

TEACHING READING COMPREHENSION USING FAIRY TALE AT THE SECOND GRADE OF SMPN

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Abstract

Penelitian ini bertujuan untuk (1) menemukan apakah mengajar menggunakan *fairy tale* dapat meningkatkan pemahaman membaca siswa, dan (2) meneliti aspek membaca yang paling mengalami peningkatan. Subjek dalam penelitian ini adalah siswa SMP Negeri yang mana terdiri dari 35 siswa kelas VIII B. *One-group pre test post test* design merupakan alat pengelompokan data yang digunakan untuk menganalisis signifikan perbedaan. Hasil penelitian ini menunjukkan bahwa rata – rata pre test adalah 53.04 sedangkan rata-rata post test 68.08, Dengan nilai signifikan ($p=0.000$, $p<0.05$). Ini menunjukkan bahwa hipotesis kerja diterima. Ide pokok adalah aspek membaca yang mengalami peningkatan tertinggi. Oleh karena itu, *fairy tale* bisa digunakan dan disarankan sebagai materi utamanya keterampilan membaca untuk mengajar bahasa inggris.

The research is aimed to (1) find out whether teaching using *fairy tale* can increase student's reading comprehension (2) investigate which aspect of reading is mostly increased. The subject of this research was the second grade students of SMPN consisting 35 students in class VIII B. One group pre-test post-test design was used to analyze the significant difference. Based on the result of the research, it can be reported that the mean score of the pre-test is 53.04 while the mean score of post-test is 68.08. The significant (2-tailed) value was ($p=0.000$, $p<0.05$). It showed that the hypothesis was accepted. The main idea was alternative analyzed as the most increase of the five reading aspects. Therefore, *fairy tale* can be applied and recommended as a material to teach English in reading class.

Keywords : aspect of reading, *fairy tale*, main idea, reading comprehension.

INTRODUCTION

Reading is one of the most important language skill that should be mastered by the students. Of the level the students are expected to be good at reading by which the students are able to improve their knowledge. Besides, students activity in learning will be easy if their reading skill is good. Although reading a text has been taught since elementary school, there are many students of SMPN 2 have to interact with the texts while they still do not know what have to be done with the texts. When they want to identify specific information and main idea in a text, they read the whole of the text. They are confused to identify the information of the text. It is difficult for them to answer questions from the text.

According to Afflerbach (2007:12-13), reading is a dynamic and complex process that involves skills, strategies and prior knowledge. Reading is a “social event” and that reading is socially situated. We read using skills and strategies in relation to intellectual and social goals. Definition of reading includes the ideas that we read to construct meaning and that we must use particular skills and strategies to do so.

Over Grabe and Stoller (2001) point out that for many language learners, reading is ranked first among the academic skills that they wish to gain mastery. For students who are learning a second language/foreign language, reading is the most crucial skill to master due to several reasons. First, students can usually perform at a higher level in reading than in any other skills. They can quite accurately understand written materials that they could not discuss orally or in writing with equivalent accuracy or

thoroughness. Such conditions will undoubtedly enhance their motivation to learn.

Second, reading necessitates very minimum requirements.

Based on pre-observation, it was found that most of students of SMPN difficulties in their reading comprehension such as comprehending the text with unfamiliar words, determining inferences and finding main idea of the text. They are confused to identify the information of the text. It is difficult for them to answer question from the text. From the pre-observasion, the researcher found that their minimum completeness criteria results, i.e., below 60, whereas the minimum completeness criteria of English subject in SMPN is 65. In selecting the material, it is better for the teacher to consider which material is the most effective in teaching reading, so that the teaching of reading comprehension will be useful to help the students to comprehend reading materials. This condition happened because the students did not enjoy reading comprehension activity. Teachers usually take reading materials from text books. Consequently the students feel bored because the materials were monotonous and does not stimulate students' imagination. Selecting material is important especially in reading text. Teacher should choose an interesting story such as fairy tale as a material for teaching reading. It makes students give more attention to the lesson and have willing to read the text. This activity can increase the students' reading comprehension and make easier to comprehend the text.

Fairy tales are enjoyable and meaningful (Hanlon, 1999). They stress human experience, history and values. Fairy tales have universal values and plots which add familiarity to students. Fairy tales provide entertainment and futher topics for

discussion. They are fun and short, rich in terms of language yet less grammatically complex and syntactically speaking than many other forms of literature. Fairy tales as part of folklore can be found everywhere in various forms (Danandjaja, 1984 and Greenia, 2007).

Therefore, this article discusses two important issues:

- a. To find out whether there is significant difference of students' reading comprehension achievement before and after being taught using fairy tale .
- b. To investigate which aspect of reading skill that most increased after being taught through fairy tale.

METHOD

This research used One Group Pre-Test Post-Test Design to see the significant difference before and after using fairy tale. Two classes were chosen by the writer, one class as the try out class and the other as the experimental class. The design of the research follows by Hatch and Farhady, (1982:20) you can be complicated below:

T1 X T2

Notes:

T1 : pre-test

T2 : post-test

X : treatment

The researcher checked the students' reading comprehension achievement by giving two reading tests to the students. The reading tests were pre test and post test. The

aim of the pre test was to know the students' basic reading comprehension achievement before treatments. Then, the purpose of the post test was to know the result of the students' reading comprehension achievement after treatment. The instrument was objective test in multiple choice, while the total items of pre test and post test were 30 and each item had four options that were : a, b, c and d.

RESULT AND DISCUSSION

Before the pre-test was conducted, the writer administered a try out test first. It was chosen randomly to analyze the reliability, level of difficulty, and discrimination power to achieve a good instrument for this research. The number of the try out was 40 items that the time allocation was 90 minutes. Those items were in the form of multiple choices, which contained four options of answer for each (A, B, C, and D). After analyzing the data, the writer got 30 items were good and 10 items should be dropped.

To analyze the reliability of the test, the researcher used Split-half technique to estimate the reliability of the test and to measure the coefficient of the reliability between odd and even group, *Pearson Product Moment* formula was used. The result showed that the reliability of the test was 0.97. The purpose of conducting the pre-test was to determine the students' basic reading comprehension before the treatment. The material used was fairy tale. The mean of score pre-test was 53.04. The highest score in was 80; the lowest score was 30; the median was 53.30; and the mode was 53.30. After implementing three treatments by using fairy tale, the post-test were administered to know the students' score. The post-test items used fairy tale as the material of the test. The mean score of the

test was 68.08. The highest score was 86.70; the lowest score was 50; the median was 66.7; and the mode was 63.3.

The aspect being measured was students' skill in reading comprehension, i.e. determining main idea, finding the detail information, references, inference, and understanding vocabulary. Table below provided the students' gain of each aspect in reading comprehension.

Table 1. Increase from Pre-test to Post-test for Each Aspect of Reading Comprehension

No	Aspect of reading comprehension	Total Answered		Increase	Percentage		Increase
		Pre-test	Post-test		Pre-test	Post-test	
1	Identifying main idea	116	158	42	55.23 %	76.66 %	21.43%
2	Finding Supporting Details	149	188	39	60.85 %	78.55 %	17.7%
3	Finding Inference	140	159	19	44.9 %	55.56 %	10.56%
4	Understanding Vocabulary	78	101	23	55.71 %	71.43 %	15.72%
5	Finding Reference	67	95	32	47.85 %	63.21 %	15.36%

Based on the table 17 above, it can be stated that fairy tale increase the students' reading comprehension in all elements of reading comprehension, such as determining the main idea (21.43%), the supporting details (17.70% increased), inferences (10.56%), understanding vocabulary (15.72% increased), and finding reference (15.36%). The aspect which mostly increase is determining the main idea. By using fairy tale, it is easier for the students to find out the main idea of the text because during the learning process in a group, they could quickly discuss and find the main idea. Commonly, they have read in the first sentence and then they can get main idea. It shows from the table above, the main idea is the highest increased.

Inference is the lowest increased from the table above, the researcher assumed that the students unusual in getting the information based on untext, it needs to make a sense of the ideas of the text.

Based on Kustaryo (1998:12) categorizes comprehension into three level, they are literal comprehension level, interpretative comprehension level and critical comprehension level. Table below provided the students' gain of each aspect in reading comprehension.

Table 2.Increase from Pre-test to Post-test for Level of Reading Comprehension

Level of Comprehension	Total Score		Increase	Percentage		Increase
	Pre Test	Post Test		Pre Test	Post Test	
Literal Comprehension	348	458	110	52.32	68.86	16.54%
Interpretative Comprehension	142	183	41	60.82	74.69	13.87%
Critical Comprehension	69	78	9	49.28	55.71	6.43%

Based on the table 18 level of reading comprehension above, it shows that the result of literal comprehension was increased from 348 to 458, in which the increase was 110. In other words, there are of 68.86% subjects of the research answered the question related to with literal comprehension level correctly, in which the increase percentage was 16.54. The total students' correct answer of interpretative who increased from 142 to 183, in which the increase was 41. In other words, there are 74.69% students answered correctly, in which the increase percentage was 13.87%. In critical comprehension, the total students' correct who increased from 69 to 78, in

which the increase was 9. There are 55.71% the students answered the question related to critical comprehension correctly, in which the increase percentage was 6.43%.

Based on the data explained, highest progress was in understanding the literal comprehension level. It happened because, the researcher assumed that the students can easily find out the stated information in the text through fairy tale. From the data above it can be concluded that there is an increase on students' reading comprehension after treatment by using fairy tale as reading material. It means that teaching reading comprehension by using fairy tale as reading material can increase all aspects students' reading comprehension achievement.

Table 3. The Analysis of the Hypothesis Testing

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest	68.0894	35	8.01596	1.672
	Pretest	53.0400	35	11.81545	2.279

Paired samples statistics showed us the summary of the average score and standard deviation from two comparisons (pre-test and post test). Before using fairy tale, the mean score was 53.0400, but after using fairy tale, the mean score was 68.0894.

In the first treatment the teaching learning process was started by the common activity before the class began. The class was opened with greeting that was responded enthusiastically by students, then, it was followed by asking their

condition. After checking the students' attendance list and knowing that the students had been focus, the researcher introduced fairy tale and its procedures to students. At this first treatment, the students were divided into seven groups. Then they sit in a group based on students' grouping.

The students were given a chance to ask questions based on the explanation. But, there was no student asking question. Then, the writer distributed the text about fairy tale entitled "*Legenda Rawa Pening*" to each group. The study investigated the five elements of reading comprehension: determining the main idea, supporting details, references, inferences, and vocabulary of the text. Some questions related to the text. The students were told that they had to discuss the material with their groups, did the assignments, and made sure all members of the group understood the lesson. During the learning process in group discussion, every student discusses in answering the questions.

The researcher controlled the students' activities while they worked in their groups. During this teaching learning process, most of students had not cooperated well yet to share or discuss their opinion. They still needed the researcher to translate some sentences and asked for guiding them answered the questions. Most students seemed to be passive. Meanwhile, there were also students who chose to find out the answer by themselves while some of them enjoy cooperating with the other members in a group. About this matter, the students were addressed to discuss their opinion with their own group. However, some groups could cooperate well as what the researcher's intended.

After working in group, the researcher evaluated the students' findings about the lesson by asking the students to exchange their works to other group while discussing its together. In this first treatment, most students still had difficulty in inferences, reference, and vocabulary. For example the question related with inference number 7 "*What moral value can we learn from the story?*" there are some group didn't answer the question or their answer were not appropriate. For question number 2 "*He could do it very easily*" (paragraph 2). The word **it** in the sentence above refers to...from the questions some groups answered incorrectly.

In the second treatment, the students were given the material entitled "*The Legend of Nyi Roro Kidul*". The students worked in the same groups. Because the class had ever given the same procedures and they thought that the text was more interesting and easier, the teaching learning process ran better than the first treatment. During the teaching learning process, students seemed to pay more attention to the material. They shared their own opinion and discussed the material with their group. In this treatment, students had already been able to determine the main idea and finding supporting details of the text. For example in question number 4 "*What is the main idea of the third paragraph?*" most of group could answer it correctly. It happened because they it was easier in determining the main idea, they only read in early of first paragraph. So, it could help them to answer the question quickly. After the questions had been answered, each group should exchange their work to the other groups.

In the third treatment, the students were commanded to discuss about fairy tale entitled “*The Story of Lake Toba*” then the students finished the work. After all of the questions have been answered group work should be exchanged to other groups and discuss together. In this step, the students faced the problem about the question that related about level of comprehension, they are interpretative and critical thinking. For example in question number 7”*What does the author want to say in the last paragraph?*” Why did happen about this problem? Maybe, the students did not know related to the unstated information, they were difficult in expressing their idea outside of the text.

In the fourth treatment, the researcher did almost the same activity to begin the teaching learning activity as the researcher did in the previously treatments. In this section, the researcher used different title of the fairy tale that was “*The Legend of Malin Kundang*”. The researcher asked the students before reading to stimulate students’ comprehension toward the text. The purpose of this activity was to build up the students’ mind toward the passage. Therefore, the students could imagine the content of the text in answering the questions given by the researcher. The questions were connected to the theme. In this treatment, the students were more active in the class. They also enjoy to answer the story in more details and longer sentences easily although their answers were not perfect. Moreover, they could find the inference and make their critical thinking with their own imagination. In short, they became more serious and active in the class activities.

In the last treatment, the students were commanded to discuss about fairy tale entitled “*Bawang Merah and Bawang Putih*”.

In this step, the class atmosphere was more active from the previously meeting. After distributing the task sheet, the students were invited to work in groups in different fairy tale. In their group they discussed what their friends do not understand yet such as how to find out the main idea, specific information/details, reference, inference, and understand vocabulary stated in the text. They solved their problems together. In doing the activities if their partners made some mistakes, smarter students in group would help their friends to comprehend the text. In this meeting, the students became actively involved in discussion phase. In the last step, all group members could answer the question well. Then, the teacher asked the students whether they had some difficulties or not and in the last, the researcher closed the meeting.

After the students finished the task, the researcher conducted a class discussion to discuss the material and checked the answer together. Most students were more confident in elaborating their idea. They were also able to express their critical thinking, that was, the moral message of the text. It was noted that in this last treatment, the reading material using fairy tale was more interesting since the students have been motivated to get involved in the learning process of group.

CONCLUSIONS AND SUGGESTIONS

In relating to the result and discussion of the research the following conclusions are given as follows:

1. There was a difference significant of students' reading comprehension before and after being taught using fairy tale. This achievement could be seen from the pretest and post test scores which showed that the students' mean score of post test in experimental class 68.08 was higher than pre test 53.04 with the gained score was 15.04. In which significance value of was determined by $p<0.05$. The t-test revealed that the result was significant ($p=000$). Thus, hypothesis was accepted. It means that using fairy tale can increase students' reading comprehension achievement.
2. This research was focused on five reading comprehension aspects and three level of reading comprehension. Then, from the calculation, it can be seen that the most increase was in finding main idea aspect and the lowest increase was inference. From the level of comprehension result, it concludes that the highest increase was literal comprehension and the lowest increase was critical comprehension.

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