

The Use of Banten Folklore and Vocabulary Mastery on The Students' Narrative Text Writing Skill

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Abstract

The purpose of this study was to determine the influence of Banten folklore and vocabulary mastery on students' ability to write narrative texts. This quasi-experimental research used a two-by-two non-equivalent control group design with a factorial layout in four parallel classes, namely class XI IPS 1, XI IPS 2, XI IPS 3, XI IPS 4, and XI IPS 5. Pretest and posttest activities were used to collect data on learning outcomes. The sample consists of 80 students chosen at random according to the condition and purpose of the study. The findings indicate a substantial difference between the experimental and control groups on the posttest. The FO value is 5.225, and the Sig. value is $0.025 < 0.05$. As a result, it demonstrates that the null hypothesis was rejected while the research hypothesis was supported. This also implies a distinction between the interaction impact of Banten folklore and vocabulary knowledge on students' ability to write narrative texts.

Keywords

Banten folklore
Vocabulary mastery
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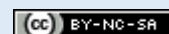
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Introduction

Writing is a critical talent for conveying information to authors and readers (Rakhmawati et al., 2017). To ascertain EFL students' competency in English composition, the author examines the works of students in class XI IPS MAN 1 Serang Regency. English writing skills are also critical activities that take place in schools and institutions. Writing is one of the language abilities that are taught throughout the English teaching and learning process. Beginning in elementary school and continuing through college, the instructor assigns the work of composition (Wulandari, 2021). According to the writer's observations of students' work and attitudes, the challenges were caused by a variety of causes, including students' lack of enthusiasm in writing English, notably writing talent. The issues may be identified by the students' work, which demonstrates their low vocabulary and grammatical skills. It has been proven that teaching vocabulary and grammar is difficult. Students often encounter barriers to learning English due to lack of prior knowledge, use of incorrect words, and inability to construct grammatically correct sentences. The teacher must spend a lot of time repeating the same explanation so that students can understand the subject being taught (Syafrizal et al., 2021). From the teacher's perspective, the teacher does not successfully teach writing narrative text since the teacher only describes the structure of the sentences in the text; for example, the teacher merely teaches the usage of simple past tense in narrative text phrases. Additionally, the instructor does not provide sufficient time for pupils to compose narrative texts in class, resulting in students seldom practicing writing narrative texts. As a consequence, pupils lack an understanding of how to produce a narrative text and are disinclined to compose one (Siregar & Al Hafizh, 2013).

The writer is interested in narrative texts since they are one of the types of texts that students study in English classes. Students may use narrative writing to express their views and creativity about tales. The outcome of this study is the students' own narratives, which demonstrate their comprehension of the narrative text and their writing competence. The author thought using Banten folklore as a suitable medium for students to practice writing effective narrative texts. Reading, comprehending concepts, evaluating story grammar, and creating Banten folk tales, particularly Banten Baduy folklore, are class activities. A folklore may be utilized in the classroom as teaching materials since Indonesian folklore includes culture that must be maintained. Students are supposed to develop an affinity for reading and an interest in the Indonesian culture as a result of their exposure to folklore (Sinamo et al., 2021). Folklore has had a significant influence on the development of the younger generation in terms of recognizing the positive values of their forefathers and mothers. As a result, the good values were well-maintained and practiced for the sake of living in peace (Rahim, 2014). The writer was drawn to this tale because it is one of several from Banten that enriches the writer's language and has moral worth. The English instructor in the classroom assigned pupils to read and identify the book's main concepts, examine the grammar in the tales, and compose their own narrative text.

According to the 2013 Indonesian senior high school curriculum, there are five texts that students must master: descriptive text, procedure text, report text, recount text, and narrative text. Among the texts that students must learn, a narrative text is one that is intended to amuse. The term "narrative text" refers to any text that tells a tale. It is oriented, complicated, and resolved. The emphasis will be on people who face difficulties, challenges, or experiences, and the story will conclude with the resolution of those difficulties. This sort of prose draws readers into a fictitious experience. As a result, writers must be able to captivate their readers with their writing (Nisa & Al-Hafizh, 2014). Students may encounter challenges and get perplexed as to how to write their notion. One of the difficulties students have while writing narrative prose is a lack of vocabulary. According to Schumm (2006), narratives usually use commonplace languages. Additionally, language plays a critical function in the construction of an effective paragraph. By using suitable language, the writer will be able to convey their thoughts, views, and even disagreements effectively. Vocabulary is one of the linguistic factors that are considered important for language proficiency. According to a linguistic research, vocabulary is more essential than structure since words are the primary means of conveying ideas (Suryadi et al., 2020). Students are expected to be able to compose narrative texts once they have mastered vocabulary. Based on the above

conditions, teachers are required to choose the teaching media that best suits students' preferences. By using the most appropriate media, it is hoped that students can learn as well as possible, so that successful teaching and learning objectives can be achieved. Teachers must also be able to recognize and understand how their students learn. Understanding how students learn can help teachers to find the right media to use in the classroom, so that more effective teaching media can be carried out. In writing skills, there are several teaching media that can be applied by teachers. Teaching English involves four language skills, namely listening, reading, writing, and speaking. Specifically, the four language skills are grouped into two parts, namely; the first are productive skills such as writing and speaking. Second, receptive skills such as reading and listening. Then the aspects that support the four language skills above such as grammar, vocabulary, spelling and pronunciation are also taught in the teaching and learning process of English. Teachers and students must be engaged in this scenario, particularly in the teaching and learning processes, to ensure that the class runs successfully and efficiently. The instructional medium must be capable of engaging pupils in the teaching and learning process.

In order to bolster the study on folklore's application, the author cites many studies undertaken by a variety of researchers. Rakhmawati et al. (2017) was the first to demonstrate how West Kalimantan folklore may dramatically increase students' ability to write narrative prose. The majority of students enjoyed writing it since the tale was simpler to comprehend and the students were already familiar with the narrative text about "The Legend of Ruai Bird," a piece of Sambas folklore. Following that, according to Nisa & Al-Hafizh (2014), comic creators are one kind of media that may be utilized to stimulate students' writing abilities while they are studying English. Utilizing comic creators as a vehicle for teaching writing skills can assist students in developing their ability to write narrative tales imaginatively. These studies use a variety of diverse topics, methodology, and collecting data methods. For instance, Rakhmawati et al. (2017) used XI MIA 1 semester 1 students in senior high schools 2 Pontianak in the 2016/2017 academic year as a research subject, while Nisa & Al-Hafizh (2014) used SMP as a research subject. Additionally, this research will compare Banten folklore media with conventional media commonly used by teachers to teach writing narrative texts.

The objective of this study is to ascertain the following: 1) The effect of the interaction of Banten folklore and vocabulary mastery on the students' writing skill narrative texts. 2) Banten folklore's effect on the students' writing skill narrative texts. 3) The effect of vocabulary mastery on the students' writing skill narrative texts. While the study hypotheses are as follows: 1) Banten folklore interaction and vocabulary mastery have no impact on the students' writing skill narrative texts, 2) Banten folklore and vocabulary mastery have an effect on the students' writing skill narrative texts. 2) Banten folklore has no effect on the students' writing skill narrative texts and has no effect on the students' writing skill narrative texts. 3) Vocabulary mastery has no effect on the students' writing skill narrative texts and has an effect on the students' writing skill narrative texts.

Method

This study used a quantitative approach, testing hypotheses to establish causal correlations between variables (Degeng, 2000). The study design is a factorial design, which is a version of the between-group design in which two or more treatment variables are used to examine the independent variables and their concurrent influence on a result (Creswell, 2010). According to Tuckman, as cited by (Suryadi et al., 2020), a factorial design is a framework for research that includes independent variables, mode variables, and dependent variables and in which the size of the analysis of variance is equal to the number of independent and moderator variables. Other experts assert that this research is likewise a factorial design in a non-equivalent control group design, more precisely a 2 x 2 factorial design (Degeng, 2000). The research subjects are all students enrolled in the XI IPS MA Negeri 1 Serang academic year 2021/2022. There are five classes. Each class has 36 students, for a total of 180 students throughout five classes. However, only two classes are employed from the five randomly selected as the sample, namely class XI IPS 1 as an experimental class and class XI IPS 2 as a control class. Both the control and experimental classes include 40 students, and the total number of active students until the activity's conclusion reaches up to 80 students as a study subject.

Table 1. Factorial Design 2 x 2

Vocabulary Mastery	Teaching Media		Σ Rows
	Banten Folklore (A1)	Conventional Media (A2)	
High (B1)	A1B1	A2B1	Σ A1
Low (B2)	A1B2	A2B2	Σ A2
Σ Columns	Σ B1	Σ B2	Σ Total

Note:

A : Teaching Media
 A1 : Banten Folklore
 A2 : Conventional Media
 B : Vocabulary Mastery
 B1 : High
 B2 : Low
 Y : Writing skill narrative texts

A1B1 : The group of students with high vocabulary mastery taught using Banten Folklore.
 A1B2 : The group of students with low vocabulary mastery taught using Banten Folklore.
 A2B1 : The group of students with high vocabulary mastery taught using a conventional media.
 A2B2 : The group of students with low vocabulary mastery taught using a conventional media.

After administering the first test (pre-test), the researcher uses Levene's test to determine homogeneity prior to treatment. The homogeneity of the test is used to determine the population's version of the normal distribution. The homogeneity of the test is determined using Levene's test. If significance = 0.05, research data taken from a homogeneous population are deemed sufficient. If $F_{\text{observed}} < F_{\text{table}}$ is true. It is possible to infer that data is homogenous or not.

The treatment aims to determine if the use of Banten folklore can aid students in understanding English vocabulary and in developing their writing skill narrative texts in English. The treatment is repeated eight times with the same time allocation for each meeting for the control class and the experiment class, which is three times 50 minutes or 150 minutes and begins every Monday at 09.50-12.20 for the experimental class and every Tuesday at 9:50 a.m. - 12.20 for the control class. The Lesson Plan specifies the instructional materials (RPP). The study employs vocabulary and writing narrative exams. The first and final meetings include vocabulary and writing assessments. Students are required to respond to 40 questions on the vocabulary examinations. The writing exam is used to determine a student's ability to write narrative text in English before to and during treatment for the learning process.

This research included six stages. The first step is to define the population and choose a representative sample. The second stage is to choose and organize the material that will be provided as a pretest, which the students will subsequently complete. In the third phase, a pre-test is required to ascertain students' vocabulary and narrative text writing abilities. Following that, the fourth procedure is to provide treatment. In the experimental class, students are provided narrative text material including Banten folklore media. Meanwhile, the control group received instruction on how to write narrative prose using traditional media. The sixth procedure is the posttest. The last step is to analyze the data. The researcher graded the students' final assignments using the findings of their pretest and posttest. The researcher next assessed the results by comparing them to two other kinds of tests. After examining the research data to ascertain the difference in average score between two independent variables, the two-way analysis of variance is used to test the research hypothesis (ANOVA).

Results

The researchers ran a pretest and posttest to ascertain the impact of the interaction of Banten folklore and vocabulary mastery on students' narrative text writing abilities. The researcher collected data and evaluated it using SPSS by comparing the pretest and posttest.

Table 2. Description of Statistic according to Design of the Research

Vocabulary mastery (B)	Teaching Media (A)		Total
	Banten Folklore (A ₁)	Conventional Media (A ₂)	
High (B1)	n = 20 \bar{X} = 86.70 s = 6.250	n = 20 \bar{X} = 73.55 s = 8.351	n = 40 \bar{X} = 77.62 s = 13.896
Low (B2)	n = 20 \bar{X} = 68.55 s = 13.563	n = 20 \bar{X} = 65.40 s = 9.489	n = 40 \bar{X} = 69.48 s = 9.740
Total	n = 40 \bar{X} = 77.63 s = 19.82	n = 40 \bar{X} = 69.47 s = 17.84	n = 80 \bar{X} = 73.55 s = 23.64

Table 3. Levene's Test

Levene's Test of Equality of Error Variances ^a				
Dependent Variable: Narrative text writing skill				
F	df1	df2	Sig.	
1,148	3	76	,335	

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + A + B + A * B

Table 4. The test of ANOVA 2 ways

Tests of Between-Subjects Effects					
Dependent Variable: Narrative text writing skill					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	5286,900 ^a	3	1762,300	18,416	,000
Intercept	432768,200	1	432768,200	4522,320	,000
A	1328,450	1	1328,450	13,882	,000
B	3458,450	1	3458,450	36,140	,000
A * B	500,000	1	500,000	5,225	,025
Error	7272,900	76	95,696		
Total	445328,000	80			
Corrected Total	12559,800	79			

a. R Squared = ,421 (Adjusted R Squared = ,398)

Discussion

According to the findings in Table 2, there was a statistically significant difference in the vocabulary of students taught in Banten folklore. Banten folklore was an efficient medium for increasing students' vocabularies. The difference in average test results between class XI IPS 1 and class XI IPS 2 after and before treatment demonstrates this. Students in class XI IPS 1 had an average score of 68.55 before to treatment and an average score of 86.70 after treatment. The average score of students in class XI IPS 2 was 65.40 before to treatment and 73.55 after treatment. This demonstrates that teaching vocabulary via Banten folklore was better than teaching vocabulary through traditional media. Folklore is often seen as a mirror that reflects the people's cultures and moral ideals. Numerous research have been undertaken on the cultural qualities of various nations' folklore (Sembiring et al., 2021).

On the basis of the facts in Table 4. As shown by the Fo value of 5.225 and Sig of 0.025 < 0.05, it may be utilized to answer the first and second study questions concerning the impact of Banten folklore interaction and vocabulary mastery on students' narrative text writing abilities. Thus, the null hypothesis is rejected, but the research hypothesis is accepted. This demonstrates that the interplay of Banten folklore and vocabulary mastery has a differential influence on student' ability to write narrative texts. Writing ability is characterized as a

necessary talent for students to grasp both academically and in their career and personal lives (Swandi & Netto-Shek, 2017). Additionally, mastering the art of writing will present us with other benefits. Unfortunately, despite the fact that writing is a critical skill to learn and one of the communication activities, it has been overlooked in comparison to other English abilities, and many students are uninterested, since writing is seen as a complicated and difficult talent to master (Hidayati & Widiati, 2019). A narrative text is one that recounts an incident or series of events in such a way that the reader feels as though they observed or experienced the events. The author of narrative text prioritizes the plot by presenting events consecutively or chronologically, allowing the reader to experience the events firsthand (Fansury et al., 2018).

The second study question was to ascertain the influence of Banten folklore on students' ability to write narrative texts. The researcher examined the data by comparing the pretest and posttest scores of experimental and control class pupils. The usage of Banten folklore had a substantial influence on students' narrative text writing abilities, indicating that students were able to increase their capacity to produce English narrative texts by using Banten folklore as a medium for learning to write narrative texts. It is established by the F_0 of 13,882 and the Sig of $0,000 < 0,005$. The media helps kids enhance their language mastering abilities. The findings of the study data analysis on the influence of students' vocabulary mastery on students' narrative text writing abilities indicate that students' vocabulary mastery rises when Banten folklore media are used. Thus, the null hypothesis is rejected, but the research hypothesis is accepted. This demonstrates that there are distinctions in the way Banten folklore media are used. To emphasize that writing ability is a very complicated linguistic skill and one of the cognitive activities in which the writer must concurrently regulate a large number of factors (Widiati & Cahyono, 2001). Teaching narratives needs instructors to be creative and to draw students' attention to the topics being taught and the language skills being developed (Farida & Sofwan, 2012). Additionally, narrative language paints an image of the world (fictitious) entirely via the people (actors) in the text. In this instance, the word "global face" alluded to a wealth of information conveyed via the tale telling. The narrative text's readers get complete illustration and narrative arrangement (Hendratno, 2017).

The third study question is to ascertain the influence of vocabulary mastery on students' ability to write narrative texts. The influence of vocabulary mastery on students' ability to write narrative texts was strong. It was created using a F_0 of 36.140 and a Sig of $0.000 < 0.05$. This indicates that the null hypothesis has been discarded and the research hypothesis has been accepted. This also implies that language competence has an influence on the ability to write narrative texts. According to the Indonesian curriculum, English is taught as a foreign language. Indonesian students begin learning English in primary school, but only as a supplement to their native language until they reach the university level. Students, teachers, materials authors, and academics can all agree on one thing: vocabulary acquisition is a necessary component of studying a second language (Schmitt, 2008). Students must learn four fundamental abilities throughout their time in school: listening, speaking, writing, and reading (Syafitri et al., 2021). Teaching students to write narrative texts is tough because students struggle with sentence structure and concept expression in their writing abilities (Mardiyah et al., 2019). Writing is one of the four essential language skills that students must excel in (Fansury et al., 2018). Writing is a challenging talent for certain students, and its procedures imply the unification of thoughts from beginning to conclusion, which is advantageous for rookie writers. Because writing involves several processes, it is not just dependent on logic that elicits a new imagination. Additionally, the writing procedures need critical thinking in order to build the concept (Muchtar et al., 2020).

Conclusion

The following conclusions may be drawn from the study on the impact of Banten folklore and vocabulary proficiency on students' ability to write narrative texts. (1) There was a substantial difference between pupils learning via Banten folklore and those learning through traditional media in terms of vocabulary acquisition. Those taught via Banten folklore have a greater ability to grasp the vocabulary than students taught through mainstream media. (2) Students with a high level of vocabulary mastery demonstrate a substantial difference in their ability to create narrative prose in English when compared to students with a low level of vocabulary mastery, both of whom were taught using Banten folklore and mainstream media. (3) Significant interaction effects between Banten folklore and vocabulary competence on students' ability to write narrative texts were observed. Thus, it can be shown that consuming Banten folklore media improves vocabulary acquisition and has a substantial influence on students' ability to write narrative texts.

The researcher proposes doing further study on local knowledge in order to familiarize pupils with it while learning English. Local wisdom has ramifications for research. English education benefits students by exposing them to indigenous wisdom and the culture of the Indonesian country; also, it makes it simpler for students to digest how to write English via indigenous wisdom resources in Indonesia.

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