

## A STUDY ON THE ABILITY OF THE SECOND YEAR STUDENTS OF SMAN 10 SIAK IN COMPREHENDING ENGLISH FABLES

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**Abstract:** Reading English text is very important because it gives us an opportunity to gain knowledge. In English learning, being able to read English text well is a necessity. Therefore, good ability in reading English texts is very important for the students. Reading process involves the interaction between readers and the texts. In other words, reading is an activity which makes the readers' minds active. In reading activities, the students need to understand not only their text books but also any kinds of printed media such as: magazines, newspaper, etc. However, the students often feel bored when they read because the texts are too long and contain many difficult words. Therefore, they get difficulties to understand them. As a result, their ability in reading English texts is low.

**Keywords :** study in ability, comprehending english fables

### INTRODUCTION

Based on the 2006 School Based Curriculum (KTSP), the purpose of teaching reading is to enable the students to comprehend some text types such as: narrative, recount, report, discussion, etc. In this study, the writer limits the problems in comprehending narrative text especially English fables.

Actually, fable has been known before for a long time this modern era. It could be noticed from all of island in the world. Each of them has its own fable. Fable exists from generation to generation. Fable is transfered from mouth to mouth. Fable contains education and moral messages. In comprehending English fables, the students need to know the characteristics of the actors and the plot of the story. If they can comprehend the text, they will enjoy the reading activities and will improve their comprehension.

According to Suroto (1998), there are some functions of fables. The first is that the fable could build the good relationship among the society. Secondly, the fables mix the feeling of society by believing about the truth. And the last is the fable can be used to criticize the government implicitly.

According to Markdown (1998), the reasons for people to enjoy the fable so much are: they are simple and easy to remember. They are about animals that give important lessons for people, and fable usually teaches the values of patience, hard work and planning.

## **METHODOLOGY**

This is a descriptive research, which has only one variable that is the ability of the second year students of SMAN 10 Siak in comprehending English fables. The specific objective of this research is to know the ability of the second year students of SMAN 10 Siak in comprehending English fables in terms of plot, setting, characterization, structure, and theme.

In this research, the writer took the sample by using cluster sampling. Wiersma (1995) mentions that the cluster is a procedure of selection in which the unit of the selection is called the cluster. Cluster sampling involves the random selection of cluster from large population. To choose the class to be the sample, the writer uses a lottery technique. The writer has four pieces of paper one of which is written with the word "sample". Since the class XI.1 got the word sample, it became the sample of this research.

In this research, the writer collected the data using a multiple choice question test. The test consists of 20 items where the students should select one correct answer for each item. The students have 60 minutes to complete the reading comprehension test.

Before the writer distributed the test to the respondents, the writer did a try out to the second year students of SMAN 10 Siak. The number of the students was 40 students. The Try out was conducted to find out the validity and reliability of the test. According to Heaton (1975), if the facility value is between 0.30 and 0.70, the item accepted.

After knowing the difficulty level, the writer measured the central tendency by using the mean score. The mean score describes an individual student's ability but it does not tell about the highest and the lowest scores and the spread of scores. To know about them, the writer used Standard Deviation (s.d) formula (Hatch and Farhady, 1982). The next step is to compute the reliability of the test. According to Heaton (1975), reliability is necessary characteristic of a good test.

Tinambunan (1988) said that the reliability of a test is as follows:

- 0.00 – 0.20 = reliability is low
- 0.21 – 0.40 = reliability is sufficient
- 0.41 – 0.70 = reliability is high
- > 0.71 = reliability is very high

In order to know the percentage of the classification of the students' ability in reading comprehension, the writer uses the formula from Hatch and Farhady (1982). In order to know the level of students' ability in reading comprehension, the following classifications will be used:

**Table 1: The classification of the students' ability level**

No	Ability Score	Ability Classification
1	81-100	Excellent
2	61-80	Good
3	41-60	Mediocre
4	21-40	Poor
5	0-20	Very poor

Source: Harris, 1969.

## RESULT AND DISCUSSION

After collecting the data, the writer analyzed the result to find out the ability of the second year students of SMAN 10 Siak in comprehending English fables. In order to find out the individual score of each student, the writer divided the number of the correct answer with the total number of item and the multiplied it by one hundred.

**Table 2: The Percentage of the Students' Scores and Their Level of Ability Classification**

No.	Classification		Frequency	Percentage
	Level of ability	Scores		
1	Excellent	81-100	4	10%
2	Good	61-80	13	32.5%
3	Mediocre	41-60	19	47.5%
4	Poor	21-40	4	10%
5	Very poor	0-20	0	0%

Table 2 shows that from 40 students, 4 students (10%) were in *excellent* level, 13 students (32.5%) were in *good* level, 19 students (47.5%) were in *mediocre* level, 4 students (10%) were on *poor* level, and no students was in *very poor* level.

**Table 3: The Percentage of the Students' Ability in Terms of Plot**

No.	Classification		Frequency	Percentage
	Level of ability	Scores		
1	Excellent	81-100	7	17.5%
2	Good	61-80	11	27.5%
3	Mediocre	41-60	9	22.5%
4	Poor	21-40	7	17.5%
5	Very poor	0-20	6	15%

Table 3 shows the students' ability in terms of plot. From 40 students, 7 students (17.5%) were in *excellent* level, 11 students (27.5%) were in *good* level, 9 students (22.5%) were in *mediocre* level, 7 students (17.5%) were in *poor* level, and 6 students (15%) were in *very poor* level.

**Table 4: The Percentage of the Students' Ability in Terms of Setting**

No.	Classification		Frequency	Percentage
	Level of ability	Scores		
1	Excellent	81-100	7	17.5%
2	Good	61-80	11	27.5%
3	Mediocre	41-60	9	22.5%
4	Poor	21-40	7	17.5%
5	Very poor	0-20	6	15%

Table 4 shows the students' ability in terms of setting. From 40 students who took the test, 6 students (15%) were in *excellent* level, 19 students (47.5%) were in *good* level, 9 students (22,5%) were in *mediocre* level, 5 students (12.5%) were in *poor* level, and 1 students (2.5%) were in *very poor* level.

**Table 5: The Percentage of the Students' Ability in Terms of Characterization**

No.	Classification		Frequency	Percentage
	Level of ability	Scores		
1	Excellent	81-100	5	12.5%
2	Good	61-80	17	42.5%
3	Mediocre	41-60	13	32.5%
4	Poor	21-40	5	12.5%
5	Very poor	0-20	0	0%

Table 5 shows the percentage of the students' ability in terms of characterization. From 40 students, 5 students (12.5%) were in *excellent* level, 17 students (42.5%) were in *good* level, 13 students (32.5%) were in *mediocre* level, 5 students (12.5%) were in *poor* level, and no student was in *very poor* level.

**Table 6: The Percentage of the Students' Ability in Terms of Structure**

No.	Classification		Frequency	Percentage
	Level of ability	Scores		
1	Excellent	81-100	6	15%
2	Good	61-80	17	42.5%
3	Mediocre	41-60	12	30%
4	Poor	21-40	5	12.5%
5	Very poor	0-20	0	0%

Table 6 shows the students' ability in terms of structure. From 40 students who took the test, 6 students (15%) were in *excellent* level, 17 students (42.5%) were in *good* level, 12 students (30%) were in *mediocre* level, 5 students (12.5%) were in *poor* level, and no student was in *very poor* level.

**Table 7: The Percentage of the Students' Ability in Terms of Theme**

No.	Classification		Frequency	Percentage
	Level of ability	Scores		
1	Excellent	81-100	5	12.5%
2	Good	61-80	12	30%
3	Mediocre	41-60	12	30%
4	Poor	21-40	10	25%
5	Very poor	0-20	1	2.5%

Table 7 shows the percentage of the students' ability in terms of theme. From 40 students, 5 students (12.5%) were in *excellent* level, 12 students (30%) were in *good* level, 12 students (30%) were in *mediocre* level, 10 students (25%) were in *poor* level, and 1 student (2.5%) was in *very poor* level.

**Table 8: The Students' Mean Scores in Comprehending English Fables**

No.	The Classifications of the Question	Mean Score	Level of Ability
1	Plot	53.57	Mediocre
2	Setting	65	Good
3	Characterization	63.75	Good
4	Structure	65	Good
5	Theme	56.25	Mediocre

Table 8 shows that the mean score of the students' for each classification of questions in terms of: plot, setting, characterization, structure, and theme is in mediocre level. The most difficult aspect in comprehending English Fable is in terms of plot with the score of 53.75. Then the easiest aspects are in terms of setting and structure with the score of 65.

## CONCLUSIONS

The objective of this study is to find out the ability of the second year students of SMAN 10 Siak in comprehending English fables. Based on the data analysis, the writer makes some conclusions. Among 40 students, 4 students (10%) were in *excellent* level, 13 students (32.5%) were in *good* level, 19 students (47.5%) were in *mediocre* level, 4 students (10%) were on *poor* level, and no students was in *very poor* level. The mean score of the whole students in comprehending English fables is 60.25. in conclusion, the ability of the second year students of SMAN 10 Siak in comprehending English fables was in *mediocre* level.

Since the research dealt with comprehending English fables, the writer drew conclusions for each classification of comprehending English fables. In terms of plot, the mean score of the students was 53.75 (*mediocre*). In terms of setting, the mean score of the students was 65 (*good*). In terms of characterization, the mean score of the student was 63.75 (*good*). In terms of

structure, the mean score of the students was 65 (*good*). And in terms of theme, the mean score of the students was 56.25 (*mediocre*).

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