

THE IMPLEMENTATION OF FABLE STORY AS NARRATIVE TEXT MATERIAL TO IMPROVE STUDENTS READING COMPREHENSION AT SEVENTH GRADE OF SMP KRISTEN SONDER

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Abstract: The main focus of this study was on the understanding of students at the factual and analytical levels. The pre-experimental research approach employs pre-test and post-test as research instruments. The study sample comprised 73 students from SMP Kristen Sonder. The results indicated that students showed improvement, as seen by the average scores of the pre-test and post-test. The average pre-test score for literal understanding was 41.00%, however for interpretive comprehension it was 46.00%. Following the administration of therapy, the mean score for literal understanding showed a significant rise of 66.00%, while the mean score for interpretative comprehension exhibited a notable increase of 72.00%. The results of the significance test suggest that there is a notable disparity in reading comprehension between the literal and interpretive emphasis. The t-test value for the literal emphasis is 27,386, which exceeds the crucial value of 2,064. Moreover, the t-test value for the interpretative focus is 20,663, which exceeds the crucial limit of 2,064. It is utilized to verify the hypothesis that emerges in this inquiry. The null hypothesis (H₀) was rejected because it lacked statistical significance, while the alternative hypothesis (H₁) was accepted. The conclusion was made based on the t-test results, which showed that both literal comprehension (27,386) and interpretative comprehension (20,663) had values higher than the critical t-table value (2,04W₂). The study revealed that students' reading comprehension, specifically in the areas of literal and interpretative reading, shown improvement while utilizing fable stories.

Keywords: *Reading Comprehension, Fable Story, Literal and Interpretative.*

INTRODUCTION

English is among the foreign languages taught in educational institutions. Proficiency in English is crucial in the present era of globalization due to its status as a universal language. Various scientific books, linguistic resources, and other literary works are explicitly written in the English language (Liando et al., 2022); (Liando et al., 2023); (Maru et al., 2021). Therefore, in order to comprehensively comprehend

these materials, it is imperative to possess a thorough command of the English language. Maru et al., (2022); Hela et al., (2015) proposed that language proficiency can be categorized into four distinct dimensions: auditory comprehension, vocal expression, written communication, and reading comprehension. Proficiency in reading is an essential skill that is vital for everybody, especially educators and students. These skills are highly beneficial for facilitating the seamless process of teaching and fostering proficiency in the English language.

English is formally introduced to students at an early stage in present-day Indonesia. The 2013 curriculum emphasizes the importance of reading, as it is a crucial component of student education (Nur et al., 2023). Reading is an essential element of education for students in all fields of study. However, in actuality, reading is a multifaceted linguistic ability, particularly for children who still struggle with comprehending and assimilating the information presented in reading materials.

Reading is a cognitive activity that involves comprehending written material by integrating perceptual and cognitive skills. Reading encompasses two interconnected processes: lexical identification and comprehension. Word recognition pertains to the cognitive process of comprehending the correlation between written symbols and one's spoken language. Comprehension refers to the cognitive process of grasping the significance and relevance of interconnected words, phrases, and texts. Reading is a crucial element of language instruction and acquisition, despite its challenging nature.

Hampp et al., (2021); Miller, (2013) defines reading comprehension as the cognitive process of structuring a written work in a manner that enables readers to comprehend and communicate ideas effectively. Reading comprehension, as described by this method, refers to the reader's ability to comprehend and evaluate the information offered in a written text.

Various genres of reading texts include narrative, recount, report, descriptive, explanation, analytical exposition, hortatory exposition, procedure, news item, and others. Most adolescents face challenges in comprehending written text, deriving significance from their reading, and discerning the primary concept of a paragraph. Dwiarti (2005) states that various factors, including both internal and external

elements, might contribute to a decrease in students' reading comprehension. The children's limited reading comprehension can be attributed to reduced motivation, poor interest in reading, and constrained critical thinking abilities. Externally, there is a lack of educational methods, parental support, and media resources.

Reading comprehension is the ability to accurately articulate ideas and comprehend the intended message in written text, which is the main objective of a writer. Reading comprehension is a fundamental academic subject that is taught in educational institutions and is applicable to both students and individuals. Furthermore, the instructor can augment the development of reading comprehension by evaluating the pupils' aptitudes. In this study, the researchers employed fable narratives to enhance students' reading comprehension.

In their study, Zaidan, et al. (2007) provide a concise definition of fables as short stories with animal characters that exhibit human characteristics and provide moral teachings. They might also be called animal anecdotes or narratives with animals.

Sabatino Scia, a modern Neapolitan writer, has authored over two hundred stories that he categorizes as "the fables of western protest." The characters encompass not only fauna, but also inanimate entities, legendary beings, and natural phenomena. The objective of Scia aligns with that of conventional fables, which is to serve as a platform for unveiling the intricacies of human culture. The contributions made by brothers Juan and Victor Orcuri Garcia have exerted a substantial influence on Latin America. Revival of traditional folklore stories. However, they accomplished this by implementing a groundbreaking approach: utilizing narratives as a vehicle for disseminating the indigenous literature of the region.

The researcher utilized a fairytale storyline to enhance the reading comprehension skills of children at SMP Kristen Sonder. The majority of students lack fluency in spoken English. The primary concern primarily centered on the ability to understand written text, which was influenced by the implementation of more meticulous observations. The children lack the ability to comprehend the content of the reading material. Consequently, their comprehension of the subject being taught is significantly deficient. The primary challenge encountered by students at SMP

Kristen Sonder, particularly those in grade VII, is the complexity of comprehending sentences within the text. The problem arises due to the prevalent utilization of local languages in their daily endeavors, rendering English their tertiary language subsequent to Indonesian.

According to an interview conducted with seventh grade educators at SMP Kristen Sonder, it was observed that students' English reading skills lack excitement. Furthermore, there is a subset of students who have a diminished level of focus and dedication when interacting with English literature. Moreover, there is a lack of student involvement during the learning process. A significant number of students display a lack of attentiveness towards the teacher's explanations of the subject matter during class. Proficiency in reading comprehension is essential for children to excel academically and actively participate in society. Possessing advanced proficiency in comprehending written texts is advantageous for gaining knowledge not only in the English language but also in diverse academic disciplines. Can the utilization of fable narratives enhance the reading comprehension of seventh grade students.

RESEARCH METHOD

This research employed the pre-experimental design with one group pre-test and post-test. This design involved one group as pre test (O1) exposed to treatment (X), and post-test (O2).

Table 1. Research Design

01	X	02
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Information:

O1 = Pre-test

X = Treatment

O2 = Post-test

(Gay in Hasmi, 2013:16)

The research population included of seventh-grade pupils attending SMP Kristen Sonder throughout the academic year 2022-2023. There was one class, consisting of 24-25 pupils, in the seventh grade. The researcher participated in a solitary course,

explicitly identified as class 1. For instance, it consisted of a grand total of 25 students. The researcher utilized purposive sampling to select a particular class from the six courses where students were studying narrative text, based on prior observation. The researcher's objective in this study was to examine how using fable narratives affects the improvement of reading comprehension in first-grade students. A system that employs symmetric multiprocessing (SMP). Kristen Sonder. Research instruments were used as tools for collecting data. In this study, researchers utilized a single tool, specifically the reading examination, to enhance students' understanding and interpretation of the text's discourse. The type of text used for assessing students is fable literature, which helps determine the extent of students' reading comprehension. The research instrument consisted of a written essay. Students underwent two assessments, namely a pre-test and a post-test. The researcher employed quantitative data analysis techniques to analyze the data. The results were collected from both pre-test and post-test assessments, specifically measuring students' literal (main concept) and interpretive (conclusion) reading comprehension using predetermined criteria.

Table 2 Scoring Rubric of Literal Comprehension

No	Indicator	Score
1	The answer includes a clear generalization that states or implies the main idea	4
2	The answer states or main idea from the story	3
3	Indicator inaccurate or incomplete understanding of main idea	2
4	The answer include minimal or no understanding of main idea	1

Pollard (2007.25)

FINDINGS AND DISCUSSION

The research findings pertain to the utilization of fable narratives for teaching reading comprehension. This technique aims to enhance students' understanding of the story's substance and their capacity to assess the story's conclusions.

1. The mean of the students' literal and interpretative reading comprehension

This study provides a detailed examination of how pre-test and post-test scores are distributed by using fable story reading activities. The research findings are

described in a thorough manner. This is illustrated by the mean performance of students in both literal and interpretive reading comprehension, as well as the percentage of improvement. The subsequent table displays the information.

Table 3 mean score and improvement of students literal and interpretative reading comprehension

Indicator	Mean score		Improvement (%)
	Pre Test	Post Test	
Literal	41.00	66.00	60,97 %
Interpretative	46.00	72.00	56,52 %

Illustrates discrepancies in the pre-test and post-test outcomes of students in both literal and interpretive reading comprehension. By conducting a literal analysis, it is evident that the examination of data indicates a consistent increase in the average score of pupils from the initial assessment to the final assessment. The average pre-test score of students is 41.00, which is deemed satisfactory. However, when the treatment was implemented, the pupils' explicit reading comprehension showed improvement. This is corroborated by the average score of students on the post-test, which stands at 66.00, signifying a commendable level of achievement. Consequently, there has been a significant increase of 60.97% in student performance. Implementing fable story reading tasks could improve students' explicit reading comprehension (about the topic). Meanwhile, in the domain of interpretative reading comprehension, the data analysis showed that the students' average score improved from the initial test to the final test. The mean pre-test score of the pupils is 46.00, suggesting a performance that falls below the average. However, after executing the treatment, the students' interpretative reading comprehension shown a significant improvement. This is corroborated by the fact that the mean score attained by students on the post-exam is 72.00, a level that is deemed acceptable. The students' competence in interpretative reading comprehension has experienced a substantial improvement of 56.52%. Integrating fable story reading activities can improve

students' ability to understand and analyze written material, especially when it comes to making logical deductions from the given information.

2. The classification of the students score in pre-test and post test
 - a. The classification of the students score in literal comprehension

Table 4 Frequency of Pre-Test and Post-Test of Students' Literal Reading Comprehension

NO	Score	Classification	X1	Pre Test		X2	Post Test	
				F	P		F	P
1	96 -100	Excellent	0	0	0%	0	0	0%
2	86 -95	Very good	0	0	0%	0	0	0%
3	76 -85	Good	0	0	0%	80	1	4%
4	66 – 75	Fairly good	0	0	0%	70	11	44%
5	56 -65	Fair	0	0	0%	60 65	9 4	36% 16%
6	36 -55	Poor	40 45	18 3	72% 12%	0	0	0%
7	00 -35	Very poor	50 35 30	1 2 1	4% 8% 4%	0	0	0%
Tota I				25	100		25	100
					%			%

Offers a graphical representation of the frequency and percentage of students' clear comprehension of written text. Out of the 25 students who took the pre-test, one student, who constituted 4% of the total, got a score of 30, a pair of students, who constituted 8% of the overall population, got a score of 35, a solitary student, who constituted 4% of the total, got a score of 50, and a total of 18 students, who constituted 72% of the entire group, got a score of 40. All 2 students had a score of 40. After therapy, the results of 25 students showed that 4 students, or 16% of the total, got a score of 65. Additionally, a total of 9 students, or 36% of the whole group, got a score of 60. Last but not least, a total of 11 students, or 44% of the whole group, got a score of 70. Last but not least, a single student, or 14% of the whole group, got a score of 80. Setelah ujian, 4 siswa termasuk dalam kategori yang wajar, yang merupakan 16% dari total, 9 siswa termasuk dalam kategori yang wajar, yang merupakan 36% dari total, dan 11 siswa termasuk dalam kategori yang wajar, yang

merupakan 44% dari total. Terakhir, satu siswa termasuk dalam kategori yang wajar, yang merupakan 4% dari total.

Table 5 Frequency of Pre-Test and Post-Test of Students' interpretative Reading Comprehension

NO	Score	Classification	X1	Pre Test		X2	Post Test	
				F	P		F	P
1	96 - 100	Excellent	0	0	0%	0	0	0%
2	86 -95	Very good	0	0	0%	0	0	0%
3	76 -85	Good	0	0	0%	85	2	8%
4	66 – 75	Fairly good	0	0	0%	75	12	48%
5	56 -65	Fair	0	0	0%	70	7	28%
6	36 -55	Poor	55	1	4%	60	4	16%
			50	11	44%			
			45	5	20%			
			40	8	32%	0	0	0
7	00 -35	Very poor	0	0	0%	0	0	0%
Tota				2	100		25	100
I				5	%			%

Displays the frequency and proportion of pupils' understanding of written text. Out of the original cohort of 25 pupils, 8 individuals, representing 32% of the total, obtained a score of 40. Furthermore, out of the entire number of pupils, 11 individuals, constituting 44%, attained a score of 50, but only 1 student, making up 4% of the total, achieved a score of 55. Thus, in the preliminary assessment, 8 students, comprising 32% of the total, are categorized as poor. Moreover, there are precisely 11 children, comprising 44% of the entire group, who belong to the same category. Ultimately, there is a solitary student, constituting 4% of the overall population, classified in the impoverished category. Following the treatment, the post-test results of 25 learners revealed that 4 students, or 16%, achieved a score of 60. Furthermore, 7 students, constituting 28% of the entire group, obtained a score of 70, while 12 students, making up 48% of the total, received a score of 75.

Approximately 2 to 8 percent of pupils achieved a score of 85. Among the whole student population who took the exam, there were 4 individuals, constituting 16% of the total, who were classified as fair. Furthermore, a total of 7 students, representing 28% of the overall number, were classified as somewhat skilled. Furthermore, out of the entire number of students, 12 individuals, constituting 48%, were classified as good, and 2 students, amounting to 8%, were designated as very good.

3. Statistical Hypothesis Testing (T-Test for Significance)

The hypothesis was evaluated by conducting a t-test to determine if there was a statistically significant difference in the cognitive capacities of students who used fable stories compared to those who used the usual technique. The t-test is suitable for assessing the hypothesis testing comparing the pre-test and post-test. The study yielded a statistically significant outcome at a significance level of 0.05, with a degree of freedom (df) equal to N-1, where N is the total number of students, which in this specific example was 25. It can be identified in the following manner.

Table 5 the value of t-test

Variable	t-test value	t-table value	Comparison
Literal comprehension	27.386	2,064	t-test > t-table
Interpretative comprehension	20.663	2,064	t-test > t-table

Table 4.4. In addition, the results of the significance test for reading comprehension indicate that the literal component has a t-test value of 27,386, which is higher than 2,064, and the interpretative aspect has a t-test value of 20,663, which also exceeds 2,064. These were employed to examine the hypothesis that arises in this study. The null hypothesis (H0) stating the lack of a significant difference was rejected, whereas the alternative hypothesis (H1) was confirmed. The conclusion was drawn by comparing the t-test values for both literal comprehension (27.386) and

interpretative comprehension (20.663) to the crucial t-table value (2.042). Both comprehension scores above the critical value. The study found that students' reading comprehension, namely in the domains of literal and interpretive reading comprehension, showed enhancement when exposed to fable stories.

Discussion

The objective of this study is to employ fable narratives as a method to enhance the reading proficiency of seventh grade students at SMP Kristen Sonder. The goal is to improve the students' comprehension of the story's content and their proficiency in using language. The study revealed a significant improvement in students' reading comprehension while using fable stories, as seen by the higher average score and proportion of students' pre-test and post-test results.

In their study, Zaidan, et al. (2007) presented a concise explanation of fables as short stories that feature animal characters exhibiting human-like attributes and are used to convey moral teachings. In essence, fables are narratives that depict animals exhibiting human traits.

Fable stories are a type of literature that is intentionally designed for educational purposes, using clear and easily comprehensible narratives with the goal of instructing students. Through reading fables, children can absorb moral principles that are skillfully integrated into the story, therefore influencing their personal growth and character formation. Furthermore, the exemplary characters portrayed in the tales have the ability to inspire and guide students' behavior.

in daily existence. Promoting integrity is a vital emphasis in character education. Gustiawati et al. conducted a study that was published by Meilia Safri in 2020. The choice to employ fables as teaching tools stems from their ability to captivate students through storytelling and visual depictions. The inclusion of animal creatures in fables, as depicted in storybooks, imparts a certain allure to these storytelling. As students advance through each page, they experience a feeling of astonishment and enjoyment. The main goal of fable is to offer unique educational opportunities for children by engaging them in activities such as reading, storytelling, and taking on the roles of animal characters. This will have a noticeable impact on the reader, facilitating their retention of information during the learning process.

Here, the researcher analyzes and contrasts the findings of this study with those of prior studies that also employed fable narratives. Empirical evidence supports the notion that teaching kids reading skills using fable narratives enhances their comprehension of written language. Nevertheless, it is crucial to acknowledge that employing fable narratives can be a potent and effective approach for involving children in activities and resources. Hence, it is recommended for educators to employ diverse resources and construct a narrative centered around fairytales that fosters enthusiasm and active engagement among students during instructional and learning endeavors. Furthermore, fable stories have the ability to enhance the educational environment by encouraging increased student engagement and motivation. This is observed via the active and passionate involvement of students in all academic pursuits.

The inclusion of fable narratives offers several benefits for educational endeavors, particularly in enhancing reading skills through the use of fictional novels. Utilizing fables helps enhance students' reading comprehension. The authors utilize fables as a therapeutic technique to improve students' performance in post-tests, specifically addressing the aforementioned difficulties. Prior to use fable stories as a means of communication, the writer ran a pre-test by conducting an essay test solely to assess the participants' existing knowledge.

Initially, their reading proficiency was inadequate. The majority of individuals experience confusion and invest a significant quantity of time attempting to comprehend the substance of the reading material. They encounter challenges in comprehending written materials and articulating their viewpoints in order to grasp the given reading content. Following the administration of a pre-test to the children, the writer continued to provide treatment by delivering a fable narrative. Consequently, youngsters experience increased engagement and enjoyment throughout reading activities.

The findings indicated that utilizing fable narratives as a method of instruction resulted in a substantial improvement in students' reading proficiency, including both their comprehension and linguistic aptitude. This increase indicates the presence of a pre-test and post-test procedure. The learners' performance on the pre-test, in terms of their ability to identify the topic and use language, was notably inadequate. It

demonstrates the inability of young individuals to articulate their thoughts and comprehend them. Prior to incorporating fable stories as a method for reading tasks. The mean scores of students who delivered presentations on instructing reading comprehension using fable narratives shown enhancement following therapy, in contrast to their pre-treatment levels. Prior to receiving treatment, an assessment was conducted to evaluate the reading proficiency of the pupils in the specific subject area.

The user exhibited exceptional mastery of language and its utilization. Upon administration of the drug, their reading skills exhibited a substantial enhancement and were classified as proficient. According to this calculation, it is clear that students at SMP Kristen Sonder show more significant advancement in reading comprehension. The improvement is apparent in both the substance of their reading, in terms of logical consistency and thoroughness, as well as their use of language, particularly in relation to verb inflection. This improvement is achieved by utilizing fairy tale narratives. Furthermore, the reliability of the results is enhanced by examining the scores derived from the students' average performance on both the pre-test and post-test.

A research project was conducted at SMP Kristen Sonder with the aim of enhancing the reading proficiency of Class VII students through the implementation of fable stories as an instructional approach. The research findings, supported by the average scores of the pre-test and post-test, confirm this statement. There has been a surge in student enrollment. The mean score on the pre-test for literal reading comprehension was 41.00%, while for interpretive reading comprehension it was 46.00%. The results of the post-test showed a substantial increase of 66.00% in literal reading comprehension and 72.00% in interpretative reading comprehension after the treatment.

The results of the significance test for reading comprehension indicate a substantial focus on literal comprehension, with a t-test score of 27,386, which is substantially greater than the threshold of 2,064. In addition, there is a strong focus on interpretive comprehension, as indicated by a t-test score of 20,663, surpassing the criterion of 2,064. These were employed to evaluate the hypothesis that arises in this study. The null hypothesis (H_0), which suggested the lack of a significant

difference, was disproven in favor of the alternative hypothesis (H1). The decision was made based on the t-test results for both literal comprehension (27.386) and interpretative comprehension (20.663), which were higher than the critical t-value (2.042).

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