A STUDY FABLE IN PAIR-WORK ON ELT LEARNERS' ENGLISH VOCABULARY ACHIEVEMENT

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Article Info

ABSTRACT

The purpose of this study was to determine whether teaching students fables in pairs of students during their second year of MA Nurul As'adiyah Callacu improved their vocabulary achievement. A pre-experimental methodology was used in this study's research in order to meet its goal. The academic year 2020–2021 was when the population was in its second year under MA Nurul As'adiyah Callacu. Purposive sampling was employed to obtain the sample. There were 17 students in the class that was selected from the X-A class with the most samples. According to the data analysis's findings, students' post-test mean scores (52.52) were higher than their pretest mean scores (32.23), and (52.52 – 32.23) was the gain score (20.29). The researcher used t-test statistical analysis for paired samples. The analysis of the data revealed that the null hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted since the significance of the t value (0.000) was larger than the level of significance (0.05) and the degree of freedom (df) = 16. It can be inferred that using a fable in pair work can help students learn more vocabulary.

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1. INTRODUCTION

Learning vocabulary is the most crucial aspect of learning English. It is crucial to teach students vocabulary in order to help them develop their language skills (Helman & Burns, 2008; Tran, 2020). Lack of vocabulary prevents students from participating in group conversations, understanding what is being said, or understanding what is being written if they are reading. The school-level curriculum states that senior high school students must write at least 4000 words (Mistar, 2005; Aziez & Aziez, 2018; Inayatillah, 2019).

Since the vast majority of meaning in a language is conveyed through vocabulary, it is obviously a very essential component and should be considered in the teaching of second and foreign languages (Munawir et al., 2022), although it is not the sole means of meaning transmission. Vocabulary is the collection of words that students use and comprehend, and it is more precisely predictive and reflective of high levels of reading achievement (August et al., 2005; Brooks et al., 2021; Hasbi et al., 2022). Students must be literate in vocabulary and comprehend word meanings (Amiruddin & Razaq, 2022).

The amount of vocabulary students possess affects their language proficiency. Students that have a wide vocabulary are better able to communicate their thoughts

clearly (Renandya et al., 2018; Hao et al., 2019; Wang & Chen, 2020). Without a broad vocabulary, children will repeat a subject or text, which makes it impossible for them to understand the passages and questions. A large vocabulary is also necessary for reading comprehension. More than that, the students' reasons for acquiring vocabulary vary. Some students may be more motivated than others to study the language (Nation, 2008; Macaro & Lee, 2013). When teaching their students, the majority of teachers likewise struggle with how to inspire them to learn English vocabulary. Teachers must make the learning process engaging in order to encourage students to learn English vocabulary (Alemi et al., 2015; Indriati, 2016; Salem, 2017; Elaish et al., 2019).

There are numerous techniques to make learning enjoyable. One of them is reading aloud while using narrative text in a pair-work project since doing so can help students utilize more of their imagination while picturing the scene, the setting, and the characters in the story. Writing that tells a tale and, in doing so, entertains or instructs the reader is referred to as narrative (Romdoni, 2020; Clinton et al., 2020; Febyanti & Sari, 2022). A narrative is a sort of text that aims to entertain while simultaneously dealing with real-world and imagined experiences in various ways (Romdoni, 2020). Narratives also deal with problematic situations that result in crises or other turning points before being resolved (Clinton et al., 2020; Febyanti & Sari, 2022).

There are many different kinds of narratives, and fables will be used in a pair-work project in class. A fable is a short story with a moral that frequently has animals as the main characters (Murray, 2013; Jufri, 2018; Novasyari, 2019; Romdoni, 2020). Moreover, a fable is a short story that is passed down orally and features animal characters who have human traits and instructs readers with a moral or lesson (Jufri, 2018; Park, 2022; Misquitta et al., 2022). Because pair-work is one of the methods for inspiring students to learn English, it will be used as a teaching tactic. Working in pairs will boost the chances for students to use English in class. Sometimes there are too many students for students to spend much time using English in class, but with pair work, students will have more opportunities to discuss the material with their partner and use English (Achmad & Yusuf, 2014; Yulitrinisya & Narius, 2018; Kopinska & Azkarai, 2020). Common classroom practice is pair work, which involves pairing up the entire class and working together to solve a problem. Pair work should be a feature of every class because it not only gives students a chance to learn from one another but also promotes the active use of English as they negotiate exercises together (Awalyah et al., 2021).

Literature Review

Why is vocabulary learning necessary? A language's vocabulary is undoubtedly a crucial component, and students should be made aware of this (Helman & Burns, 2008; Hao et al., 2019). This is because there is a general inclination to overemphasize grammar or functions, according to experience. A student's vocabulary is the total number of words that they use and comprehend, and according to Tran (2020), a large vocabulary is more particularly predictive and reflective of high levels of reading achievement. The average language student places great attention on vocabulary because it is at the heart of language (Aziez & Aziez, 2018). Additionally, according to

Wang & Chen (2020), vocabulary learning is the foundation of both learning a language and using it. In actuality, it is what gives a language its soul. Speakers of a language cannot convey meaning or interact with one another without vocabulary (Inayatillah, 2019; Renandya et al., 2018). The justification above leads us to the conclusion that studying vocabulary is crucial since it is the foundation of language and a lack of vocabulary will prevent meaningful communication. Moreover, one of the fundamental parts of communication is vocabulary. Additionally crucial to the acquisition process is vocabulary. Acquirers won't be able to participate in the discussion if the keywords used to address them are unfamiliar to them. Likewise, narrative text is a research area of interest.

Any writing you read or produce is a form of text (Clinton et al., 2020). There are eight main sorts of text that you will encounter in the classroom. The text types, he added, include narrative, recount, discussion, process, reaction, explanation, description, and exposition (Brisk, 2014). In this study, narrative text was employed as a text for the reading exercise. Narrative texts are those that are arranged in chronological or time sequence (Handayani et al., 2020). This indicates that the paragraphs are structured such that the reader may comprehend the writer's thoughts. Setting, storyline, conclusion, or story ending are some of the common elements that have been identified as being present in all narratives (Hiebert & Cervetti, 2012; Pardosi et al., 2019). The vocabulary and guidelines for use are frequently referred to as the narrative story grammar.

The most effective method for determining the meaning of events and the social and cultural creation of reality is through narrative (Hiebert & Cervetti, 2012). All narratives are accounts of a particular historical event, and they share a few characteristics. They lived happily ever after at the conclusion of a narrative that described past events. Additionally, storytelling encompasses a staggering array of genres. The narrative is present in myth, legend, fable, tale, novella, epic, history, tragedy, drama, comedy, mime, painting, stained glass windows, cinema, comics, news items, conversation, and is capable of being carried by articulated language, whether spoken or written, fixed or moving images, gestures, or the ordered combination of all these things. Additionally, pair work is a different sub-theme in this research.

Pair work often benefits students by encouraging them to speak and interact with their peers, which improves collaboration and enables teachers to keep track of their development (Baleghizadeh, 2010; Storch, 2017). It boosts student confidence in the learning process and gives them far more opportunities to speak. Working in pairs is a fantastic way to practice model dialogues, play games like a battleship, verify vocabulary, and finish homework (Kopinska & Azkarai, 2020; Awalyah et al., 2021). Additionally, working in pairs allows for plenty of speaking time for individual students. Students frequently feel more confident when working together than when performing exercises alone (Storch, 2017). Students will be more motivated if they are in competition with their partners.

It is beneficial for the students to communicate with one another in English and to collaborate occasionally rather than working alone. Every session should include pair

work since it not only gives students the chance to learn from one another but also promotes the active use of English as they collaborate on exercises.

2. METHOD

This study attempts to use a pre-experimental pre-test and post-test design with one group (McDonough & McDonough, 2014; Stockemer et al., 2019; Roni et al., 2020). The students took a pre-test, then received treatment from the researcher, and lastly took a post-test. The design is schematically represented as follows in Figure 1:
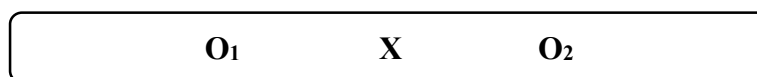
$$O_1 \qquad X \qquad O_2$$

Figure 1. Design Experimental

Description:

> O_1 : Pre-test
> X : Experiment
> O_2 : Pos-ttest

The researcher employed a vocabulary test with a total of 35 items, including 10 multiple-choice questions, 10 matching questions, 5-word jumbles, and 10 fill-in-the-blank questions. This information was used to determine the student's progress in learning English vocabulary. The researcher employed a few narrative materials to help with reading comprehension throughout the treatment. Inferential and descriptive data analysis were both used in this study.

3. RESULTS AND DISCUSSION

Finding out whether or not employing fables in pair work improves students' vocabulary achievement was the main goal of this study. The following results are presented and summarized based on the data analysis findings. The frequency and rate percentage as well as the classification of the students' pre-test and post-test results are shown in this section and can be found in Table 1.

Table 1. The Frequency and Rate Percentage Students' Pre-Test and Post-Test

No	Item	Score	Pre-test		Post-test	
			F	%	F	%
1	Very Good	86-100	0	0	0	0
2	Good	71-85	0	0	1	05.08
3	Fair	56-70	1	05.08	4	23.05
4	Poor	41-55	4	23.05	11	64.07.00
5	Very Poor	<40	12	70.05.00	1	05.08
	Total		17	100	17	100
	Mean score		32.23.00		52.52.00	

No	Item	Score	Pre-test		Post-test	
			F	%	F	%
	Gain Score				20.29	
	Standard deviation		13.19		0,386805556	

The frequency and rate percentage of the students' pre-test and post-test scores are displayed in Table 1 above. From the Table 1, it can be seen that none of the students received a very excellent or good pre-test score and that just one student (5.7%) out of seventeen had a fair score, four (23.5%) received a terrible score, and twelve (70,5%) received a very poor score. This investigation led to the conclusion that some MA Nurul As'adiyah Callacu second-year students had language issues during the academic year 2020–2021.

After the researcher used a fable in pair-work instruction, the student's vocabulary scores increased. The students' post-test results in the table above show that they have increased their vocabulary proficiency. Only one (5.8%) student out of seventeen received an excellent grade, four (23.5%) received a medium grade, eleven (64.7%) received a poor grade, and only one (5.8%) received a very poor grade. It is possible to determine whether there was an improvement in the students' mean score following treatment based on the study of their pre-test and post-test results.

Additionally, the average score on the pre-test and post-test for the students was 32.23, both of which were considered to be in very bad condition. The gain score was 20.29, which indicates that the students' post-test mean score was higher than their pre-test mean. Whereas the pre-test standard deviation was 13.19 as well as the post-test standard deviation was 8.77.

Inferential statistical analysis is used to determine whether or not the difference between students' mean scores on the pre-test and post-test was statistically significant as well as to determine the response to the research question. The criteria for testing state that H0 is accepted and H1 is rejected if the probability value or p-value is > α (significance level α = 0.05), whereas H1 is accepted and H0 is rejected if the probability value or p-value is (significance level α = 0.05). Table 2 below displays the t-test calculation's findings.

Table 2. Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-20.29412	7.15686	1.73579	-23.97383	-16.61440	-11.692	16	0.000

The examination of the t-test performed using SPSS version 22 in Table 2 above revealed that the sig. (2-tailed) value was 0.000 < 0.05, rejecting H0 and accepting H1. This indicates a substantial difference between the student's pre-test and post-test means after receiving the fable in pair-work treatments. The study's findings corroborate and are pertinent to a number of earlier research, including Murray (2013); Jufri (2018); Yulitrinisya & Narius (2018); Rahmawati et al. (2019); Romdoni (2020); Kopinska & Azkarai (2020); Awalyah et al. (2021); Nippold & Marr (2022); Misquitta et al. (2022).

4. CONCLUSION

This study sought to ascertain whether teaching students stories in pairs during their second year of MA Nurul As'adiyah Callacu benefited their vocabulary performance. Accordingly, the researcher draws the conclusion that adopting a fable in pair-work could improve vocabulary accomplishment in MA Nurul As'adiyah Callacu students' second year of study. The vocabulary of the students before and after the treatment differs significantly. Since the significance of the t-value (0.000) was more than the level of significance, the data analysis showed that the null hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted (0.05).

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