

Using Fable In Developing Reading Comprehension of Grade Eight Students of SMP Negeri 2 Balaesang

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Abstract

The objective of this research is to find out if using fable can develop the reading comprehension of grade eight students of SMP Negeri 2 Balaesang. This research used a quasi-experimental research design. The population of this research was the grade eight students of SMP Negeri 2 Balaesang. The researchers was selected using the cluster sampling technique. The sample of this research were 54 students, which were divided into 27 the students of VIII^B as a experimental group and 27 the students of VIII^A as a control group. The data were collected through the reading test that consisted of pre-test and post-test. By applying the 0.05 level significance, the researchers found that the sig value obtained (p) was lower than alpha (α) ($0,000 < 0,05$) It means that the hypothesis is accepted or using fable can develop reading comprehension of grade eight students of SMP Negeri 2 Balaesang. This research implies that the use of fable can increase students' literacy, make learning more enjoyable, and boost their activeness and engagement in the learning process.

Keywords: *Developing, Reading comprehension, Narrative Text, Fable*

Introduction

Reading is the process of understanding the meaning contained in written text. This process involves two main stages, namely word recognition and comprehension. According to Brown (2004) word recognition is the process of recognizing written symbols as meaningful words in spoken language. Comprehension is the process of understanding the relationship between words, sentences, and the text as a whole. Reading is an important language skill in the language teaching and learning process, but it also requires practice and patience. Izah (2023), states reading is crucial as it stimulates our minds and offers a vast array of information, has become an essential part of the current language curriculum. Therefore, if the students get many information in reading a text, the students do not only rely on information inferred from the text, but also must recall the knowledge that has been previously owned in order to be fully understood in the comprehension of reading.

Reading comprehension is the skill to express ideas and understand the message in a text which is the goal of a writer. Understanding the information in a text and correctly defining is meant referred to as reading comprehension. The ability to read a text, assimilate it, and understand its content is what is meant by reading comprehension. Therefore, to get good comprehension in reading, students must be able to understand the content of reading well. Students read as with other subjects, English has its own curriculum that is necessary for the success of the learning and teaching process.

According to the Basic competence 3.1 Curriculum (2013), students are expected

to understand general information about the text, identify the main idea explicitly, implicitly, and get detailed information about the text. Thus, Students are introduced to different types of texts, including short stories, articles, scientific reports, and poems. However, based on the curriculum (2013), it seems that learning reading has not been achieved based on the results of observation with English teachers and students of SMP Negeri 2 Balaesang. When students learned reading, the researchers found several problems. First, many students have difficulty in understanding reading texts. Thus, students find it difficult to determine the main sentence or main idea of a paragraph. The researchers believes that the contributing factors are the students lack of background knowledge, lack of vocabulary, and laziness in reading English texts. The second, problem is the teaching methods used in the classroom. The students often feel bored and tired because the teaching and learning process in the classroom, especially in reading comprehension is done using a monotonous method. In this model, activities are teacher centered where students only learn based on instructions from the teacher and do not have the opportunity to actively participate in class. Therefore, the researchers assumes that the teacher must be creative in selecting the media or strategy in order that the students understand the content of the text.

Regarding to the problems above, one of technique to improve students reading comprehension to use fable as a media in teaching reading. This activity helps students understand the text as a whole, and this has been successfully carried out in several previous studies, including Septianingsih (2020), titled "Structure and Language Elements of Fable Text Class VII Smp Negeri Pembangunan Padang ". Thus, it can be indicated that fable kind of material is also make students easier in understanding the text.

Therefore, from previous successful studies, the researchers is interested in trying to use fable as a media in teaching reading. This research will be prove whether the use of fable is effective in increasing reading comprehension. Fable is one of pleasure text to read by integrating fables in daily life followed by formal education contained in the fable text.

Method

The research design used a quasi-experimental with two groups: an experimental group that undergoes a pre-test, treatment, and post-test, and a control group that undergoes a pre-test and post-test without treatment. Both groups follow the same pre-test and post-test procedures. According to Gay (1996), sampling is the procedure of selecting a number of individuals for a study in such a way that these individuals effectively represent the broader group from which they are drawn. For this study the researchers used cluster sampling technique.

The samples in this study were grade eight students of SMP Negeri 2 Balaesang, with a total of 54 students. They consisted of 27 students in the experimental class and 27 students in the control class. This sample was chosen because it was considered appropriate for the research topic and covered materials relevant to the curriculum. The data for this study were based on the results of tests given, then statistically analyzed using numbers and formulas through the descriptive analysis method.

Results

The study involves the scoring of students' pre-tests and post-tests, hypothesis testing with SPSS 23 containing mean scores, and significance t-tests. The researchers provided three types of test questions: multiple choice, true false, and essay. For the assessment, each correct answer was awarded one point in multiple choice and true false questions, while the essay test was worth four points. The total number of questions in each test was twenty. The result of the test can be seen as follows:

**Table 1. The Pre-test and post-test of Experimental Group
 Descriptive Statistics**

	N	Minimum	Maximum	Mean
The Pre-test Result Experimental Group	27	26	83	55.00
The Post-test Result Experimental Group	27	66	97	84.52
Valid N (listwise)	27			

Table 2. Scoring Range pre-test Experimental Group

Classification	Score	Frequency	Percent
Valid Very Good	90-100	-	0
Good	80-89	1	3.7
Fair	70-79	4	14.8
Very Poor	40-69	22	81.5
Poor	0-39	-	0
Total	0	27	100.0

Table 3. Scoring Range Post-test Experimental Group

Classification	Score	Frequency	Percent
Valid Very Good	90-100	8	29.6
Good	80-89	11	40.7
Fair	70-79	4	14.8
Very poor	40-69	4	14.8
Poor	0-39	-	0
Total	0	27	100.0

The table 4.1 shows data pre-test and post-test of experimental group. In the experimental group the total number of students is 27. The mean score for the pre-test experimental group is 55,00 category very poor. The highest achieved score was 83, while the lowest score was 26. Regarding to the scoring range pre-test, there were five students who achieved the passing standard. One students (3,7%) category good, four students (14,8%) category fair and twenty two students (81,5%) category very poor do not achieve. This indicated that the students reading comprehension level still comparatively low. Which means that the mean score some students reading comprehension is still under the standard passing score of the school.

If the compared post-test experimental group, there was a significant increase students reading comprehension mean score to 84,52 category good. The highest score was 97, while the lowest score was 66. Regarding to the scoring range there were twenty three students who achieved the passing standard. Eight students (29,6%)

category very good, eleven students (40,7%) category good, four students (14,8%) category fair and four students (14,8%) category very poor do not achieve. The standard passing score of the school (KKM) was 70, this means that the score of the experimental group in the post-test was improved twenty nine percent in 55,00 category very poor to 88,52 category good.

Table 4. The pre-test and post-test of Control Group Descriptive Statistics

	N	Minimum	Maximum	Mean
The Pre-test Result Control Group	27	31	94	71.48
The Post-test Result Control Group	27	50	94	79.74
Valid N (listwise)	27			

Table 5. Scoring Range Pre-test Control Group

Classification	Score	Frequency	Percent
Valid Very Good	90-100	1	3.7
Good	80-89	8	29.6
Fair	70-79	12	44.4
Very Poor	40-69	5	18.5
Poor	0-39	1	3.7
Total	0	27	100.0

Table 6. Scoring Range Post-test Control Group

Classification	Score	Frequency	Percent
Valid Very Good	90-100	7	25.9
Good	80-89	11	40.7
Fair	70-79	5	18.5
Very poor	40-69	4	14.8
Poor	0-39	-	0
Total	0	27	100.0

The table 4.2 shows data pre-test and post-test of control group. In the the total number of students is 27. The mean score for the pre-test control group is 71,48 category fair. The highest achieved score was 94, while the lowest score was 31. Regarding to the scoring range pre-test, there were twenty one students who achieved the passing standard. One students (3,7%) category very good, eight students (29,6%) category good, twelve students (44,4%) category fair, and six students do not achieve. Five students (18,5%) category very poor, one students (3,7%). This indicated that the students reading comprehension level still under the standard passing score of the school.

Furthermore, the result showed that in post-test there was also a significant increase students reading comprehension mean score to 79,74 category fair. The highest score was 94, while the lowest score was 50. Regarding to the scoring range there were twenty three students who achieved the passing standard. Seven students (25,9%) category very good, eleven students (40,7%) category good, five students (18,5%) category fair, and four students do not achieve (14,8) category very poor. The standard

passing score of the school (KKM) was 70. This means that the score of the control group in the post-test was improved eight percent in 71,48 category fair to 79,74 fair.

The Normality Test

After getting the mean score of the pre-test and post-test, the researchers used a normality test the Shapiro-wilk to see whether the data follow a normal distribution. The result of the normality test can be seen in the table.

Table 4.3 Tests of Normality used Shapiro-Wilk

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statisti			Statisti		
	c	df	Sig.	c	df	Sig.
The Pre-test Result Experimental Group	.081	27	.200*	.984	27	.931
The Post-test Result Experimental Group	.230	27	.001	.897	27	.011
The Pre-test Result Control Group	.229	27	.001	.902	27	.015
The Post-test Result Control Group	.146	27	.145	.922	27	.043

*. This is a lower bound of the true significance.

Lilliefors Significance Correction

Based on the output above, it is known that the significance value (Sig) the Shapiro-Wilk Test the experimental group and control group > 0.05. Therefore, it can be concluded that all research data are normally distributed.

Testing Hypothesis

Table 4.4 Paired Samples Test

		Paired Differences		95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Lower	Upper			
Pair 1	The pre-test and the post-test	29.519	13.954	35.039	23.998	10.992	26	.000

Based on the output, the testing technique used is the Paired Sample t-Test with a significance level of 0.05. Thus, the results of data processing with SPSS version 23 show that the sig (2-tailed) of (0.000 < 0.05). With degree of freedom (df) = N-1. Where N = (27-1 = 26) df = 26, where t-count = 10.992 and the value (2-tailed) = 0,000.

Therefore, H₀ is rejected, and H₁ is accepted. This indicates that there is a difference in the average student learning of the experimental group between the pre-test and post-test before and after using fable techniques to teach narrative text.

Discussion

The researchers would like to discuss the research findings which aim to answer the problem statement. This research focuses on using fable and reading comprehension at the literal level. There is a significant increase after learning by using fable of the students reading comprehension, supported by the statistical results the sig. 2 tailed (p) was lower than alpha (α) ($0,000 < 0,05$). Thus, the application of fables is an effective media to develop reading comprehension. This finding can also supported by the previous studies. Romdoni (2020), states the use of fable story texts can help students understand the meaning of problematic words when they do. In addition Saputra (2023), states the use of fables had a positive impact on teaching reading comprehension. The use of fables helps students understand general information about the text and identify the main idea of a paragraph.

Furthermore, it can be indicated that the using fable is an interesting teaching media, students are happy to read the story, and they did not feel bored. The students were able to understand their reading material and find specific information in the text. The researchers found that some of the advantages of teaching fables during the research process are the students could explain their own ideas and relate moral messages to everyday life. The design of these teaching materials aims to foster students interest in reading fables while providing valuable life lessons. These materials incorporate fable texts that serve as models, inspiring students to develop important soft skills such as critical thinking, creative communication, adaptability and innovation. Moreover, Zaidan (2007), states fables are short stories that contain moral teachings with animal characters with human like characteristics; animal stories. According to Sugihastuti (2013), fables are also called persuasive texts. Persuasive text is mainly concerned with the recipient, the reader, or oral communication. It is this persuasive feature that often leads fables to be seen as deductive educational texts.

Fables are also very beneficial for beginner English learners. Nugroho (2023), states using speed reading techniques can help students understand fable texts better. The purpose of fables is to convey moral teachings through the characters. According to Meyer (1980), fables are short stories that convey moral education. It can be said that the use of fable boosts their activeness and engagement in the learning process. Not only does it help students understand the story directly, but it also provides them with moral lessons that can be applied in daily life.

Conclusion

Based on the research findings, It can be interpreted that teaching techniques using fable media has a influence positive on the development of reading comprehension that focuses on literal comprehension. From the results of calculated sig.2 tailed statistics that the hypothesis is accepted. Thus, in conclusion that using fable in develop reading comprehension of grade eight students of SMP Negeri 2 Balaesang.

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