

IMPROVING READING COMPREHENSION OF THE ELEVENTH YEAR STUDENTS BY USING FAIRY TALE

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Abstract

This research was aimed at finding out whether or not the use of fairy tale can improve the reading comprehension of the eleventh year students at SMA Negeri 1 Palolo. This research applied a pre experimental research design involving only one sample group. The sample of this research was the eleventh year students of SMA Negeri 1 Palolo selected by a cluster random sampling technique. The instrument of data collection was a test which was given to the research sample as pre-test and post-test. The data gathered were analyzed statistically. The result of the data shows that the t- counted value (11.480) was greater than the t- table value (2.025) by applying 0.05 level of significance and 38 (39 – 1) degree of freedom (df). It means that the use of fairy tale can significantly improve the students' reading comprehension.

Keywords: Improving; Reading Comprehension; Fairy Tale.

INTRODUCTION

Reading is one of the important basic skills in learning English besides listening, speaking, and writing. Reading activity is one of the ways to catch up information, to know enough science concepts, to know more knowledge, to understand scientific books and technology written in English language. Through reading the reader may have satisfaction and comfort. In short, reading is an activity by which we can improve our general knowledge, get information, and pleasure.

Reading means understanding, interpreting and defining. This statement is relevant to what Tarigan (Harras & Sulistianingsih, 1997:11) states, "Reading is a process done and used by a reader to get messages through written media." Reading can help student improve their vocabulary. After reading the words in a text, students can try to practice them in speaking or other language skills, reading can really change someone's English. The students will be easy to use English because their brain will only repeat the things that have been seen many times. By reading a book in English, they have given their brain thousands of English sentences.

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Reading is not just sounding letters, calling words, or responding to prints. It is communicative interaction through language between an author and a reader which requires some aspects from the reader (knowledge of the writing system, knowledge of the language, ability to interpret, appropriate knowledge of the world as assumed by the writer, and a reason for reading that determines his style) in order to make him or her obtain meaning from a text.

In a simple definition of reading is that is a process whereby one looks at and understands what has been written. Reading is an active process to understand the meaning from written text in relation to the knowledge of the reader. Students might read to learn about something, they read to learn how to do something, and to find some specific information.

Comprehension refers to a skill or an ability to understand. According to Aswad (1990:145), "Comprehension is always directed and controlled by the needs and purposes of reader. Therefore, the reader cannot read with good comprehension if the subject of the text is one that does not interest the reader." In this case, if the reader finds enjoyable and is interested in reading the text, she or he will find the needs and purposes of the reading text. Ohoiwutun (2005:5) suggests "In order to read actively and to comprehend what you read, you must ask questions about your sources and try to answer them." It means that when we read a text we will find something odd that can make a question in our mind. Then, we try to look for the previous sentences in which we will find the answer of the problem in the text and we try to scan the previous sentences, which might be conclusion of the problem.

Heilman, et al. (1981:242) state "Reading comprehension is a process of making sense of written ideas through meaningful interpretation and interactions with language." In other words, comprehension will be reached in condition that a reader is able to interact and to interpret what the author wants to express on his/her written or printed language.

In getting the main point of the text, the reader has to know what skills in reading comprehension are. Heilman et al. (1981:241) state "There are five skills that should be achieved in reading comprehension:

1. Recalling word (vocabulary knowledge)
2. Drawing inferences from the content.
3. Following the structure of a passage.
4. Recognizing a writer's purpose, attitude, tone, and mood.
5. Finding answers to questions answered explicitly or in paraphrase.

Heilman, et al. (1981:245) also state “There are three levels of comprehension:

1. Literal comprehension. Understanding the ideas and information explicitly stated in the passage.
2. Interpretative comprehension. Understanding of ideas and information not explicitly stated in the passage.
3. Critical comprehension. Analyzing, evaluating and personally reacting to information presented in the passage.

In conclusion, reading comprehension consists of two words; reading and comprehension. Reading comprehension is a complex and complicated dialogue process, which is done by the author and the reader to process the meaningful interpretation or written verbal symbols through medium of writing or printing.

Teaching reading comprehension to further education level has become increasingly important. Teacher as a source of knowledge has to be more inovative in finding or choosing appropriate method and interesting material for students in classroom practice. In increasing the students’ comprehension of texts, it is mainly recommended for the teacher to teach reading material which material which is interesting, motivating and impressing so that the students are interestedly learn reading comprehension.

According to Duff and Maley (1990), the use of fairy tale in the classroom offers the following advantages:

1. It offers a wide range of styles, vocabulary, etc.
2. It deals with matters that concern students and are related to their personal experiences.
3. It is open to multiple interpretations and opinions, bringing about genuine interaction and participation in the classroom.

Teaching English as a second language does not simply consist of instructing students in the development of linguistic elements, but also helping students understand socio-cultural aspects, enabling them to engage in real and effective communication. One way to expose students to socio-cultural differences is through the use of fairy tale.

In teaching reading, teacher must be selective in choosing materials to teach. Teacher must provide interesting materials when teaching so that the students can pay attention enthusiastically to the teaching. In short, one of solutions for problems in teaching reading is providing students with interesting materials so that they can learn reading interestingly in the classroom.

METHODOLOGY

This research was pre-experimental research. There was one class as the sample. The sample of this research was XI IA 1 students of SMA Negeri 1 Palolo. Pre-test and post-test were given to the sample. The design of this research as proposed by Arikunto (2006:86) is as follows:

$$E = O_1 \quad X \quad O_2$$

Where:

O_1 : pre-test
 X : treatment
 O_2 : post-test

Population is an object of a research. The object can be people or things. Population is needed by every researcher when conducting a research. Best (1981:8) defines “Population is any group of individuals that have one or more characteristics in common that are interest to the researcher.” The researcher took the eleventh year students of SMA Negeri 1 Palolo as the population of the research. There were five classes; they were XI IPA 1, XI IPA 2, XI IPS 1, XI IPS 2, and XI IPS 3. The total number of the population was 170 students.

Sample is a portion of population having certain characteristics or condition that is going to be measured. The researcher limited the population in order to make him easy to conduct the research. In taking sample of this research, the researcher used cluster sampling technique to decide experimental class. The researcher wrote down the name of each classroom in some pieces of paper and folds them. Then, the researcher shook the folded pieces of paper in a box. The first paper fell was XI IA 2. Based on the title, the variable of this research consists of dependent and independent variable. The dependent variable is reading comprehension and the independent variable is the use of fairy tale.

In collecting the data, the researcher used a test as the instrument of the research. The test consisted of pre-test and post-test. Pre-test is the test given to the students to measure their pre-reading comprehension before getting the treatment. It was done before conducting the treatment while post-test is the test given to the students by the researcher to measure the students' reading comprehension after the treatment. The pre-test will be administered to the students before treatment. Pre-test is administered to measure students' pre-reading comprehension before treatment given. The number of pre-test item he used was 20 items. It covered multiple choices, completion items, and essay. The scoring system of the test is presented below.

Table 1:
The Scoring System of the Test

No	Kinds of test	Number of items	Score of each items	Total score
1	Multiple choice	15	1	10
2	Completion item	5	2	10
3	Essay	5	4	20
Total		20		40

After giving pre-test to the students, the researcher applied his treatment. The researcher conducted treatment eight times excluding pre-test and post-test, while teaching the students, the researcher followed some procedures; the researcher grouped the students into several small groups before delivering the topic(s) to the students. Before going to the while activities, the researcher gave the students some apperception. The apperception is aimed at stimulating the students' thinking towards the material that will be learnt. After giving apperception, the researcher led the students to read the fairy tale and did some task related to fairy tale. After reading the texts and doing some tasks, the teacher guided the students discuss about what they have just read.

To evaluate the teaching and learning process, the researcher gave the students tasks and quiz. The researcher also evaluated the students by asking them some questions. At the beginning and the end of the class, the researcher motivated students by telling the students the importance of English especially reading. After giving the treatment, the researcher gave the students post-test. The test kind and difficulty level used in the post-test was the same with the test used in the pre-test, but the question was different. In deciding the level of the test, the researcher considered some aspects; vocabulary used in the story, length of the story and writing style of the story.

To determine the individual standard scores the writer counted the raw scores obtained by using the formula by Sutomo (1985:123) as follows:

$$x = \frac{\Sigma}{N} \times 100$$

Where:

x = standard Score

Σ = mean Score

N = maximum Score

To compute mean score of the class on pre-test and post-test the researcher used the following formula proposed by Arikunto (2006:25):

$$M = \frac{\sum x}{N}$$

Where:

M = mean score
 $\sum x$ = the sum of the scores
 N = number of students

Next, the researcher computed the square deviation by using formula proposed by Arikunto (2006:276) as follows:

$$\sum x^2 d = \sum d^2 - \frac{(\sum d)^2}{N}$$

Where:

$\sum x^2 d$ = the sum deviation squared in each subject
 $\sum d^2$ = sum of square deviation
 N = number of students

Finally, after getting the result of deviation square, the researcher used t-table test to find out the significant difference between the result of pre-test and post-test as well as to prove whether the hypothesis is accepted or rejected. The researcher used the formula proposed by Arikunto (1989:249) as stated below:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

Where:

t = t-counted
 Md = mean deviation of pre-test and post- test difference
 $\sum x^2 d$ = the sum of score deviation
 N = number of students
 1 = constant number

FINDINGS

The researcher conducted pre-test for the sample (XI IPA 2) on Saturday, 12th January 2013, The result of pre-test is shown below:

**Table 2:
The Pre-test Score.**

No	Initial Name	Students Score on Pre-test			Raw Score	Standard Score
		Multiple Choice	Completion	Essay		
1	Del	4	5	4	13	33
2	Ari	5	2	5	12	30
3	Ari	8	8	16	32	80
4	Mud	7	6	6	19	48
5	The	8	4	4	16	40
6	Rez	5	2	5	12	30
7	Sum	7	4	4	15	38
8	Amr	8	5	4	17	43
9	Mar	4	2	6	12	30
10	Nov	8	8	8	24	60
11	Sup	8	6	8	22	55
12	Ind	8	8	10	26	65
13	Len	7	4	4	15	38
14	Ari	8	8	9	25	63
15	Shi	5	5	4	14	35
16	Reg	8	4	5	17	43
17	Ste	5	2	5	12	30
18	Sit	8	5	4	17	43
19	Fat	8	4	4	16	40
20	Dew	3	2	2	7	18
21	Dey	8	4	4	16	40
22	Dav	8	4	7	19	48
23	Geo	4	2	4	10	25
24	Ris	8	4	7	19	48
25	Yuy	3	2	4	9	23
26	Tam	8	6	6	20	50
27	Mar	8	5	6	19	48
28	Est	4	3	4	11	28
29	Des	8	6	6	20	50
30	Usw	4	3	4	11	28
31	Sar	8	6	7	21	53
32	Rik	4	2	4	10	25
33	Wul	8	5	6	19	48
34	Ari	6	6	4	16	40
35	Pau	4	2	4	10	25
36	Meg	8	6	6	20	50
37	Sar	8	4	4	16	40
38	Elv	8	6	6	20	50
39	Ana	6	3	4	13	33
Total					642	1.605

After computing the students' score, the researcher computed their mean score in pre-test by using formula:

$$M = \frac{\sum x}{N}$$

$$M = \frac{1605}{39}$$

$$M = 41.15$$

The mean score in pre-test was 41.15

After conducting treatment, the researcher administered post-test. The post test for class (XI IPA 2) was administered on Saturday February 13th 2012. The post test aimed at investigating whether the application of Fairy Tale gave a significant contribution to the students' reading comprehension. The researcher presented and analyzed the post-test result as can be seen in the following table:

Table 3:
The Post-test Score.

No	Initial Name	Students Score on Pre-test			Raw Score	Standard Score
		Multiple Choice	Completion	Essay		
1	Del	9	8	13	30	75
2	Ari	8	8	13	29	73
3	Ari	8	6	8	22	85
4	Mud	8	8	12	28	70
5	The	9	8	13	30	75
6	Rez	8	4	6	18	45
7	Sum	7	4	6	17	43
8	Amr	7	8	12	27	68
9	Mar	9	8	15	32	80
10	Nov	9	8	16	33	83
11	Sup	9	8	15	32	80
12	Ind	10	8	18	36	90
13	Len	10	8	16	34	85
14	Ari	9	8	15	32	80
15	Shi	8	8	8	24	60
16	Reg	8	8	9	25	63
17	Ste	7	4	6	17	43
18	Sit	10	8	16	34	85
19	Fat	8	8	12	28	70
20	Dew	8	8	8	24	60
21	Dey	9	8	16	33	83
22	Dav	9	8	16	33	83
23	Geo	9	8	18	35	88
24	Ris	7	8	8	23	58
25	Yuy	9	7	8	24	60
26	Tam	9	8	16	33	83
27	Mar	8	8	10	26	65
28	Est	8	4	6	18	45
29	Des	8	9	10	27	68
30	Usw	9	7	12	27	68
31	Sar	8	9	10	27	68
32	Rik	8	9	10	27	68
33	Wul	8	9	9	26	65
34	Ari	8	8	12	28	70
35	Pau	7	4	4	15	38
36	Meg	8	7	8	23	58
37	Sar	7	4	4	15	38
38	Elv	10	8	18	36	90
39	Ana	9	8	16	33	83
Total					1.061	2.653

The researcher computed the students' mean score in post-test by using formula:

$$M = \frac{\sum x}{N}$$

$$M = \frac{2653}{39}$$

$$M = 68.01$$

The mean score in post-test was 68.01

After computing the mean score, the researcher computed the square deviation by using table as follows:

Table 4:
The Students' Score and Deviation of Pre-test and Post-test

NO	Initials	Students' Score		D	Square Deviation
		Post-test	Pre-test		
1	Del	75	33	42	1764
2	Ari	73	30	43	1849
3	Ari	85	80	5	25
4	Mud	70	48	22	484
5	The	75	40	35	1225
6	Rez	45	30	15	225
7	Sum	43	38	5	25
8	Amr	68	43	25	625
9	Mar	80	30	50	2500
10	Nov	83	60	23	529
11	Sup	80	55	25	625
12	Ind	90	65	25	625
13	Len	85	38	47	2209
14	Ari	80	63	17	289
15	Shi	60	35	25	625
16	Reg	63	43	20	400
17	Ste	43	30	13	169
18	Sit	85	43	42	1764
19	Fat	70	40	30	900
20	Dew	60	18	42	1764
21	Dey	83	40	43	1849
22	Dav	83	48	35	1225
23	Geo	88	25	63	3969
24	Ris	58	48	10	100
25	Yuy	60	23	37	1369
26	Tam	83	50	33	1089
27	Mar	65	48	17	289
28	Est	45	28	17	289
29	Des	68	50	18	324
30	Usw	68	28	40	1600
31	Sar	68	53	15	225
32	Rik	68	25	43	1849
33	Wul	65	48	17	289
34	Ari	70	40	30	900
35	Pau	38	25	13	169
36	Meg	58	50	8	64
37	Sar	38	40	-2	4
38	Elv	90	50	40	1600
39	Ana	83	33	50	2500
Total		2.653	1.605	1.048	38324

Firstly, the researcher counted the mean deviation of the students as shown below:

$$\begin{aligned} Md &= \frac{\Sigma d}{N} \\ &= \frac{1.048}{39} \end{aligned}$$

$$Md = 26.87$$

After having the sum of the square deviation of the group, the researcher needed to analyze the data statistically in order to know the significant difference of the pre-test and post-test by using t-test formula as follows:

$$\begin{aligned} \Sigma x^2 d &= \Sigma d^2 - \frac{(\Sigma d)^2}{N} \\ \Sigma x^2 d &= 38324 - \frac{(1048)^2}{39} \\ &= 38324 - \frac{1175056}{39} \\ &= 38324 - 30130 \\ &= 8194 \end{aligned}$$

Finally, to know the significance of the difference between pre-test and post-test, the researcher computed the t-test as follows:

$$\begin{aligned} t &= \frac{Md}{\sqrt{\frac{\Sigma \Sigma x^2 d}{N(N-1)}}} \\ t &= \frac{26,87}{\sqrt{\frac{8194}{39(39-1)}}} \\ t &= \frac{26,87}{\sqrt{\frac{8194}{39(38)}}} \\ t &= \frac{26,87}{\sqrt{\frac{8149}{1482}}} \\ t &= \frac{26,87}{\sqrt{5.5}} \\ t &= \frac{26,87}{2.34} \\ t &= 11.48 \end{aligned}$$

The result of the test showed that there was a significant different of the students achievement before getting the treatment and after getting the treatment. This was proved by the testing hypothesis. The researcher found that t-counted value (11.480) was higher

than t-table value (2.025). It means that the application of fairy tale significantly can improve the reading comprehension of the students.

DISCUSSION

The use of fairy tale has contributed to reading comprehension of the eleventh year student of SMA Negeri 1 Palolo. It was proven by the research result. There was significant improvement of the students' reading comprehension after getting treatment by using fairy tale. The use of fairy tale interested students to read. Their motivation to read is raised after getting treatment from the researcher. By having great motivation of reading, the students felt easy accepting the reading materials given by the researcher. In short, the students' reading comprehension was improved after getting treatment by using fairy tale.

The students' mean score in post-test was 68%, while the students' mean score in pre test was 41%. There was a significant difference of mean score between the students before getting the treatment and after getting the treatment. By comparing the students' mean score in pre-test and post test, the students' reading comprehension was improved after getting the treatment. The achievement of the students in post-test was higher than the student achievement in pre test. This implies that the students' reading comprehension is getting better and therefore, it can be concluded that the employment of fairy tale is effective in teaching reading comprehension.

By observing the result of testing hypothesis, the reading comprehension of the eleventh year students at SMA Negeri 1 Palolo can be improved by using fairy tale. By applying 0.05 level significance degree of freedom ($df = N - 1 = 38$), the researcher found that t-counted value was higher than t-table value. There is a significant improvement of the students' reading comprehension after teaching them by using fairy tale. It implies that the use of fairy tale is effective to teach reading comprehension.

CONCLUSION AND SUGGESTIONS

After collecting and analyzing the data, the researcher draws conclusion of this research. He concludes that the use of fairy tale can effectively improve students' reading comprehension. The students' reading comprehension was significantly improved after the researcher taught them by using fairy tale.

Having conducted the research, the researcher has proved that fairy tale is very effective in teaching reading comprehension. The researcher provides some suggestions as

following: Reading comprehension should be taught based on the interest of the students, the teacher should provide reading texts that are closely related to the students' interest and should choose appropriate media in teaching reading based on the aids of the students and motivate the students prior to teaching-learning process.

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