingly natural shrub that grows seemed to paint a mountain completeness sex hemisphere that has never changed from time to time, even grass growing around the mount of Gunung Nona was burning, in some time and then it will grow back as usual.

In the past, according to records Bombeng Rilangi, *Gunung Nona* often used as a place of community meetings that dwell in the surrounding mountains. Around the hill at an altitude of about kl.700 m Asl (meters above sea level), until now there is still a township resident who is a locality that has existed since ancient times. A traveler, Prof. Reflexology of China, George told independen.com states amazed by the natural scenery of the mountains and surrounding *Buttu Kabobong*. "I've been around to enjoy a variety of natural attractions of the famous mountains in various parts of the world, but not as beautiful and natural as cool around *Buttu Kabobong*" he said. *Buttu Kabobong* is one of hundreds of unique shapes hill located at the foot of Mount *Latimojong* (3,000 M asl), is one of the highest mountain in South Sulawesi. Only district charming mountain scenery around *Buttu Kabobong* is also frequently touted as the Mountain Erotic long ago did not experience a lot of development as a tourist attraction.

Folklore in the village of *Bambapuang* the District Anggeraja, mentioned in ancient times Mount *Bambapuang* located about 2 km from *Gunung Nona* first peak towering into the sky. Then, the mountain was broken and catastrophic, after a marriage of incest or inbreeding around these locations. Faced with a mountain *Buttu Kabobong* there is also a hill that extends with a shape resembling a phallic in sizes large enough.

Beautiful princess (*Putri yang Cantik*)

Legend of *Buttu Kabobong*, derived from the royal of *Soppeng* in society and prospered under the leadership of a very wise king. This king had a beautiful single daughter. King's life is well maintained and tightly holding the famous customs in *Soppeng* ground. Then, after the customary adult daughter will marry with the prince of Suppa, precisely in the kingdom Suppa. Prince is a friend of the king *Soppeng*. He stood as the sole heir to the throne.

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Both parents agreed to marry their children. In addition, at the time, the rules applicable to marriage are the rule of parents. This plan is not known by the daughter. Both parents they want to get married quickly. Immediately wedding plans known to the daughter, he confused himself with the intention of their parents. He will marry the prince who has never been known.

Actually, he did not understand the purpose of the king to marry people who do not know. The princess was not familiar with the wedding process. But the wedding will begin if they need to know each other. No marriage is something sacred?

But the princess still has to maintain the good name of the kingdom. Moreover, the king's decision is none other than their own parents. In addition, the *Soppeng* and *Suppa* assume that the indigenous are the benchmark high self-esteem in the eyes of the God. Carry out orders or judgments of parents marry off their children are kings including customs that should not be refused. If this habit against, the god would be angry and give the curse.

This situation makes the princess more confused. He could not tell how their lives after marriage. The new king must think of girls who do not have enough experience to settle down. The process is not long wedding would take place. While the famous princess beautiful, intelligent and thoughtful, just pondering in her room. Occasionally he stared blankly out the window. There is anxiety that continues to haunt the princess but she feels powerless to act.

It turned out that the princess considered the circumstances of the mother. "Why are you always pensive and just shut up?" Asked her mother gently. "You are my flesh and blood. I know there are you worried about my son! "She added. But the princess was silent to hear her question "tell my son ...... what your problem is?"

"Why should I marry in with people I do not know let alone selection father and mother?" the princess replied. "Is not that

going to live my life is not the father or mother"

The answer of the daughter of his mother was shocked. It turned out that her baby had been thinking further and adult. His statement was true and that even then she was talking with her husband before. They cannot do much because it is a symbol of the increasing the degree of Soppeng kingdom.

One day before the party took place, held the night *mappacci*[1] for the princess. When the *mappacci* process is complete, the whole palace so exhausted, and they fell asleep on that night. This situation is exploited princess. He could not carry out the process of marriage so he decided to go. With the help of his servant he escaped through a window just before the rooster crows. He plans to run towards the north Soppeng.

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[1]***Mappacci*** is one of a series of Bugis wedding ceremony which means 'purification of the self'. A Bugis proverb states: "*duami kuala Sappo unganna panasae na belo-belona kanukue*". Which means there are two that I took as a fence in household, i.e. blossoms of jackfruit and glitter fingernails?

Arrived the morning came; the convoy of royal Suppa was heard dozens of horses and a variety of other variations that accompany the journey towards royal of Soppeng. While, in the Soppeng palace, people was busy preparing for the wedding ceremony. There is managing the equipment, there is taking care of the food and take care of the princess dress. His mother began knocking on the door of the princess room, but there was no answer. Mother calls for a palace maid opened the door of the princess. Once the door opened, her mother was disappointed; the figure of his daughter had disappeared.

Information disappearance of the princess left the palace had been scattered everywhere. King Soppeng feels ashamed and dignity trampled. Moreover, the cause is own flesh and blood. He promised not to forgive her son would even kill because they have tarnished the name of the kingdom. The king summoned all the leaders, shaman and

warrior kingdom. They were assigned to search for the princess through the four winds.

Soldiers who are looking toward the north find the princess but the princess was not alone. He along with a man from the land *Massenrempulu* named *Tandu Mataranna Enrekang Laki Barakkanna Puang*. This man told the soldiers that no one can touch the princess if she was still alive. Seeing the great body of the man who made the soldiers retreated. This situation was reported to the king. The king sent the prince and warrior of the land Soppeng. Prince was sent as a mediator between the soldiers and the men of the land *Massenrempulu*. After a long negotiation, the prince managed to make a deal. The princess will be taken to Soppeng but soldiers promised to restore the princess in a lifeless state. However, one of the soldiers kept their promise. He cut down the body of the princess from behind, when the prince and *Tandu Mataranna* negotiate. Heartbeat, *Tandu Mataranna* became angry and indiscriminately kills all the soldiers in that place.

The body of the princess is divided into two parts. The central section until the head fell off and washed river *Mata Allo*. That said, the river flow is not passed Soppeng because it is the birthplace of the princess. While the bottom center of the princess in a prone position and remain in the area. The bottom of this, it becomes a mountain (*Buttu Kabobong*) hill sex in *Anggeraja* district.

Myth, local communities makes the mountain *Buttu Kabobong Bambapuang* as a sanctuary for couples getting married. Men imprisoned for seven days and nights on the mountain Bambapuang and women in *Buttu Kabobong*. That said, the couple will receive instructions on their proposal.

Source: https://www.mitosmakassar.com/liputan-utama/misteri-di-balik-bukit-seks-enrekang/

Because of the urgency of folktales to teach English at senior high school, the reader will find aspect related to teaching English vocabulary using reading local folktales stories in SMA Muhammadiyah Kalosi. In this case, the writer will focus use folktales as the reading material in teaching English. It may help the students increase their achievement in learning vocabulary and make an interesting learning process in the classroom. It also teaching language involves teaching culture, as culture includes both the knowledge and skills needed to survive subcultures existing within the country.

Research Questions

This study addressed the following issues:
1. To what extent did the reading local folktales stories contribute to the students' improvement of their vocabulary acquisition?
2. What are the students' attitudes towards the contribution of teaching these techniques in improving their vocabulary?

METHOD

1. Research Design

This study conducted through a Classroom Action Research (CAR), because CAR was done to diagnosing and solving problems. According to Burns (2010), action research is part of the current educational movement, and it focuses on a reflective practice and the teacher as researcher. That means that the teacher takes over the role of a researcher and explores the participants and contexts of his or her personal teaching situation while he or she is absorbed in the project being one of the participants. This teacher/researcher- student relation leads to an interaction in the researching environment. As far as question of interaction starting in the classroom, Lee (2006) argues that action research occupies a privileged place due to the aim of changing things and improving abilities in learners. This classroom action research was conducted at SMA Muhammadiyah Kalosi for English Subject.

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The subject of this research was the second years in class XI B in 2015-2016 academic years through cluster sampling since students were already allocated to their section. The class consists of 30 students.

2. Instrument

The main objective of this study was to encourage students to read in order to improve their vocabulary and the habit of reading using Interactive reading as model and at the same time to improve the vocabulary learning processes and enhance reading comprehension through local folktales stories. The instrument in this study composed English vocabulary achievement, test to all participants and questionnaire sheet. According to Nation (2012), warns that this test aims to measure receptive vocabulary knowledge, stressing that it measures the needed vocabulary knowledge for reading. Tests are currently being used to evaluate students, teachers, and the entire educational system. The application of test was in order to let us know student`s level according to their age and the educational level they were, also it let us know the necessities, strengths and weaknesses from students in second years class in 2015-2016 in order to create strategies to improve vocabulary learning and reading comprehension using interactive reading. The tests are written around familiar topics and focus on the skills needed to communicate effectively in English through listening, speaking, reading and writing. The test consisted of pre-test and post-test questions were comprised of 30 multiple-choice questions which tested the students on vocabulary. The words and the question formats were specifically chosen to test the students on their knowledge of vocabulary and the learning techniques learned through the techniques. It was designed to assess the students' vocabulary proficiency, covering the content of word structures like roots, prefixes, suffixes, compound words and guessing meaning from context from five ways:

definition, restatement, comparison, contrast, example, and synonym. In addition, the exercises of learning techniques were designed based on Torat's concept (2000) with five stages namely, motivation, presentation, practice, transferring activity and evaluation. The exercises asked students to identify prefixes, suffixes, roots, base meaning of compound, definition, restatement, comparison, contrast, examples, and synonyms. For exploring the students' attitudes towards the vocabulary exercises, the questionnaire was adapted for gathering information about the students' attitudes towards the instruction of in-class vocabulary acquisition techniques.

3. Procedure

At the beginning of the semester, the planning stage begins with a reflection and analysis of student learning outcomes, identify problems, analyze problems and find alternative solution. After obtaining the result, the following steps were done: 1. In the first meeting of cycle one, the researcher gave the diagnostic test to know the students' vocabulary; 2. The teacher will make lesson plan use reading folktales stories to teach every meeting and then make format an observation sheet to know the condition of students in teaching process; 3. Make instrument will be used in classroom action research.

In the implementation stage, the procedure of the implementation is the same in each meeting but in different materials for detail information, the researcher explained the action in the form of teaching, steps as follows: 1. in the first meeting the research gave D-test (Diagnostic test) to know. 2. In the second meeting, the writer prepared reading material which contains local folktales stories as Enrekang cultural literature concerning *Gunung Nona* tales, *Cado'dong* tales and *Rantemario* mount tales. What they practice the most is reading activities; they even develop a "Reading Plan"; reading plans were established in the lesson plans of English

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classes but nevertheless they were not appropriate them as it was said before. Students have many opportunities to have success in this research if they follow the sequences we want for them in order to improve the vocabulary they have because they felt motivated with short stories and interesting topics. The use of the reading plan could be a good base for students because they know what reading demands, but they do not to have the enough knowledge to face the new words that the actual reading has, in this way this study could help them to acquire new strategies to understand new words that also might allow them to understand better the readings. It is possible to say that the activities proposed by the teacher created a good environment in the classroom. The students participated a lot but do not talk in English among them because they feel the English language as something difficult to use, and as there is not any motivation to do it between mates.

Next stage is observation. Observation carries out to observe the students response, participation and everything which is found during the teaching and learning process. In the reflection stage, the result of data that have been done would be continue in the analysis until can be reflection after action research. The reflection will be discussing as well as a guidance teacher and should make research planning for the next cycle. The next stage is the plan for the next cycle which repairs from first cycle. This research instruments were learning tool, learning test, and questionnaire after the post-test. Data analysis technique in this research is quantitative descriptive which describe the result based on data obtained to determine the criteria of success.

After the students were given the post-test, the scores from both tests were compared as a way to learn whether and to what extent the vocabulary acquisition techniques impacted on their vocabulary competences as well as to find out the significant differences. To examine whether the instruction affected the students' proficiency, pre-and post-scores were taken to analyzed. Moreover, in an attempt to learn what the students thought about and how they viewed the in-class vocabulary activities, they were asked to answer a questionnaire after the post-test. The questionnaire aimed at finding out their opinions about the learning process, activities, and advantages.

RESULT

The findings of classroom action research from the test and questionnaire were analyzed by statistical packages for the social sciences (SPSS). An analysis was done for frequency, percentage and mean scores. The finding consisted of student's vocabulary in using reading local folktales stories in cycle I and cycle II. The results were used to answer the research questions.

Research Question 1: to what extent did the reading local folktales contribute to the students' improvement of their vocabulary knowledge?

Table 1 show that the mean score of the posttest was higher than that of the pretest and D-Test. It clearly illustrates that the various techniques (reading local folktales stories) of vocabulary acquisition studied in class proved rather effective. Calculating of the result of the students' evaluation test, the researcher can describe the student's vocabulary as follows:

Table 1: Means of the D-test, Cycle I and Cycle II of the students Vocabulary development

Test	N	Mean	S.D.
D-Test	30	55.07	5.37
Cycle I	30	65.36	5.54
Cycle II	30	82.21	5.43

In order to find out how much of students improved significantly in their vocabulary ability, the results indicate that the

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mean scores of the test were obviously higher than those obtained from the test (see Table 1). The differences of the mean scores of the D-Test-, cycle I-, and cycle II proficiency was 55.07, 65.36, and 82.21 respectively. The test results also suggested a statistically significant difference between the pre-test (cycle I) and post-test (cycle II) scores. This indicates that the student made good progress in English vocabulary ability after they were taught by these techniques for eight weeks.

The result of the reflection in the cycle II was shown that after implementing the cycle II, there was the significant improvement from the cycle I to the cycle II, the students could improve their vocabulary by using local folktales stories that was done in the cycle II. This results indicate that the indicator in

vocabulary could be achieved the successful minimal criteria (KKM) is 65; it means that the researcher did not requirement to do next cycle.

Research Question 2: Students' attitudes towards the instruction of vocabulary learning techniques through reading local folktales stories

The second research question aimed at investigating the students' attitude towards reading local folktales stories on vocabulary mastery. Table 2 represents the result in term of students' learning process, students' activities and advantages folktales stories in teaching learning process.

Table 2: Students' attitude concerning reading local folktales stories

No.	Statement	strongly agree	agree	Unsure	disagree	strongly disagree	Mean	SD
	Learning Process							
1	Folktale makes learning enjoyable, fun and attractive.	(14) 46.67	(15) 50.00	(1) 3.33	0	0	4.43	.57
2	Folktale provides opportunities for pleasing in normal repetitions of new vocabulary.	(11) 36.67	(14) 46.67	(5) 16.67	0	0	4.20	.71
3	Folktale provides meaningful, authentic comprehensible input.	(9) 30.00	(17) 56.67	(4) 13.33	0	0	4.17	.65
4	The volume of content was proportional the time to learn	(7) 23.33	(22) 73.33	(1) 3.33	0	0	4.13	.73
	Activities							
5	The presentation stage offered explanations and examples were clear and easy to understand.	(11) 36.67	(14) 46.67	(4) 13.33	(1) 3.33	0	4.17	.79
6	The task gave me enough knowledge to do the activities.	(7) 23.33	(19) 63.33	(4) 13.33	0	0	4.10	.61
7	The motivation phase enabled me to learn vocabulary and understanding local culture.	(9) 30.00	(18) 60.00	(2) 6.33	(1) 3.33	0	4.17	.70
	Advantages							
8	Folktale stories techniques delivers a good source of cultural information.	(10) 33.33	(18) 60.00	(2) 6.67	0	0	4.27	.58
9	Folktales stories techniques realized me the necessity of words and practice.	(14) 46.67	(12) 40.00	(4) 13.33	0	0	4.33	.71
10	The folktales stories techniques offered variety in learning vocabulary	(9) 30.00	(20) 66.67	(1) 3.33	0	0	4.27	.52

Mean levels: 1.00-1.49 = very negative; 1.50-2.49 = negative; 2.50-3.49 = moderate; 3.50-4.49 = positive; 4.50-5.00= very positive

In relation to the results of the study, table 2 shows opinions of the 30 first-year students, attitude towards the local folktales stories techniques of vocabulary mastery. The students' statements agreed with the most

were no. 1 with the mean score of 4.43 (Folktale makes learning enjoyable, fun and attractive.), followed by no.9 with the mean score of 4.33 (Folktales stories techniques realized me the necessity of words and practice). The third was no. 8 (Folktale stories

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techniques delivers a good source of cultural information) and no. 10 (The folktales stories techniques offered variety in learning vocabulary) with the same mean score of 4.27. Statement no. 6 was agreed with the least; with the mean score of 4.10 (the task gave me enough knowledge to learn the activities). What is mostly seen from the table is that very few students (only 2) disagree with the items at all, and not one item that strongly disagree with.

DISCUSSION

In this article the student's vocabulary achievement through interactive reading local folktales stories of EFL Indonesian learners was examined. The interest survey conducted the following the test revealed that folktales were among the top choices of the subject for reading interactive material. This finding seems to be in accordance with information provided by Smith (1962). Smith found humor-fantasy and fairy tales to rank first, and fifth, respectively. Students choose fairy tales more than any other topic when selecting their library books.

The authors suggest even though students show an interest in a particular topic; interest alone might not be strong enough to encourage them to search for materials on that topic. Since students' reading habits may sometimes be limited by the availability of certain topics in books, further study is needed to determine the relationship between actual reading habits of the students and their interests. It would be interesting to observe what reading materials are chosen by subjects when they have an opportunity to choose freely their pleasure reading materials, (Ellen & Renuka, 1984).

This study included a variety of folklore, such as fables, myths, legend and oral tales, enabling the instructor to cover different theme literature. Some of the themes discussed were death, good versus evil, jealousy, sibling rivalry, poverty, love, hate, and other aspects of human nature. The folktales also allowed the students to study different cultures, settings, and customs. Some of the written tales were told using the dialect native to a particular area. This enabled the students to experience the sounds and structure of language not usually found in their everyday reading lessons. These activities further support Bettelheim's study (1977) in which he resists that folklore allows children, as well as adults, to experience richness of language, imagery, settings, and situations which help them to deal with reality.

This study focused on the use of folktale in the reading interactive program during reading instruction. It would have been interesting to see the effect of the use of folktales in other areas of the curriculum, such as social studies, art and music. Further investigation aimed at measuring the effects of the use of folktales in other areas of instruction would provide useful information to see if folktales results in any gains in these areas. Based upon the evidence found in this and previous studies, it seems logical that folklore should be an integral part of second grade reading instruction. Teachers also can periodically survey the interests of their students and have materials available in the classroom which reflect those interests.

The present study gives evidence that a folktale does make a significant difference in vocabulary development. However, only weekly half-hour sessions of instruction were arranged for the students for the two-month period of this study. To further confirm the results obtained in this study, additional research needs to be done with a larger cross-sectional population where subjects can become acquainted with a greater variety of folklore over a longer instructional period.

CONCLUSION

The present study was designed to investigate the effect of local folktales stories strategy on vocabulary development of Indonesian EFL learners. The research was conducted with 30 students of senior high

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school in SMU Muhammadiyah Kalosi, Enrekang-South Sulawesi, Indonesia at intermediate level. The participants' vocabulary learning performance were collected and measured based on the established criteria. The impact of reading local folktales strategy instruction on the vocabulary learning was determined through comparing the participants' performance in D-test, the cycle I test and the test of the cycle II, and also questionnaire after the cycle II. The findings of the previous researchers lend support to the effectiveness of reading local folktales strategy instruction in improving learners' vocabulary learning. The findings of the present study also argue that there is close association between vocabulary learning, deep processing, cognitive engagement, and better retention. Furthermore, this study supports the claim of the depth of processing hypothesis in that the more deeply you process information, the better it is retained. In other words, the deeper the level of processing on an item, the more likely it is remembered (Zahedi & Mortaza, 2012). Moreover, positive opinions on the instruction of in class useful techniques were given by the subject. Summat (2009) who found that the participant had positive attitude towards the use of tasks based learning activities to improve the students' vocabulary learning and were confident that they could read and pronounce the target vocabulary after learning by themselves.

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The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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