USING FABLES TO ASSIST STUDENTS IN ENHANCING THEIR READING COMPREHENSION

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A R T I C L E I N F O

A B S T R A C T

The main problem in this study was "is it effective to teach reading comprehension by using fables to the eleventh grade students' at SMK Rawas Hulu?". The objective of this study is to find out whether or not to teach of narrative text by using fables to the eleventh grade students' at SMK Rawas Hulu is effective. The method used in this study was quasi-experimental method. The population of this research was the eleventh grade student at SMK Rawas Hulu in the academic year of 2022/2023. The number of population was 240 students, and 240 students were taken as samples, which were chosen through purposive sampling in form convenience sampling. The written test were used to collect the data and the data were analysed through paired samples t- test. The result of this study proved that are the fables effective for teaching reading comprehension by using fables to the eleventh grade students at SMK Rawas Hulu, it is proved by degree of freedom (df) 33, sig with 2-tailed 0,000. T- obtained shows that the alternative hypothesis with 95% (0,05) of significant level was accepted, because the result of paired samples t-test was 3.088 which exceeding the t-table value was 2,042 as its critical value under 0,05 significant levels. Besides, the alpha value It (0,000) was less than 0,05. indicated that the null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. It means that Teaching Reading Comprehension by Using Fables to The Eleventh Grade Students' at SMK Rawas Hulu was effective.

Introduction

English is an international language. In Indonesia, English is taught as foreign language. According to Frank et al. (2012) and Leung et al. (2020) language has a central role in the development of intellectual, social, and students' emotion and determination is the key to success, learning in all areas of study not only as a field of study, a curriculum in language. Moreover, Declerck et al. (2017) and Rozi (2018), stated that the language aspects that are very important in English is ready, because reading is one of the four language skills, such as reading, speaking, listening and writing which learned by the students. The ability of the four language skills is the main target for the learned to have. But in teaching, the

four-language skills ability above cannot be separated. These skills must be taught literately so that every skill will be regarded to one another.

The four skills are considered inseparable in the sense that they must be thought integrated (Rozi, 2018). Based on Celik (2019) and Ruhviyanti et al. (2022) stated that reading requires four major skills: eye movement, visual discrimination, association, and interpretation. Eye movement refers to ability to move the eyes in conventional way. Visual discrimination means the ability to distinguish one letter from another, one word from another and among group words and the ability to recognize repeated instances of the letters (including capital letter and small letter). As the same, repeated instance of a word or group of word as the same. Interpretation refers to ability to find out the meaning by adding together number of associations.

One of skills that has to be developed by students in learning English is Reading. Reading is the most important skill among other skills of language because by heaving reading ability, other skills of language can be developed. Reading is needed for further education and independent study (Amin, 2019). Reading may give readers many benefits, for example, by reading can improve the knowledge besides getting information, decode information, ideas, thought ang feeling from the writer s through written information (Afflerbach et al., 2013).

Moreover, Landi (2010) stated that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement whit written language. It consists of three elements: the reader, the text, and the activity or purpose for reading. According to Oakhill et al. (2014) and Budiyanto (2019) teaching reading at school is not a simple process. The teachers of English should be creative and selective in selecting an appropriate method, and they must know the strategy in teaching of reading so that the students can be interested in the subjects that have been discussed by the teacher. Reading is a means learning to identify words and get their meaning. Reading is an important aspect of language for everyone who want to succeed in learning language.

When the writers were doing observation at SMK Rawas Hulu especially the eleventh grade, the writers found that many reason why the students faced the difficulties in reading comprehension, firstly the students had lack ability to comprehend in firstly reading text. Secondly, meaning of sentences sometimes different context. The teacher participation is needed by the students to increase their learning activity, especially in reading. So that, the teachers of English have to prepare a suitable teaching besides the material itself. Moreover, Barkley, and Major (2020) stated that a suitable technique what the teacher has to dais improve the students with the situation where they really feel and enjoy learning. So, the general question for this research was formulated as follows "was there any significant difference of reading comprehension in narrative text between the eleventh-grade students of SMK Rawas Hulu who were taught by using fables and those who were not?".

Furthermore, the several previous research by Erkaya (2011); Vidović, and Fajs (2015); Rahmawati et al. (2019) and Romdoni (2020). stated that Fables can motivate the

students and make him or her pay attention and take part, and fables very interesting: this is one of the reasons why the writers are interested in doing the study concerning the teaching of reading through fables. By using this technique, it is hoped that the students will be more interested in studying English learning reading. The teachers of English should help the students cope with their problem in reading, in this case the writers would like to introduce and apply fables which the writer believes will help the students cope with their problem in reading. However, it needs the investigation. The hypothesis of this research H0: There was no significant difference of students' reading comprehension in narrative text between the eleventh-grade students of SMK Rawas Hulu; Ha: There was significant difference of students' reading comprehension in narrative text between the eleventh grade students of SMK Rawas Hulu.

The Definition of Reading Comprehension

Reading comprehension is an active and thinking process. It requires effort on the part of readers. They must draw upon their own experiences and their previous knowledge in order to relate this prior knowledge and experience to what they read. Reading comprehension - techniques for improving students' success in extracting useful knowledge from text (Gilakjani & Sabouri, 2016 & Nerim, 2020). In order words, there would be no reading without comprehension because the main purpose of reading is comprehension as the primary objective of the reading process. The ability to answer all the question may indicate that the students comprehended the reading texts given. To be able to answer those questions, the readers should relate all the information stated or unstated in the text to what they have already had in their mind.

The Importance of Comprehension in Reading

Students' ability in reading comprehension is very important. is the Reading most important t skill in learning any subject, because the students have to use reading skills in every single subject, they ever study and in almost every aspect of life. For example, students need to comprehend challenging science textbooks as well as directions and word problem on texts.

According to Hosseini et al. (2012); Al-Odwan (2012); Karimi and Veisi (2016); García-Madruga et al. (2016) and Budiyanto et al. (2023) stated that reading is a process of constructing meaning that is formed by two basic components: decoding and comprehension. It means that comprehension is very important in the reading process. We cannot say that someone is reading if he or she does not comprehend. It is clear that reading is one of the skills that be learned and mastered. The essential aim for any reading activities is to understand what is read. Comprehension can be attained when students recognize printed symbol, interpreted the print, give respond and get meaning from the process.

Factors Which Influence Students' Reading Comprehension

According to Spencer et al. (2014); Al-Jarrah and Ismail (2018) and Oakhill et al. (2019) the major difficulties in reading comprehension have been identified by various researchers and can be summed up as follows:

1. Anxiety

   Anxiety is a basic human emotion that consist of fearless uncertainty. Unfamiliar scripts, writing systems, and unfamiliar cultural material are some factors that cause reading anxiety.

2. Processing Difficulties

   Students will just give up if they are unable to process the words.

3. Selection of Reading Material

   If the reading material is interesting and not difficult, a reading habit is established.

4. The Problem of English Spelling

   English is not phonetic language; spelling might be confusing factor for students to understand a reading text

5. Lack of Motivation

   The students can read but do not choose to do so for the purpose of enjoyment. Often hooks are chosen by teachers that are last concerned with the issues of students' interests.

6. Lack of Interest

   Many students turn away from reading because they do not: find stories of interest. Reading disabilities can affect basic reading skills and comprehension. On the other hand, many children who do not have difficult learning to read are bright and motivated to learn to read. In summary, from those factors: selection of materials, lack of interest are the main important factors usually faced by the students.

Levels of Reading Comprehension

According to Alqarni (2015); Sari (2016); Oda and Abdul-Kadhim (2017) and Andrés (2020), there are four levels in reading comprehension (1) literal comprehension, (2) inferential comprehension, (3) applied comprehension on, (4) critical reading.

The writers focus on literal comprehension because in learning fables, the students are looking for information to include some details and facts to back up the main idea. Some of the classification will be presented as follows;

1. Literal Comprehension

   The comprehension skills play a fundamental role in the total reading process, therefore, it is a essential to development of a sound foundation in comprehension are literal skills. Those comprehension skills that are categorized as literal are to (a) understanding concrete words, phrases, clauses, and sentence pattern, (b) recalling details, (c) remembering stated sequences of events and, (d) interpreting abbreviations, symbols, and acronyms.

2. Inferential comprehension

Some inferential skills that are particularly valuable to students are; (a) understanding author's purpose, (b) using signal words to understand the meaning, (c) recognizing implied sequence and, (d) using context clues to determine meaning.

3. Applied comprehension

Analyzing to distinguish between the different parts, (b) synthesizing to build your own structure and pattern of thinking, (c) applying the information in a new way.

4. Critical comprehension

Critical comprehension essential to effective cognitive development are; (a) and identifying relevant irrelevant information, (b) understanding the reliability of an author, (c) differentiating facts and opinions and, (d) separating real and unreal information.

The Concepts of Fables

A fable is very short story which is meant to illustrate a point or teach us a lesson. Usually, but not always, fables are stories about animals that talk like people. The lesson that a fable teaches us is called a moral. According to Borins (2011); Indriyani (2017) and Saalu and Osinubi (2022). fable is traditional short story, especially with animals as characters, that teaches a moral lesson, writes the following concepts of fables, such as:

a. Ancient fables are considered folklore because they have been handed down orally and have no single author.

b. Fables always have a lesson, called a moral. The moral is expressed in concise, complete sentence, and it is usually stated at the end of the fable, set a part by a small space and preceded by the word "moral". Sometime the moral implied, not stated.

c. A proverb is a wise thought, state very briefly.

d. A proverb can be meaningful by itself, but a moral must accompany a text.

e. Because proverbs are brief and easy to remember, they have been used for centuries to teach children and make observation about life's events.

f. Since cultural values vary, so do the morals of fables. Different fables can teach completely opposite morals.

g. The folk wisdom found in fables seems to be as appropriate today as it was in ancient times. Children might like to discuss whether they think political candidates are elected, for their patriotic, heroic traits or for their common sense.

h. Most fables are brief; longer fables, especially those without proverbs stated at the end, are usually classified as folktales.

i. Fables usually have forest and villages as setting.

j. The setting shows people how people and animals happen long ago.

k. Fables usually have animals as main characters. Animals may have substituted people in ancient times to avoid offending friends, family, or political leaders.

l. Each animal character in a fable exemplifies a single characteristic of human personality

Method
Research Design

The writers used quasi-experimental method to conduct the research. Fraenkel et al. (2012) and Budiyanto (2019) stated that quasi experimental has both pre-test and post-test, experimental and control group designs, but it does not include the use of random assignment of subjects to treatment groups. In this research, the writers took two groups, one group was experimental group which was taught by using Fables and the other one was a control group which was taught by using conventional method.

Table 1.
Pre-Test and Post-Test Design

EG	TI	X	T2
CG	TI		T2

(Source: Creswell, 2012, p. 310)

Note: EG : Experimental Group
       CG : Control Group
       T1 : Pre-test for Experimental and Control group
       T2 : Post-test to Experimental and Control group
       X : Review the treatment using Fables

Research Variables

There are two variables in this research, reading comprehension and fables, they are as follows; (1) Reading comprehension is defined as the level of understanding of a text/message. The students are looking for information to include some details and facts to back up the main idea and (2) Fable refers to a traditional or short stories about people or animals. They are not true stories, but they give a lesson about moral lesson, especially animals as characters in this case. These stories are considered as group: Aesop's fables. Because the Aesop's fables most of the best-known western fables

Population and Research Samples

According Creswell (2012), population is a group of individuals who have the same characteristic. Its mean that population is the group of all the characteristics that the writers takes the object to the research. In this research, the population is all the students of the eleventh grade of SMK Rawas Hulu in the academic year of 2022-2023 consist of six classes XI 1, XI 2, XI 3, XI 4, XI 5, XI 6, with total 240 students and used XI 1, XI 2, XI 3 as samples in Experimental group and XI 4, XI 5, XI 6 as Control group.

Data Collection Method

In this study, the writers gave reading comprehension test of narrative text in multiple choices. The test had administered twice. First, pre-test was given to the students in order to measure the student's achievement in reading comprehension of narrative text before they

got a treatment. Second, post-test also was also given to the students in order to find out the progress of the students in reading comprehension of narrative text after they got a treatment.

Data Analysis Methods
1. Normality Test

In statistics, normality test was used to determine if a data set is well-modelled by a normal distribution and to compute how likely it is for a random variable underlying the data set to be normally distributed. Piaw (2013) and Kim (2015) stated that the value of the test more than 0.05 indicated the data probably was normal. Even though, the data less than 0.05 indicated the data was non-normal. The data was obtained from students' pre-test and post-test from experimental and control group. In measuring normality test, the researcher used one sample Kolmogorov-Smirnov formula in SPSS 24 software application.

2. Paired Sample T-Test

Paired sample T-test is program to process the data which have two samples. Lani (2010, p. 1) stated that paired sample t-test is used before and after studies or when the sample are matched pairs, or the case is control study. This analysis was also useful means to carry out tests on two paired samples to find out whether there was any significant difference between pre-test and post-test. In addition, Piaw (2013) and Kim (2015) stated that if the value is less than 0.05 then the means of two condition are significantly different.

3 Independent Sample T-Test

The independent t-test is used in situations in which there are two experimental conditions and different participants have been used in each condition Piaw (2013) and Kim (2015). The independent sample t-test was applied to find out whether or not use Fables was effective and significant to improve students' reading comprehension. The result was analysed by the writer through statistical package for social science (SPSS) 24 for windows. If the test is less than 0.05, it means both scores are significantly different Piaw (2013) and Kim (2015).

Results and Discussion
Results of the Research
1. Descriptive Statistics of Experimental Group

Table 2.
Descriptive Statistics of Experimental Group

	N	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Pre-Test Experimental Class	120	60.00	85.00	8620.00	71.8333	.68419	7.49491	56.174

Post-Test Experimental Class	120	70.00	96.00	9843.00	82.0250	.71031	7.78110	60.546
Valid N (listwise)	120						

Based on the table above, the results of pre-test in experimental group, it can be concluded that the number of students was 120, students' minimum score of pre-test was 60 and the maximum score was 85. The sum of pre-test was 8620, the mean was 71.83 and standard error was 0.684. The standard deviation was 7.49491 and also the variance was 56.174. Moreover, based on the results of post-test showed the number of students was 120 with the minimum score was 70 and the maximum score was 96. The sum was 9843, the mean of score was 82.02 and the standard error was 0.7103. Next, the standard deviation was 7.181 with variance was 60.546.

Furthermore, the result showed that in pre-test, 0 students (0%) were in poor category, 80 students (66.7%) were in fair category, 40 students (33.3%) were in very good category, and 0 student (0%) was in excellent category. While in post-test, none student (0%) was in poor category, 30 student (25.0%) was in fair category, 50 students (41.7%) were in very good category, and 40 students (33.3%) were in excellent category. The result was showed in the following table (see Table 3)

Table 3.
The Score Distribution Of Experimental Group

Score Interval	Category	Pre-Test		Post-Test	
		Frequency	Percent	Frequency	Percent
86-100	Excellent	0	0	40	33.3%
76-85	Very Good	40	33.3%	50	41.7%
56-75	Fair	80	66.7%	30	25.0%
<55	Poor	0	0	0	0
Total		120	100%	120	100%

Besides that, the pre-test and post-test results in experimental group can be seen in figure1:
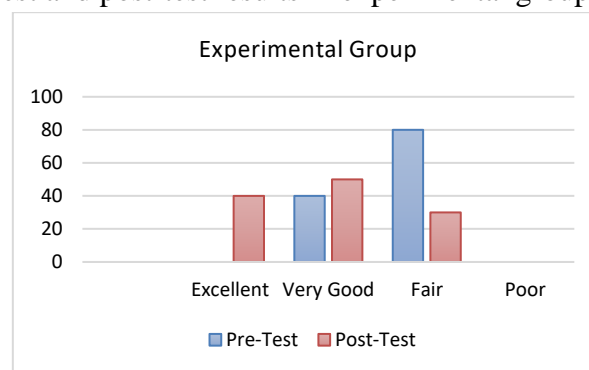

Figure 1. The Diagram of Score Distribution in Experimental Group

2. Descriptive Statistics of Control Group

Table 4
Descriptive Statistics of Control Group

	N	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic

Pre-Test Control Class	120	59.00	79.00	8318.00	69.3167	.52647	5.76717	33.260
Post-Test Control Class	120	62.00	83.00	8761.00	73.0083	.56005	6.13503	37.639
Valid N (listwise)	120							

Based on the table above, the results of post-test in control group, it can be concluded that the number of students was 120, students' minimum score of pre-test was 59 and the maximum score was 79. The sum of pre-test was 8318, the mean was 69.31 and standard error was 0.5264. The standard deviation was 5.767 and also the variance was 33.260. Moreover, based on the results of post-test showed the number of students was 120 with the minimum score was 62 and the maximum score was 83. The sum was 8761, the mean of score was 73.00 and the standard error was 0.5600. Next, the standard deviation was 6.135 with variance was 37.639.

Furthermore, the result showed that in pre-test, 0 students (0%) were in poor category, 97 students (80.8%) were in fair category, and 23 student (19.2%) student were in very good and 0 students (0%) excellent category. While in post-test, 0 students (0%) were in poor category, 76 students (63.3%) were in fair category, 44 students (36.7%) were in very good category, and 0 students (0%) was in excellent category. The result was showed in the following table (see Table 5).

Table 5
The Score Distribution of Control Group

Score Interval	Category	Pre-Test		Post-Test	
		Frequency	Percent	Frequency	Percent
86-100	Excellent	0	0	0	0
76-85	Very Good	23	19.2%	44	36.7%
56-75	Fair	97	80.8%	76	63.3%
<55	Poor	0	0	0	0
Total		120	100	120	100

Besides that, the pre-test and post-test results in control group can be seen in figure 2:
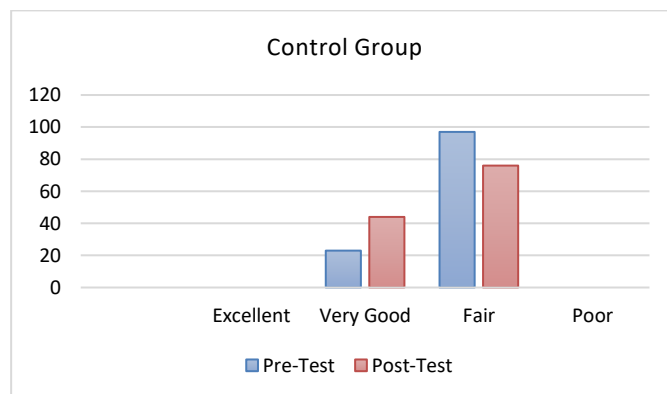

Figure 2. The Diagram of Score Distribution in Control Group

3. The Normality of Pre-test and Post-test of Experimental Group

The writers measured the normality of pre-test and post-test of experimental group by using One-Sample Kolmogorov-Smirnov test. The normality pre-test result was 0.167 and the normality post-test result was 0.187. Based on the results, the significance was higher than 0.05. So, the data obtained were considered normal. The result was presented in the following table (see Table 6)

Table 6
The Normality Data of Pre-test and Post-test in The Experimental Group
One-Sample Kolmogorov-Smirnov Test

		Pre-Test Experimental Class	Post-Test Experimental Class
N		120	120
Normal Parameters[a,b]	Mean	71.8333	82.0250
	Std. Deviation	7.49491	7.78110
Most Extreme Differences	Absolute	.073	.072
	Positive	.073	.072
	Negative	-.064	-.067
Test Statistic		.073	.072
Asymp. Sig. (2-tailed)		.167[c]	.187[c]
a. Test distribution is Normal.			
b. Calculated from data.			
c. Lilliefors Significance Correction.			

4. The Normality of Pre-test and Post-test of Control Group

In analysing the normality of pre-test and post-test in control group, the writers used One- Sample Kolmogorov-Smirnov test. The normality pre-test result was 0.088 and post-test was 0.169. The results showed that the significances were higher than 0.05. It can be said that the data obtained were normal. The result was presented in the following table (see Table 7)

Table 7
The Normality Data of Pre-test and Post-test in The Control Group
One-Sample Kolmogorov-Smirnov Test

		Pre-Test Control Class	Post-Test Control Class
N		120	120
Normal Parameters[a,b]	Mean	69.3167	73.0083
	Std. Deviation	5.76717	6.13503
Most Extreme Differences	Absolute	.076	.073
	Positive	.076	.073
	Negative	-.071	-.069
Test Statistic		.076	.073
Asymp. Sig. (2-tailed)		.088[c]	.169[c]
a. Test distribution is Normal.			
b. Calculated from data.			
c. Lilliefors Significance Correction.			

5. The Result of Paired Sample T-Test Pre-test and Post-test in The Experimental Group

Table 8

Paired Samples Test Pre-test and Post-test in The Experimental Group

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	Pre-Test Experimental - Post-Test Experimental	-10.19167	.39526	.03608	-10.26311	-10.12022	-282.456	119	.000

The result of paired sample T-Test **Pre-test and Post-test** in the experimental group showed the value of t-obtained was 282.456 at the significance level 0.000 with degree of freedom was 119. As the t-obtained was higher than t-table (1.981) and the significance (2 tailed) was lower than 0.05. So, it can be stated that reading comprehension of experimental group improved significantly.

6. The Result of Paired Samples Test Pre-test and Post-test in The Control Group

Table 9

Paired Samples Test Pre-test and Post-test in The Control Group

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	Pre-Test Control Class - Post-Test Control Class	-3.69167	.56205	.05131	-3.79326	-3.59007	-71.952	119	.000

The result of paired sample T-Test in control group showed the value of t-obtained was 71.952 at the significance level 0.000 with degree of freedom was 119. As the t-obtained was higher than t-table (1.981) and the significance (2 tailed) was lower than 0.05. So, it can be stated that reading comprehension of control group was also improved significantly.

7. The Result of Independent Sample T-Test

Independent sample was used to analyse whether or not there was any significant difference in reading narrative text of the students in experimental and control group

Table 10
The result of Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | | | | | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
		F	Sig.	t	df				Lower	Upper
Post-Test Exp and Control	Equal variances assumed	8.283	.004	9.968	238	.000	9.01667	.90454	7.23473	10.79860
	Equal variances not assumed			9.968	225.714	.000	9.01667	.90454	7.23423	10.79910

Based on the table above, the post-test result from independent sample t-test showed the value significance 0.000 was lower than 0.05. While, the value of t-obtained (9.968) was higher than t-table (1.981) with degree of freedom was 238. It can be stated that the null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. In other words, there was any significant difference on reading comprehension between the eleventh grade students of SMK Rawas Hulu who were taught by using Fables and those who were not.

Discussion of the Research

Based on result of the research, Paired sample t-test in experimental group, the writers got t-obtained was 282.456 > t-table (1.981) and Paired sample t-test in control group the writers got t-obtained was 71.952 > t-table (1.981). While, independent sample t-test got the value of t-obtained (9.968) was higher than t-table (1.981) with degree of freedom was 238. So, it can be stated that reading comprehension of Experimental and Control group were also improved significantly. This result were support by previous research such as Budiyanto (2019) in his research got t-obtained was 17.639 > t-table (2.0244) and Paired sample t-test in control group got t-obtained was 17.630 < t-table (2.0244). While, the value of t-obtained (11.077) was higher than t-table (1.9917) with degree of freedom was 76. So, it can be stated that reading comprehension of experimental and control groups improved significantly. Another research by Indriyani (2017) in her research got t-obtained was 14.639 > t-table (1.424) and Paired sample t-test in control group got t-obtained was 15.230 < t-table (1.424). So, it can be stated that reading comprehension of experimental and control groups improved significantly.

Next to, Rahmawati et al. (2019) in their research got t-obtained was 12.639 > t-table (1.024) and Paired sample t-test in control group got t-obtained was 13.230 < t-table (1.024), reading comprehension of experimental and control groups improved significantly, and Romdoni (2020) in his research got t-obtained was 17.639 > t-table (1.324) and Paired sample t-test in control group got t-obtained was 15.230 < t-table (1.324). So, reading comprehension of experimental and control groups improved significantly.

Conclusion

The writers concluded that the use of Fables had the positive impact in teaching reading comprehension of narrative text to the eleventh grade students of SMK Rawas Hulu. The students were able to understand their reading material, found the specific information in narrative text, and also it could improve their reading skill especially in narrative text. In addition, the experimental group had higher progress in reading narrative than control group. It was caused because Fables was effective to apply in teaching reading. The writers concluded that the null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. In other words, there was a significant difference on reading comprehension between the eleventh grade students of SMK Rawas Hulu who were taught by using Fables and those who were not.

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