

## **IMPROVING STUDENTS' READING COMPREHENSION USING FAIRY TALE STORY AT SMP NEGERI 5 LIRUNG, TALAUD REGENCY.**

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*Received: 27 September 2024*

*Accepted: 11 Oktober 2024*

*Published: 14 Oktober 2024*

**Abstract** : English may be an all-inclusive dialect since it is utilized by most countries worldwide as the essential dialect. Dialect may be a communication instrument organized in units, such as words, bunches of words, clauses, and sentences communicated orally or in composing. Dialect is an extreme expression used to communicate something to others. This Research aimed to see the effectiveness of using fairy tales to improve student's reading skills in the eighth grade of SMP Negeri 5 Lirung. This Research used a pre-experimental design with two groups, pre-test and post-test. This Research showed that Fairy Tale Story effectively improved students' reading skills. The result showed that the post-test was higher than the pre-test. The mean score of the pre-test was 73.26, and the mean score of the post-test was 83.69, which means that the result of the post-test was higher than the pre-test. It can be stated that students' reading skills in eighth grade of SMP Negeri 5 Lirung were high in the post-test. So it means Fairy Tale Story was effective in improving students' reading skills in eighth grade of SMP Negeri 5 Lirung.

***Keywords: Reading, Skills, Fairy Tale Story, Eight Grade Students.***

### **INTRODUCTION**

English may be an all-inclusive dialect since it is utilized by most countries worldwide as the essential dialect. Dialect may be a communication instrument organized in units, such as words, bunches of words, clauses, and sentences communicated orally or in composing. Dialect is an extreme expression used to communicate something to others. The speaker can understand and get something

the audience or questioner throexpects ugh the language communicated. Dialect lets us communicate thoughts, sentiments, and data and enlighten others. We can associate with others, construct social connections, and better understand the world through dialect. Separated from that, English is a basic universal dialect to memorize. You would like to know four aptitudes when learning English: tuning in, talking, perusing, and composing. Tuning in is the dynamic preparation for getting and reacting to talked (and now and then implicit) messages. Talking is the conveyance of dialect through the mouth. To talk, we make sounds utilizing numerous body parts, counting the lungs, vocal tract, vocal ropes, tongue, teeth, and lips. Perusing is looking at composed images and letters and understanding their meaning. Composing is putting thoughts into words and orchestrating them for a peruser. A few dialect perspectives are principal to learning, specifically language structure, accentuation, pitch, and articulation.

Numerous issues happen when analysis instructs perusing. The analysis showed that the eighth-grade students of SMP Negeri 5 Lirung were not inquisitive about perusing lessons, and their inspiration was moo in learning English, particularly in perusing courses. As a result, understudies need help understanding the syntactic development of the writings they studied and need to know the meaning of understanding remote dialects. In expansion, the perusing fabric in books needs more interesting writings since the stories regularly come from other nations, and the perusing writings do not coordinate the students' foundation information. Subsequently, it is troublesome for understudies to get the content. The creator chose a pixie story as open fabric, which is expected to solve the issues found. Usually, a more appropriate choice for story learning is story learning writing because the story is commonplace to understudies, the transmission of esteem and excitement esteem. In expansion, the story gives perusers delight when they find the climax and determination of the issue. This is often the foremost energizing portion of the narrative.

A pixie story could be a sort of content characterized by outlines that put the reader in several circumstances that appear by the content. If both definitions are inspected, perusing comprehension aptitudes can be reinforced through distinctive story arrangements in which comics are displayed. Both content and pictures give the peruser a distant better, a much better, a higher, a more robust, and improved distant understanding of the content without deciphering each word as numerous understudies do, and this may be seen as an apparatus in this case, appearing elective ways in story writings, instructing perusing and learning to examine, appearing diverse comes about within the classroom. The substance of his pixie story is writing; therefore, important subjects such as history and social things are included in this extended. In the lesson, understudies focus on each arrangement graph within the pixie tale; even understudies who do not like perusing and do not entirely understand the content can get a few thoughts from the narrative text, much obliged to the relationship between pictures and words within the dialect. English is troublesome to understand; this will be created within the pursuing arrangement.

Be that as it may, perusing comprehension could be a complex handle and does not occur automatically. To begin with, of all, the peruser must be able to interpret the words. McNamara (2007) says that readers can decode words but still must develop adequate abilities to understand the sentence's meaning. Concurring to Hampp and Paula L. (2019), dialect may be a device for communicating oneself, communicating, and controlling one's social life. The educator gives a few fabric almost English lessons, but in some cases, how he educates makes understudies bored and think that English lessons are not locked in. So, utilizing Pixie storybooks is helpful but does not help instruct and learn and invigorate students' inspiration to memorize English. In conclusion, the researcher decides to conduct classroom action research to solve the problems found in reading class, especially when narrative text is the material. This research will be conducted on the eighth-grade class students of SMP Negeri 5 Lirung.

## RESEARCH METHOD

Using a single group pre-test and post-test design, this study used pre-experimental research methodology to conduct quantitative research. A pre-test is an assessment that students take before to receiving treatment. A post-test is one that is administered following therapy. There are two tests : the post-test (T2) and the pre-test (T1). X is used as a treatment sign. Therefore, a post-test should be administered following treatment to assess pupils' development and level of vocabulary mastery. Thus, there are two tests : the post-test (T2) and the pre-test (T1). X represents the course of treatment.

Pre-test	Treatment	Post-test
T1	X	T2

This research be conducted SMP Negeri 5 Lirung especially eight grade students (one class only). There are three classes of the first level students at SMP Negeri 5 Lirung, and the researcher take one class only and it be chosen as the subject of study with the total number of participants 23 students.

In analyzing the data the researcher use Mean Score formula and Standard Deviation as follows:

$$Me = \frac{\sum x i}{n}$$

Where:

Me = The mean score of students

$\sum x i$  = The total number of students score

n = The total number of students

(Sugiyono, 2010;49)

Standard deviation

$$S = \sqrt{\frac{\sum (xi - \bar{x})^2}{(n-1)}}$$

Where

S = Standard deviation

n = Number of sample

$\sum$  = Epsilon / total (number, quantity)

$\bar{x}$  = Mean

$xi$  = The score of sample

(Sugiyono, 2010;57)

## **FINDINGS AND DISCUSSION**

Given that the research issues was previously addressed in Chapter 1. Using a pre-experimental design with a pre- and post-test, the issue was resolved. "The Application of Fairy Tale Story to Improve Students' Reading Comprehension" was the hypothesis that was developed. One class with 23 students in both the pre- and post-tests served as the research sample. While the pre-test was taught using a standard method, the post-test was taught using a fairy story. Pre- and post-test result were gathered in order to assess the pupils' progress following treatment. The t-test formula was employed to determine the difference in achievements between

the pre- and post-test. The formula that is being used is the one provided by Shalvelson, who did research using those criteria previously.

### Findings

**Table 1. Data Matrix of the Pre-test and Post-test**

<b>Subject</b>	<b>T1</b>	<b>Subject</b>	<b>T2</b>
	<b>Pre-test</b>		<b>Post-test</b>
01	70	01	90
02	80	02	85
03	85	03	90
04	75	04	95
05	85	05	100
06	75	06	95
07	70	07	85
08	70	08	90
09	70	09	100
10	70	10	85
11	70	11	90
12	80	12	100
13	70	13	80
14	65	14	80
15	70	15	95
16	80	16	90
17	60	17	100
18	60	18	100
19	65	19	95
20	80	20	90
21	80	21	85
22	70	22	80

23	85	23	95
	<b>1685</b>		<b>1925</b>

The presentation frequency distribution of the pre-test (T1) and post-test (T2) score was shown below.

**Table 2. Frequency Distribution of the Pre-test (T1)**

	<b>The highest score</b>	<b>The lowest score</b>
Score	85	60
Percentage of students	11,08 %	5,21 %
Number of students	3	2
<b>Average score</b>		
73,26		

The presentation of table 2, it could be clearly seen that the highest score was 85 (eighty-five) gained by 3 students or in percentage 11.08% and students obtained 60 (sixty) or 5.21% as the lowest score. Thus, the average score in the pre-test is 73,26.

**Table 3. Frequency Distribution of Post-test (T2)**

	<b>The highest score</b>	<b>The lowest score</b>
Score	100	80
Percentage of students	21,73 %	10,43 %
Number of students	5	3

<b>Average score</b>
83,69

The presentation on table 3 above, it could be clearly seen that the highest score was 100 (one hundred) gained by 5 students or in percentage 21.73% and 3 students obtained 80 (eighty) as the lowest score. In addition, the average score in this post-test is 83,69.

a. Pre-test

The researcher pretend to be a teacher when attending classes in order to gather data. Questions are administered to students in the format of objective exams. Following the teacher's explanation of the lesson, students match the picture and chronological information by selecting the appropriate response to the questions. The pre-test score was derived by the researcher from this test. This exam, which consists of 20 written items, is intended for kids who have not received any special education.



Instead, it is based on the standard procedures that they learn in school. If the response is accurate, the teacher will mark it with a 5, and if it is incorrect, a 0. The maximum possible score pupils is 100.

**Table 4. Variance of Pre-test**

<b>SUBJECT</b>	<b>X</b>	$\bar{X}_1$	$X_1 - \bar{X}_1$	$(X_1 - \bar{X}_1)^2$
1	70	73,26	3,26	10,6276
2	80	73,26	-6,74	45,4276
3	85	73,26	-11,74	137,8276
4	75	73,26	-4,05	16,4025
5	85	73,26	-11,74	137,8276
6	75	73,26	0,95	0,9025
7	70	73,26	3,26	10,6276
8	70	73,26	3,26	10,6276
9	70	73,26	3,26	10,6276
10	70	73,26	3,26	10,6276
11	70	73,26	3,26	16,4025
12	80	73,26	-6,74	45,4276
13	70	73,26	3,26	10,6276
14	65	73,26	10,95	119,9025
15	70	73,26	0,95	10,6276
16	80	73,26	-6,74	45,4276
17	60	73,26	10,95	119,9025
18	60	73,26	10,95	119,9025
19	65	73,26	-4,05	16,4025
20	80	73,26	-6,74	45,4276
21	80	73,26	-6,74	45,4276
22	70	73,26	3,26	10,6276

23	85	73,26	11,74	137,8276
$\Sigma$	<b>1685</b>			<b>1135,459</b>

After putting the individual deviated from the data presentation on the table 4 (experimental group), the next step was to calculate Mean ( $\bar{X}_1$ ) and Standard Deviation ( $S_1^2$ ) which was computed based on the appropriate formula.

b. Treatment

Additionally, researcher treated each research participant differently in classes that were already in place. The instructor visited the class five times during this treatment. The researcher uses a fairy tale story to teach students English reading comprehension. This segment is crucial in motivating students to solve difficulties related to their early reading instruction, and they can use the game to practice for the post-test later on.

c. Post-test

Following instruction, one class that had previously had a pre-test and therapy received a post-test from the researcher. The pre-test and the test are comparable. After giving pupils a question sheet explaining the lesson, the teacher assigns them to match the textual from of the question with the visual and chronological information by selecting the most accurate answer. There are twenty reading test questions in all, all of them are word-based. The post-test score was obtained by the researcher from this test. There are twenty written items in this test. If the answer is right, the teacher marks it with a 5, and if it is incorrect, a zero. The maximum possible score for pupils is 100.

**Table 5. Variance of Post-test**

<b>SUBJECT</b>	<b>X<sub>2</sub></b>	<b><math>\bar{X}_2</math></b>	<b>X<sub>2</sub> - <math>\bar{X}_2</math></b>	<b>(X<sub>2</sub> - <math>\bar{X}_2</math>)<sup>2</sup></b>
1	90	83,69	-6,31	39,8161
2	85	83,69	-1,31	1,7161

3	90	83,69	-6,31	39,8161
4	95	83,69	-11,31	127,9161
5	100	83,69	-16,31	266,0161
6	95	83,69	-11,31	127,9161
7	85	83,69	-1,31	1,7161
8	90	83,69	-6,31	39,8161
9	100	83,69	-16,31	266,0161
10	85	83,69	-1,31	1,7161
11	90	83,69	-6,31	39,8161
12	100	83,69	-16,31	266,0161
13	80	83,69	13,6161	13,6161
14	80	83,69	13,6161	13,6161
15	95	83,69	-11,31	127,9161
16	90	83,69	-6,31	39,8161
17	100	83,69	-16,31	266,0161
18	100	83,69	-16,31	266,0161
19	95	83,69	-11,31	127,9161
20	90	83,69	-6,31	39,8161
21	85	83,69	-1,31	1,7161
22	80	83,69	3,69	13,6161
23	95	83,69	-11,31	127,9161
<b>Σ</b>	<b>1925</b>			<b>2256,27</b>

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After putting the individual deviated from the data presentation on the table 5 (control group), the next step was calculating Mean ( $\bar{X}_2$ ) and Standard Deviation ( $S_2^2$ ) which was computed based on that following formula.

## Discussion

The assurance of this score is planning to alter to the educational programs actualized in schools and give an objective appraisal of each application of fabric or test that has been carried out. The result of the information investigation comprehensively appeared the taking after exact truths. Twenty-three understudies took portion within the test, and twenty-three understudies were within the pre-test and post-test. The analyst decide the esteem of the victory of treatment as follows. Students who gotten score within the 60-80 within the pretest demonstrated successful treatment after analyzing the posttest comes about. A estimate score could be a numerical result calculated employing a estimate detail and scoring calculation. The calculated estimation score speaks to the accumulation of all participant-level information suitable for the measured substance. The measure determination assigns the substance being measured and to whom the estimate score applies.

Besides, after analyzing the information, the analyst found that the accomplishment of the posttest was way better than that of the pretest. Within the posttest, the most noteworthy score was 100 (one hundred), and 80 (eighty) was the least. The most elevated score within the pretest was 85 (eighty-five), with a rate of 11.08, and 60 (sixty) or 5.21% was the least score. A pretest is an appraisal degree given to members some time recently they have experienced a few treatment as portion of a inquire about think about. A posttest is an evaluation degree given to members after they have gotten treatment as portion of a investigate ponder. A pretest and posttest investigate plan must give members with the same evaluation measures some time recently and after treatment to decide in the event that any changes can be associated to the treatment. (Nasution, 2005).

Based on the information over, the posttest scored higher than the pretest. The pretest showed that the Cruel score ( $1 = 73.63$ ) and Standard Deviation ( $S12 = 76.6$ ) were lower than the posttest, in which the cruel score ( $2 = 87.5$ ) and Standard Deviation ( $S22 = 87.5$ ) within the posttest. A standard deviation (or  $\ddot{A}$ ) measure how scattered the information is around the cruel. A moo standard deviation implies information are clustered around the cruel, and a tall standard deviation demonstrates

information are more spread out. A standard deviation of zero demonstrates that information focuses are near to the cruel.

In differentiate, a tall or mood standard deviation shows that information focuses are over or underneath the cruel (Browne, 2001). This implies that the posttest result after treatment was way better than the pretest some time recently treatment. Based on the inquire about comes about, applying pixie story strategies to make strides students a perusing comprehension was successful.

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