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## IMPROVING THE STUDENTS' READING COMPREHENSION ON NARRATIVE TEXT BY USING FABLE AT EIGHT GRADE OF MTS AL – MANAAR PTPN I PULU RAJA

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### ABSTRACT

The research was aimed to improve the students' reading comprehension on narrative text by using fable. The subject of this study was the eighth grade students of MTs Al – Manaar PTPN IV Pulu Raja in 2020/2021 academic year. It was consisted of one class and 27 students as respondents. The object of this research was to improve the students' reading comprehension on narrative text by using fable. This research of this study was conducted by using classroom action research. The technique of analyzing the data was qualitative and quantitative research. The qualitative data were taken from observation. While the quantitative data were taken from tests consist of pre – test and post – test. Based on the result of the data analysis, it shows that there was an improvement in the students' reading comprehension on narrative text after using fable. In pre – test the students mean was 33, 51 or it was 0%. All of the students did not reach the KKM. After doing the post – test, there was an improvement in the result of the students' mean. The students' mean in post – test cycle 1 was 55, 74 or it was 22.22%, and the students' mean in the post – test cycle 2 was 80, 74 or it was 85, 18%. In other words the students' reading comprehension on narrative text was improved. And based on the observation sheet and documentation, it was showed that the expression and excitement of the students were also improved.

**Keywords:** *Reading comprehension, narrative text, fable*

### INTRODUCTION

The reading activities has a fundamental goal that is to enable the students to read a scientific text. For Indonesian students, that is the bridge to understand scientific books they are required to read. According to Wynn, reading is a contribution to life that leads to

success in workschool, and among others. Through reading we learn to understand other and ourselves, including knowing our world.<sup>1</sup>

However, in fact the objective above is not achieved yet. This can be proven from the fact that the students' reading comprehension is still low. The difficulties experienced by students in reading comprehension in the form of reading books, they cannot find their mind ideas or statement about the text.

The reason why reading comprehension is still low is that the students feel reading is boring, because they do not understand the questions about reading comprehension. They do not have many words yet, so they are confused if they find unfamiliar or a new words in a text. Most of the students are less interested to read in English, because they do not have any motivation in their selves.

According to Brumfit, the benefits of using fables is that at a young age they can develop knowledge by integrating the fable in their daily life followed by formal education contained in the text of the fable.<sup>2</sup>

The reason why researcher uses a fable is an option with the existence of this fable method can help the students' interest in reading comprehension, especially in learning English, so students do not get bored, because fable is an animal story that has similarities to the life of humans, when reading using fable, students can understand the meaning in the story. Fable is also a media that is very easy to find anywhere. Fable can be read over and over because the story is indeed a requirement of moral values in life. Students become more motivated from the characters in the fable story that makes students can be an inspiration for them.

Based on the background above, the researcher assumes that understanding of reading become a problem if not overcome soon. For this assumption, the researcher is interested to do descriptive research. By doing this research, the researcher expected that this research with title ***“Improving the Student's Reading Comprehension on Narrative Text by using Fable at Eighth Grade Students of MTS AL – MANAAR PTPN IV Pulu Raja”***.

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<sup>1</sup> Wynn, M.J. *Creative Teaching Strategies*. (Florida : Delmar Publisher Company, 1996) p. 13

<sup>2</sup> Brumfit, C., Moon, J. *Teaching English to Children: From Practice to Principle*, (London : Collins ELT :1991), p. 185

## II. LITERATURE REVIEW

### Reading Comprehension on Narrative Text

Reading is one of important language skills. This is because the information that is often obtained by the public is by reading, the reading process can link the reader with reading text, so that reading can connect and collect our thoughts about the experiences and information.

According to Kimberly, the process of knowledge or also called by comprehension talk about the information by the response of the reader in understanding the meaning of words, and the ability to complete the code that contained in a text, as well as basic understanding and recognition in reading.<sup>3</sup>

Reading is a fun activity to spend time for those who are geared towards appreciating time. Reading is also a way of expanding the life of the world and fixing mysticism problems.<sup>4</sup> According to the definition of Debbie Miller, reading comprehension is the structure of a text that has meaning between readers through a reciprocal relationship conveyed in a text. According to this theory, reading comprehension is the understanding of messages in a text that is carried out by the reader.

Reading comprehension is the skill to express the ideas and understand messages in a text which is the goal of a writer.<sup>5</sup> Reading comprehension is one of the many lessons in school, both for students and others. Then, the teacher can also introduce reading comprehension by assessing the students' abilities.<sup>6</sup>

Sanggam in Mardiah states the definition of reading can be variable according to its level of proficiencies. For the classroom activities at school, it is thought to learn the formal aspect and principles of a language. Its level of proficiency is to enable the students to use the language as a tool of communication in to both the native and non native speakers of the language in both spoken and written language.

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<sup>3</sup> Kimberly's Literacy Blog, *html* (May, 2015)

<sup>4</sup> M.E.S Elizabeth and Digumarti Bhaskara Rao, *Methods of Teaching English*, (New Delhi :Discovery Publishing House, 2004), p. 277

<sup>5</sup> Flores Debra, Moran Alyssa, and Orzo Tracey, *Reading Comprehension*, (Huntington Beach; Creative Teaching Press 2004), p. 3

<sup>6</sup> E. Israel, Susan, *Reading Comprehension*, (New York; The Guildfold Press), p. 14

Mark Anderson and Kathy Anderson states that narrative are usually told by a story teller.<sup>7</sup>

A storyteller must be able to tell an interesting story, such as stories that related to life, legends and others, so the audience feels interested and focused on the story. Narrative text are also commonly seen as spectacle, because the audience see and listen them speak.

Narrative text is a text that defines an event that is fictional and non – fictional. The generic structure of narrative text contains orientation, complication, and resolution. English text is divided into two types, namely literary texts (used to express imagination based on human experience). The second is factual text (displays information, as well as ideas to inform, persuade, or educate the readers).

In conclusion, reading comprehension on narrative text is a process by reading the text and giving ideas about understanding a text, and getting information in a text that tells the events that occur by reading and expressing a text as experienced by self.

### **Fable**

Fable is a short story that makes morals point while at the same time entertaining the reader. Animal characters and inanimate objects are used to satirize the character of human behavior.<sup>8</sup>

A fable (also called an apologue) is a short narrative, in prose or verse, that exemplifies an abstract moral thesis or principle of human behavior; usually, as its conclusion, either the narrator or one of the characters states the moral in the form of an epigram. Most common is the beast fable, in which animals talk and act like the human types they represent.<sup>9</sup>

The characterization of animals that speak, reason, use artifacts, have reciprocal dealings

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<sup>7</sup> Mark Anderson and Kathy Anderson, *Text and Types in English*. (New York: Mc Milan 1997),

<sup>8</sup> Niki Gamble, *Exploring Children's Literature, reading with pleasure and purpose* (LosAngeles: 2013), p 148.

<sup>9</sup> M. H. Abrams & Geoffrey Galt Harpham, *A Glossary of Literary Terms* (3<sup>rd</sup>. ed) (Cornell University: 2012), p 9.

with humans, and in their behavior mimic or reflect that of humans has produced several impressive narrative forms. They explore moral and ethical principles and reflect upon societal and historical issues of the day.<sup>10</sup>

It can be inferred that fables comes from fantasy humanizes animals to simply informative about animal life. Animals behaving like humans are often a vehicle for a message and transfer moral lesson. In this present, the researcher mostly using fable as media.

### **III. RESEARCH METHOD**

This research used two learning cycles, consisting of planning, action, observation, and reflection. The steps of the cycle were:

#### **a. Planning**

In this phase, the researcher observed the learning process in the classroom and interview with the students and teacher to find the problem in this class. The researcher will find the solution to solve the problem and also prepare the material, lesson plan, and test to the students. The lesson plan is included the following items: specific instructional objectives, the instructional materials and media, procedure of presentation, the reading test and procedure of assessment, the instrument for collecting data such as dairy notes, interview sheet, observation sheet.

#### **b. Action**

In this phase, the researcher became a teacher and did activities in the class, namely: the first meeting, the researcher give expression and vocabulary needed. In the second meeting, the researcher explains for interaction practicing, then the teacher gave the practice to students to do read narrative text. The teacher make group for students to do read narrative text with different title and different character. The teacher asks to student to answer the question about the text. The teacher evaluates and gives general conclusion.

#### **c. Observation**

Observation is used to see and capture some influences caused by a classroom action research. The researcher would observe and write the students' activities during learning process. The researcher observes the students' achievement. In this

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<sup>10</sup> Shaw, Bruce, *The Animal fable in science fiction and fantasy* (British Library:2010), p 9.

activity, the researcher observed the students' attitudes, class condition, the teaching.

<sup>14</sup> The important aspects in observation are sources of data, the instrument used in collecting the data, and the technique for data collection.

d. Reflecting

After collecting the data, the researcher evaluate the teaching and learning process, then the researcher analyze the students' achievement. The researcher will reflect herself by seeing the result of the observation, whether the teaching learning process of reading comprehension on narrative text using fable is good to imply in teaching learning process at the eighth grade students of MTS Al – Manaar PTPN IV Pulu Raja or not. The reflection's result is having revision of the planning which had been done, and it could be used for repairing the teacher's performance in the future.

## **FINDINGS AND DISCUSSION**

Quantitative and qualitative data are kinds of data were analyzed. The quantitative data was taken from the means of students' score in taking test. And the qualitative data were taken from interview, observation sheet and photograph. The researcher conducted in one class with 27 students. It was accomplished in two cycles. Each cycle consisted of four step: they are planning, action, observation, and reflection.

### **1. Quantitative data**

The quantitative data were taken from the result of the test given to the students. The test given still relevant to the topic taught and discussed in the classroom in every cycle.

#### **a. Pre – Test**

Before conducting the first cycle, the researcher did the preliminary study to find out the students' reading comprehension on narrative text. In this preliminary data, the researcher gave the reading test and also interview. The used of reading test is to know the students' reading comprehension on narrative text. The researcher noted the score which passed of 75 was success depending on minimum mastery criteria – *Kriteria ketuntasan Minimal* (KKM) from the school.

**Table 1**  
**The Students' Score Pre - Test**

No	Initial of Name	Score	
		Pre - Test	Criteria of Success 75
1	AV	20	Unsuccess
2	ANS	20	Unsuccess
3	ATY	45	Unsuccess
4	BLL	20	Unsuccess
5	HCP	45	Unsuccess
6	MW	30	Unsuccess
7	MAAF	50	Unsuccess
8	MBH	15	Unsuccess
9	MHF	35	Unsuccess
10	MN	35	Unsuccess
11	MNP	15	Unsuccess
12	MR	20	Unsuccess
13	NA	35	Unsuccess
14	NC	45	Unsuccess
15	NES	35	Unsuccess
16	NNR	20	Unsuccess
17	PA	65	Unsuccess
18	RF	35	Unsuccess
19	RFS	25	Unsuccess
20	RAP	65	Unsuccess
21	SA	40	Unsuccess
22	SAT	25	Unsuccess
23	SAD	35	Unsuccess
24	WSN	25	Unsuccess
25	WD	35	Unsuccess
26	YA	35	Unsuccess
27	ZNA	35	Unsuccess
	TOTAL	905	
	MEAN	33.5	

So, the mean of the students' was:

$$X = \frac{\sum X}{N}$$

$$X =$$

$$27$$

$$X = 33.51$$

To know the number and percentage of the students, the researcher used the following formula:

$$P = \frac{R}{T}$$

$$\times 100\%$$

$$P = \frac{0}{27} \times 100\%$$

$$P = 0\%$$

$$P = 0\%$$

### b. Post - Test Cycle I

In cycle I, the researcher gave to the students after applying the fable in reading comprehension on narrative text. Some of them have score above their minimum passing grade. The following is students' score

**Table 2**  
**The Students' Score Post Test - I**

No	Initial of Name	Score	
		Post - Test I	Criteria of Success 75
1	AV	45	Unsuccess
2	ANS	35	Unsuccess
3	ATY	50	Unsuccess
4	BLL	45	Unsuccess
5	HCP	50	Unsuccess
6	MW	80	Success

7	MAAF	50	Unsuccess
8	MBH	15	Unsuccess
9	MHF	70	Unsuccess
10	MN	80	<b>Success</b>
11	MNP	30	Unsuccess
12	MR	40	Unsuccess
13	NA	50	Unsuccess
14	NC	50	Unsuccess
15	NES	80	<b>Success</b>
16	NNR	70	Unsuccess
17	PA	75	<b>Success</b>
18	RF	35	Unsuccess
19	RFS	65	Unsuccess
20	RAP	75	<b>Success</b>
21	SA	50	Unsuccess
22	SAT	50	Unsuccess
23	SAD	55	Unsuccess
24	WSN	70	Unsuccess
25	WD	80	<b>Success</b>
26	YA	70	Unsuccess
27	ZNA	40	Unsuccess
	TOTAL	<b>1505</b>	
	MEAN	<b>55.74</b>	

So, the mean of the students' was:

$$X = \frac{\sum X}{N}$$

$$X = \frac{1505}{27}$$

$$X = 55,74$$

To know the number and percentage of the students, the researcher used the following formula:

$$P = \frac{R}{N}$$

T

x 100%

$$P = \frac{6}{27} \times 100\%$$

$$P = 22.22\%$$

### b. Post - Test cycle II

The researcher chose to continue the research in cycle II because in cycle I, the score of students in narrative text still failed. The aim was to improve score of students in reading narrative text after doing post - test in cycle I. The following students' score.

**Table 3**  
**The Students' Score Post - Test II**

No	Initial of Name	Score	
		Post - Test II	Criteria of Success 75
1	AV	80	Success
2	ANS	80	Success
3	ATY	80	Success
4	BLL	70	Unsuccess
5	HCP	85	Success
6	MW	85	Success
7	MAAF	80	Success
8	MBH	75	Success
9	MHF	75	Success
10	MN	90	Success
11	MNP	85	Success
12	MR	70	Unsuccess
13	NA	80	Success
14	NC	80	Success
15	NES	85	Success
16	NNR	85	Success
17	PA	90	Success
18	RF	70	Unsuccess
19	RFS	95	Success

20	RAP	85	Success
21	SA	85	Success
22	SAT	80	Success
23	SAD	70	Unsuccess
24	WSN	80	Success
25	WD	80	Success
26	YA	85	Success
27	ZNA	75	Success
	TOTAL	2180	
	MEAN	80.74	

So, the mean of the students' was:

$$X = \frac{\sum X}{N}$$

$$X = \frac{2180}{27}$$

$$X = 80,74$$

To know the number and percentage of the students, the researcher used the following formula:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{23}{27} \times 100\%$$

$$P = 85,18\%$$

**Table 4**  
**The Statistic Analysis of the Students' Score Pre - Test and Post - Test**

**I**

Number	Initial of Name	Pre Test	Post Test		D <sup>2</sup>
			I	D	
1	AV	20	45	2	62
2	ANS	20	35	1	22
3	ATY	45	50	5	2
4	BLL	20	45	2	62
5	HCP	45	50	5	2
6	MW	30	80	5	2500
7	MAAF	50	50	0	0
8	MBH	15	15	0	0
9	MHF	35	70	3	1225
1	MN	35	80	4	2025
1	MNP	15	30	1	22
1	MR	20	40	2	40
1	NA	35	50	5	2
1	NC	45	50	5	2
1	NES	35	80	4	2025
1	NNR	20	70	5	2500
1	PA	65	75	1	10
1	RF	35	35	0	0
1	RFS	25	65	4	1600
2	RAP	65	75	1	10
2	SA	40	50	1	10
2	SAT	25	50	2	62
2	SAD	35	55	2	40
2	WSN	65	70	5	2
2	WD	35	80	4	2025
2	YA	35	70	3	1225
2	ZNA	35	40	5	2
				$\Sigma D = 550$	$\Sigma D^2 = 18340$

**Table 5 The Statistic Analysis of the Students' Score Post - Test I and Post - Test II**

Number	Initial of Name	Post Test		D	D <sup>2</sup>
		I	II		
1	AV	45	80	35	1225
2	ANS	35	80	45	2025

3	ATY	50	80	30	900
4	BLL	45	70	25	625
5	HCP	50	85	35	1225
6	MW	80	85	5	25
7	MAAF	50	80	30	900
8	MBH	15	75	60	3600
9	MHF	70	75	5	25
10	MN	80	90	10	100
11	MNP	30	85	55	3025
12	MR	40	70	30	900
13	NA	50	80	30	900
14	NC	50	80	30	900
15	NES	80	85	5	25
16	NNR	70	85	15	225
17	PA	75	90	15	225
18	RF	35	70	35	1225
19	RFS	65	95	30	900
20	RAP	75	85	10	100
21	SA	50	85	35	1225
22	SAT	50	80	30	900
23	SAD	55	70	15	225
24	WSN	70	80	10	100
25	WD	80	80	0	0
26	YA	70	85	15	225
27	ZNA	40	75	35	1225
				$\Sigma D =$ 675	$\Sigma D^2 =$ 22885

From the data, it can be said that the students' can improve their reading comprehension on narrative text by using fable. It made them more enjoyable and active in the class in learning narrative text.

## 2. Qualitative Data

Qualitative data included from interview, observation sheet, and documentation.

The result of the interview from qualitative data before conducting the first cycle were the teacher's problem in making learning process. Moreover, the students' did not understand about narrative text and still confused distinguish the text to other. It was shown from the result of the interview with the English teacher, as follows:

“When they were taught about narrative text, sometimes they were still confused about the generic structure of the text, they were still unable to distinguish orientation and resolution, in the learning process, the students never paid attention to the English teacher. It was strengthened by the result of students’ interview as follows:

*“Saya suka membaca miss, seperti buku cerita dan novel, tetapi kalau membaca dalam bahasa inggris, saya bingung karena tidak tahu artinya, (I love reading miss, like storybook and novel, but if read in English, I was confused because I did not understand about the meaning). Another student said that “ Ketika membaca teks bahasa Inggris, lidah saya sulit mengucapkannya, karena tidak pernah dilatih, ( When reading English text, it was difficult for my tongue to pronounce it, because it was never been trained). Another student: “Saya tidak suka bahasa Inggris dan membaca, lebih baik saya melakukan hal lain daripada membaca teks dalam bahasa inggris (I did not like English and reading, it was better for me to did something else than reading the text in English).*

From the result of the interview above, it can be conclude that the students’ reading comprehension on narrative text was still low. The students got some problems in reading. Therefore, the researcher continued the preliminary data to the first cycle.

## **DISCUSSION**

The research was conducted by researcher to find out improving the students’ reading comprehension on narrative text by using fable. Based on the existing theory fable can help students’ reading comprehension, fable was one of the media from other learning strategy which could be used by the teacher in teaching English especially in reading.

It could be seen from the table score of students’ that showed us improvement from pre test, post test cycle I until post test cycle II. The students’ score in post test cycle I were higher than preliminary study. Students’ score in post test cycle II were higher than post test cycle I. The mean of students’ score in post test cycle I was 55.74. And the mean of students’ score in post test cycle II was 80.74. It means that the improvement of students’ score in reading narrative text by using fable was higher. The improvement because the teacher help the students and could controlled the class well. Fable also made students could

easier for them to read the text with English language. They could understand the text and find problem in the text with their friends.

From the explanation above, it can be stated that the qualitative data result were obtained from interview, observation sheet, and documentation. It was taken that the students' reading comprehension on narrative text was improved in the classroom in every cycle. It was shown that the using of fable could help the students to improve their reading, it could make they could found their confident and more enthusiastic read the text and also in learning reading narrative text.

The researcher could be concluded that the using of fable can improve the students' reading comprehension on narrative text. It could be showed from the quantitative data which were the students' score in pre test, post test cycle I, and post test cycle II was got higher and successful. And it could be seen from the qualitative data, the researcher could controlled the class and students more interested and active in learning English especially in reading narrative text.

## **CONCLUSION AND SUGGESTIONS**

Based on the result above, the researcher concludes this research that as:

1. The used of fable as a media can improve the students' reading comprehension on narrative text at eighth grade of MTs Al – Manaar PTPN IV Pulu Raja. The improvement of students can be seen from the results of the observation, test, and documentation. There was an increase in every cycle. In post test cycle I the score was higher than pre test. In post test cycle II the score was higher than post test I. It was showed that used of fable as a media can improve the students' reading comprehension on narrative text. Students' more enthusiastic when teaching and learning used fable.
2. The used of fable can improve the students' reading comprehension on narrative text, because fable has many story of moral value, students can share their imagination more creative and innovative. They can more understand the meaning in the text and they are not ashamed to ask the teacher about their assignments. By using fable, students can be enjoy and interesting in teaching and learning process.

### **Suggestion**

The result of this research showed that using fable could improve the students' reading

comprehension on narrative text. the following suggestions are offered:

3. For the English teacher, the using fable it is useful for teaching reading. Fable is simple material that can follow by the teacher. But the teacher must find out some book about fable, so the story of fable can change and make active variations in teaching. All of that can improve the quality in process of teaching and learning.
4. For the students, they feel more motivated and interested in learning reading narrative text. Even though the used of fable is simple, the students need a lot of practice in classroom or in outside. So, their ability in reading can improve well.
5. For other researcher, this research is very useful and can be used in conducting which is related to the various variables.

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