

Improving Students' Reading Comprehension by Using Folktale

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ABSTRACT

The objective of the study is to produce the instructional strategy by using folktale. The researcher limits the discussion only in the case of improving students' reading comprehension by using folktale in Elementary Class at An-Nahdloh English Course. This research uses a classroom action research method. This study aims to produce instructional strategies to read using folktale. The study was completed at Elementary Class An-Nahdloh English course with a total of 15 students. The research procedure is in the form of a cycle. Each cycle consists of four stages, including: Planning, acting, observing, reflecting. Data collection techniques through tests. Data collection uses reading tests using folktale. In the test, the students in order to read some folktale text and the teacher give 3 exercises. 1 question contains 10 points for use in taking scores. The results of the reading test in cycle 2 have increased from cycle 1. The average value in cycle 1 is 67,87 while in cycle 2 it becomes 91,33. In addition to the increased average scores, the percentage of students categorized as complete learning $\geq 75\%$ also increased from 46,67% to 100%. Therefore, it was very clear that folktale could help students to improve their reading comprehension. From the results of the using folktale in Elementary Class at An-Nahdloh English Course can improve reading comprehension with the following steps such as: 1) The teacher greets, 2) The teacher addresses students, 3) The teacher review about definition of Folktale, 4) The teacher forms a group, 5) The teacher gives the dialouge folktale text, 6) Students read folktale texts together with groups, 7) Questions and answers, 8) The teacher gives a conclusion, 9) The teacher gives a final greeting.

Key Word: Improving, Reading Comprehension, Folktale

A. Introduction

Language is very important for life. Language makes us easy to interacting each other. In speaking languages, every human being has a specific purpose. Language is related to skills, the more skilled a language is, the brighter and clearer the mind (Tarigan 2015: 1)

In a globalization era, people are expected to master English, they can communicate with other people who live in other countries. English has become more famous among people from children to adult, although English

is as a foreign language. Nababan (1999:1) say most book knowledge and technology are written in foreign language, especially in English. Many occupations need someone who has mastered English skill well. As is known to learn language that includes 4 aspects, namely: listening, reading, speaking and writing. Of the four aspects of the language, in general reading is less favored by students, moreover, if the topic does not interest students, this is seen when students do the test, they tend to work on other questions first than the questions about understanding content of discourse, because there are many students who do not have mastery of English vocabulary that is sufficient to understand the content of the discourse. According to (Crandall, 1989) English language consists of four skills are listening, speaking, reading and writing. And all of the skills are highly required.

Reading is one of four language skill that very important. As stated junior high school curriculum, teaching English covers four language skills namely listening, speaking, reading and writing. As one language skill, reading is the complex cognitive process of decoding symbol to drive meaning. It is a form of language processing. Reading is very important to help people.

The purpose of teaching reading is to improve students' ability. In learning to read students are required to understand the contents of reading not just reading. But unfortunately, many students do not understand the content of the reading that is being read. This is shown when students are asked questions from the reading, there are still many students who are wrong in answering them. Apart from this, students also have difficulty determining the main sentence and main idea of a paragraph. Sabarti Akhadiah (1993: 37) argues that learning to read comprehension that is well designed and implemented makes students not only gain an increase in their language abilities, but also in their ability to reason, be creative, and appreciate moral values. In relation in reading skills, folktale is useful to use. Folktale can be media to increase student interest in reading. Students do not have reading comprehension skills directly.

Students can have good reading comprehension skills through learning and lots of practice and habituation. In learning to read, understanding educators or teachers has a very important role. The teacher in learning to read has many tasks, including helping students understand, interpret, assess, and enjoy writing. In addition, the teacher must also be able to foster student interest and attention in learning to read. Dalman (2013: 5) states that teachers should teach students about strategies, methods, and good reading techniques so that students are able to understand reading content well as well.

The difficulty of students in reading comprehension was also experienced by students in Elementary Class At An-Nahdloh English Course. The level of intelligence possessed by students is very diverse, which causes students' reading comprehension skills to vary. Based on observations and interviews with tutors in the elementary class in the An-Nahdloh English course, it was found that the students' reading comprehension skills were low, this was indicated by the students' low scores. Students have difficulty understanding the content of the reading, students have difficulty answering questions that come from the reading, as well as difficulties when asked to retell the reading they have read.

B. Review of Related Literature

Improving is something that's improving is getting better. If you learn that your sick friend is improving, it's good news. When your financial situation is improving, it means you've got more money in the bank, and if your grandmother's appetite is improving, it's increasing so that she can enjoy the chocolate chip cookies you made for her. Reading is a process when readers learn something from what they read and involve it in an academic context as a part of education (Grabe, 2009:5). In the classroom, some teachers often use texts or books as media to deliver material of a subject. Furthermore, the teacher asks the students to read the texts to grab information in order that they can understand the material. Reading is one of the four language skills presented in Indonesian language learning in

addition to listening skills, speaking skills, and writing skills. This is in accordance with the mandate of Law No. 2 of 1989 concerning the National Education System, that reading is one of the four basic skills that must be fostered and developed in language education. Reading is an important activity in everyday life, because reading is not only to obtain information, but serves as a tool to expand one's language knowledge. Reading has many limits and understandings according to linguists. Reading according to (Dalman, 2013:5) is an activity or cognitive process that seeks to find various information contained in writing. Dalman's understanding shows that reading is an activity that involves the process of thinking to understand the text that is read from an article in order to obtain information.

Reading comprehension is a higher reading stage after reading the beginning. Reading comprehension is reading to understand the contents of a reading. Rubin in (Samsu Somadayo, 2013:102) suggests that reading comprehension is a complex intellectual process that includes two main abilities, namely mastery of the meaning of words and the ability to think about verbal concepts. (Tarigan, 2008) argues that reading comprehension is a type of reading that aims to understand literary standards or standards, critical references (reviews), written drama reviews and printed patterns and fiction patterns (patterns of fiction). (Dalman, 2013:87) defines reading comprehension is cognitive reading (reading to understand). Reading comprehension according to Dalman is classified into four levels, namely literal, interpretive, critical and creative understanding. Literal understanding is understanding the meaning as it is, in accordance with the meaning of the language symbols in the reading. Interpretive understanding is being able to capture the implicit message of a reading. Critical understanding is a higher level of understanding than interpretive understanding. Meanwhile, in critical understanding the reader is able to make criticism of a reading. Furthermore, an even higher stage is creative understanding, in creative understanding the reader can try or experiment to make something new based on the content of a reading. Reading

comprehension skills cannot be owned directly by students. These skills can be obtained from a lot of practice, habituation, and the use of appropriate methods. The use of appropriate methods in reading comprehension can be taught by the teacher. This is in line with opinion.

Based on Tina L. Hanlon, types of folktales are; *Marchen/Fairytales*—set in an unreal world, without locality; no definite characters; filled with magic. Humble heroes kill adversaries, succeed to kingdoms, and marry princesses. Fables are a part of narrative text that entertain their readers or listeners which is used as a media in learning reading comprehension based on fictional or fact. According to (Anderson, 1997:34), narrative text is a piece of text that tells a story that has entertained or informs the reader or listener, to change attitudes or social opinions and to show moral values of a story. Some examples of narrative text are fables, legends, myths, fairy tales, mystery, science fiction, historical fiction, adventure, contemporary fiction and fantasy. Narrative text here just focuses on fable story which is set out to teach the reader or listener a lesson about animal life. Fable text is classified as authentic material since it is not intended directly for teaching material. This kind of text is commonly oriented for entertainment purpose only, which then can be selected and applied in classroom activity to accomplish the intended purpose.

C. Research Method

Based on Kemmis and McTaggart (1988), there are four steps in doing classroom action research, they are; (1) *planning*, in this phase the researcher identified a problem and issue and developed a plan of action in order to solve the problem that faces and bring about improvement in teaching learning process. "The plan is aimed at trial of a particular course of action and collecting data on the outcomes of this action". In this phase, the researcher should prepare lesson plan, teaching material and instrument before doing the research. (2) *Implementing*, the plan is carefully considered one which involves some deliberate intervention into the teaching situation

that the researcher put into action over an agreed period of time. The interventions are critically informed as a researcher's question and assumption about the current situation and plan new and alternative ways of doing things. It means that the researcher carry out the plan which is made in previous phase, the lesson plan which has been made will be applied. (3) *Observing*, this phase involves the researcher observing systematically the effect of the action, action and opinion of those involved. It is a data collection phase where the researcher used "open-eyed" and "open-minded" tools to collect information about what is happening. (4) *Reflecting*, the researcher reflects, evaluates and describes the effect of the action in order to make sense of what has happened and to understand the issue that have explored more clearly. In this phase, the result can be used to determine what the researcher has to do in the further cycle of action research.

Table 3.3 Table of Schedule

No.	Activity	Time of the research
1.	Preliminary Study	31 th August 2020
2.	Cycle 1	2 nd August 2020
3.	Cycle 2	4 th August 2020

The classroom action research is held in Elementary Class in An-Nahdloh English Course. In An-Nahdloh's dormitory there are about 40 students, there are 15 students taking English courses. There are 15 students in the class. The students' attention to the teacher and the lesson are low, they also less interested and lazy to read English text. Only few of them who have good vocabulary mastery. In addition, it may be a challenge for students to learning English through Folk tale exactly Fables as they never had before.

The tests used in this study were questions or exercises used to measure the results of reading comprehension skills with folklore. The test in this research is in the form of question stuffing. The reading comprehension

test in this study uses Barret's taxonomy which consists of literal understanding, reorganization, inferential understanding, evaluation, and appreciation. The test in this study was used to get the results learn reading skills with the folktales text. Testgiven with reference to thesubject matterused asresearch materialwhichisaboutreading skills.In this study, the test used is reading the text that has been given by the researcher. In cycle 1 the researchers condition the class for reading tests one by one and in cycle 2 in groups. The value of understanding is obtained from oral answers to questions that have been asked to students. There are 6 questions, 1 question has 10 points.

Techniques of data analysis is obtained from the reading test results at the end of each action. Number or the value at the end of each cycle is calculated on average. Other than that, based on the data obtained can also be determined the percentage of students student who have reached the specified indicators. The way to search average (mean) using the following

$$\text{formula: } M = \frac{\sum X}{N}$$

M = average

$\sum X$ = number of values

N = number of students

The following is the formula for determining the percentage of students who are reach a predetermined value.

$$\text{Completeness: } \frac{\text{many students achieve the specified value}}{\text{the total number of students}} \times 100\%$$

A. Result and Discussion

In this stage, the researcher analyzed the students' score from the test that was got fromthe cycle 1, and the cycle 2, as follows

Table 4; 4.2.3 Improvement students' whole test

No.	Name	Score Cycle 1	Score Cycle 2
1.	Nayla	84	94
2.	Cindy	56	80
3.	Lalan	56	88
4.	Vicky	80	86
5.	Lyen	58	92
6.	Junaid	58	90
7.	Faiq	56	84
8.	Tutus	80	94
9.	Himma	72	92
10.	Cici	56	92
11.	Putri	54	94
12.	Main	66	92
13.	Firoh	82	98
14.	Nada	78	96
15.	Faiz	82	98
Total Score		1018	1370
Average		67,87	91,33
Highest Score		84	98
Lowest Score		54	80
Completed		46,67 %	100%
Not yet Completed		53,33 %	0%

After taking cycle 1 and cycle 2, the results can be seen the results on the table below:

Table 4.3 Summary of Students Average Score in the Cycle 1 and Cycle 2

Criteria	Cycle 1		Cycle 2	
	Total	Presen tage %	Total	Presen tage %
Students completed	7	46,67%	15	100%
Students not yet completed	8	53,33%	0	0%
Average	67,87		91,33	

Based on the above table, the results of the reading test in cycle 2 have increased from cycle 1. The average value in cycle 1 is 67,87 while in cycle 2 it becomes 91,33. In addition to the increased average scores, the percentage of students categorized as complete learning $\geq 75\%$ also increased from 46,67% to 100%.

After analyzing the research is necessary to discuss the result of the study. The aim of which was to improve reading comperehension. The teaching aids were Folktale text exactly fables text.

This research was conducted starting from preliminary study, cycle 1 and cycle 2. This study was conducted to improve reading skills by using folktale in Elementary Class at An-Nahdloh English Course. Based on the results of the study it can be seen that this research has reached the criteria for success. The following is a discussion of the implementation of learning to read using folktale and the results of reading tests using folktale.

The reading test in cycle 1 shows the success criteria that have not been achieved. The criterion for success in this study is the average score of students and 75% or more of the number of students reach a value of 70. While in this cycle only 46,67% of students reach a value of 70. Therefore

cycle 2 is carried out with improvements resulting from reflection phase. In the reading test in cycle 2 the students experienced an increase. The average value of cycle 2 has increased to 91,33, in addition to students reaching 70 also increased to 100%.

From the data obtained from cycle 2, this study is said to be successful because it has reached the specified success criteria, namely the existence of an average score of 75% of the total number of students who take the learning score ≥ 70 . Based on the discussion above, it can be seen that there is an increase in reading skills from before taking acting until after the cycle 2. The results of reading tests after reading using folktale continue to increase and show that folktale is effective to improve reading comprehension in Elementary Class at An-Nahdloh English Course. They argued that the text makes them more curious to read, so they could pay more attention and understand the text better. Thus this proved statement of Gibbons, who believes that readers bring their own background knowledge of the field or topic and their understanding of language system it self (Gibbons,1993,p.51). On the other word, the prior knowledge had by the readers is an important tool that can help the reader to comprehend and guide them to got better understanding about the reading materials.

D. Conclusion And Sugestion

From the results of the using folktale in Elementary Class at An-Nahdloh English Course can improve reading comprehension with the following steps such as: 1) The teacher greets, 2) The teacher addresses students, 3) The teacher review about definition of Folktale, 4) The teacher forms a group, 5) The teacher gives the dialouge folktale text, 6) Students read folktale texts together with groups, 7) Questions and answers, 8) The teacher gives a conclusion, 9) The teacher gives a final greeting.

Based on the result of the study in Elementary Class at An-Nahldoh English Course. The advice that can be given is:

For Students: Through learning reading with the folktale text should the students further improve the skills read in the future and the next level by practicing reading the story. Students must be active and attentive to learning, so they can understand the learning materials delivered. The habits and craze of reading need to be improve to be more trained reading so it is easier to understand reading.

For Tutor/Teachers: Must create effective and enjoyable learning that keeps students' active and enthusiastic about learning and helping students' understand learning materials.

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