


THE USE OF FABLE STORY TROUGH STAD TECHNIQUE TO IMPROVE STUDENTS  
READING COMPREHENSION AT JUNIOR HIGH SCHOOL

Nur Aisyah<sup>1</sup>, St. Asriati AM<sup>2</sup>, Maharida<sup>3</sup>  
<sup>1,2,3</sup>Universitas Muhammadiyah Makassar, Indonesia

ARTICLE INFO	ABSTRACT
<p><b>Article history:</b> Received: August 13, 2022 Revised: August 23, 2022 Accepted: October 28, 2022 Published: April 29, 2024</p> <p><b>Keywords:</b> Fable Story STAD Technique Narrative Text</p>	<p>This research aimed to find out to improve students' reading comprehension that focused in determine the (main idea) and (conclusion) in the fable story in narrative text. This research employed pre-experimental research design with one group pre-test and post-test design. There were to variables: independent variable is the use of fable in terms of main idea and determining conclusion and dependent variable was the result of the test about improving students reading comprehension in terms of main idea and determining conclusion. The research findings showed that the students' of SMP Pesantren Guppi Samata had low score in pre-test. After treatment, their post-test was significantly improved. The result of the research were the mean score of reading comprehension obtained by the students' through pre-test was (main idea) 14.42 and (conclusion) 14.12 and post-test was (main idea) 22.95 and (conclusion) 21.48, with the t-test value is higher that t-table value (9,024 &gt; 2,119). It meant that there was significant difference between before and after giving the treatment. It indicated that the alternative hypothesis (H<sub>1</sub>) was accepted and the null hypothesis (H<sub>0</sub>) was rejected. It was concluded that the using fable text was successful to increase the students' capability in reading comprehension skills in reading English activity that improve them in narrative text.</p> <p><i>This is an open access article under the <a href="#">CC BY-SA</a> license.</i></p> 
<p>How to Cite: Aisyah, N. ., AM, S. A. ., &amp; Maharida. (2024). THE USE OF FABLE STORY TROUGH STAD TECHNIQUE TO IMPROVE STUDENTS READING COMPREHENSION AT JUNIOR HIGH SCHOOL. English Language Teaching Methodology, 4(1), 102-109. <a href="https://doi.org/10.56983/eltm.v4i1.496">https://doi.org/10.56983/eltm.v4i1.496</a></p>	
<p><b>Corresponding Author:</b> Nur Aisyah English Education Department Universitas Muhammadiyah Makassar 259 Sultan Alauddin Road, Makassar City, Rappocini 90221, Indonesia. Email: <a href="mailto:corresp-author@mail.com">corresp-author@mail.com</a></p>	

## INTRODUCTION

An worldwide language is English. In the modern world, communication is crucial for building relationships with people all over the world. People should learn English because of its importance. English has become a crucial subject for students to master in Indonesia, whether it's for academic or communicative purposes. It is taught in primary schools, middle schools, high schools, and colleges. Since English may be used to assist those looking for better employment or positions as well as students who wish to enroll themselves in higher educational institutions, it plays a significant role in Indonesia as the country's first foreign language. It seems sense that many positions and reputable jobs seek out applicants with strong written and spoken English skills.

There are four main skills that students should strive to master when learning English. The first one is Reading. Reading is the process of looking at a written text and beginning to assimilate the information contained therein. Reading is defined as observing a written text in order to comprehend its contents, according to the Longman Dictionary of Applied Linguistics. This process is silent (silent reading). Reading comprehension is the resultant understanding.

One of the linguistic skills that pupils need to master is reading. Influencing one of the speaking actions is the reading part. People frequently claim that reading is a way to expand the world because they view reading as a worthwhile pastime. Reading is an extremely useful skill for pupils to have. Reading will provide kids with a wealth of knowledge and advantages that will help them in their studies and future (Qomariah, 2020).

The capacity to read text, analyze it, and comprehend its meaning is known as reading comprehension (Rosenshine, 2017). This section focuses primarily on reading comprehension, which is necessary if someone wants to succeed when reading passages or when they are having trouble understanding some important details in a text (Romdoni, 2020).

When reading a material, pupils will make an effort to comprehend what is being said. Especially for pupils reading English-language content, this is difficult to accomplish. For instance, one of the languages used as a foreign language taught in schools in Indonesia is English. where a range of text readings are offered to the kids. It will take a long time for some of them to perfect the reading by translating it exactly in the same language. This is one of the issues that students run into when reading the material. Therefore, in order to overcome the difficulties that understudies face in learning reading comprehension, educators must be dynamic, imaginative, and creative.

Ruby in Khaerunnisa (2018) claims that pupils are exposed to a variety of stories at school, including narrative texts. One of the works that students find engaging and that they can learn is the narrative. The purpose of narrative writing is to draw the reader into a tale. A fable, one of the narrative tales, describes the existence of animals who act like people. A fable is a fictional or fantastical story. Fairy tales occasionally have human minorities as the main characters. Because they convey moral lessons, fables are frequently referred to as moral stories.

Because narrative fable texts are among the most pleasant literature for kids, the researchers aimed to integrate fables in reading instruction to prevent student boredom. Additionally, this kind of content can help students' vocabulary and comprehension while also making it simpler for them to comprehend English-language publications.

According to the statement above, the researchers are interested in investigating how employing a fable story can enhance students' reading comprehension. The researchers conducted a study entitled "*The Use of Fable Story through STAD Technique to Improve Students Reading Comprehension at Junior High School*".

## RESEARCH METHOD

This research design use In order to determine whether there are any notable differences in students' reading comprehension after teaching narrative text using fable text as the medium, this research adopts a pre-experimental research design that employs the design of one group pretest post-test. One class is designated as the experimental class in the design, and it is given the treatment of learning fable texts as medium. In this study, a pretest (O1) is administered to gauge students' proficiency prior to intervention. Then, to enhance pupils' reading comprehension, the Fable Text is taught four times. After teaching the Fable text, a posttest (O2) is administered to see how many the student progress has improved.

Treatment was handled by using the STAD method to teach fable stories. Students are being instructed in the use of fable texts in narrative texts in this instance. Four times the therapy was administered. The researcher first describes the information that will be provided to the pupils. Second, after going over the content, students are given fable stories to read and answer on their own. The three researchers went over the topic a second time before breaking the class into groups of four or five students each to finish the subject matter through conversation utilizing the STAD technique. Finally, after completing one or two class presentations and working and practicing in groups, students are given fable stories and asked to respond to individual test questions.

The population of this research is the whole ninth-grade student body of SMP Pesantren GUPPI Samata makes up the population of this study. The ninth grade consists of six classes with a total of 35 pupils.

This research there are two variables, an independent variable and a dependent variable.

### 1. Independent variables

A variable that can influence a dependent variable is an independent variable. The usage of fables in determining the primary idea and drawing conclusions is the independent variable in this study.

### 2. Dependent variables

Dependent variables are those that are influenced or caused by another variable. The basic idea and determining conclusion of the test about increasing students' reading comprehension are the dependent variables in this study.

## RESULT AND DISCUSSION

The classification of students' pre- and post-test results, the frequency and rate percentage of the students' scores, the mean score and standard deviation of the pre- and post-tests, and hypothesis testing are all covered by the research's findings. Following is a description of these findings:

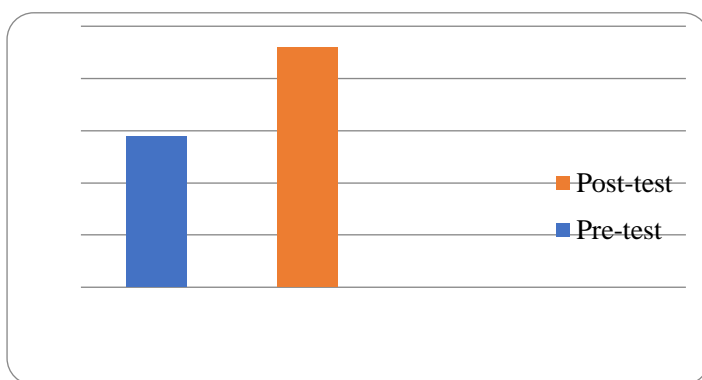
1. The students' reading comprehension in main idea through STAD technique.

Table 1 the Students' Score Main Idea

No	Test	Score
1	Pre-Test	14.42
2	Post-Test	22.95

Showed that between the pre- and post-tests, the accuracy centered on primary idea's mean score rose. The students' pre-test results were poor (14.42). The students' reading comprehension accuracy (primary concept) score achievement increased during the post-test (22.95).

The pre-test and post-overall test's score both increased. As a result, the difference between pre- and post-test scores is 59%. The following graphic shows how the STAD technique improved pupils' accuracy when reading a fable:



Demonstrates that students' reading comprehension improved after they read a fable, going from a mean score of 14.42 on the pre-test to a mean score of 22.95 on the post-test. Thus, there was a 59% improvement between the pre- and post-test. Based on the findings, it can be said that using a fable story in conjunction with the STAD technique helps students' reading comprehension.

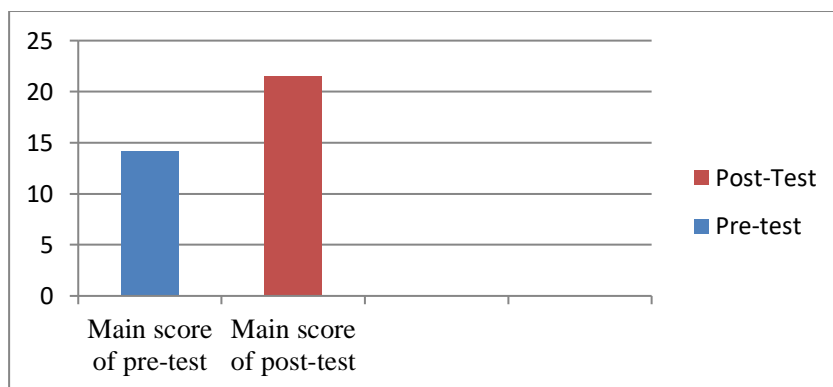
**2. The students' final reading comprehension using the STAD method**

Table 2 the Students' Score Conclusion

No	Test	Score
1	Pre-Test	14.12
2	Post-Test	21.48

Showed that between the pre- and post-tests, the mean score of the accuracy focused on score (conclusion) increased. The students' pre-test results were poor (14.12). The students' reading comprehension accuracy (primary concept) score achievement increased during the post-test (21.48).

The pre-test and post-overall test's score both increased. As a result, the difference between pre- and post-test scores is 59%. The following graphic shows how the STAD technique improved pupils' accuracy when reading a fable:



Demonstrates that there was an increase in the students' reading comprehension from the pre-test mean score of 14.12 to the post-test mean score of 21.48. Thus, there was a 59% improvement between the pre- and post-test. Based on the findings, it can be said that using a fable story in conjunction with the STAD technique helps students' reading comprehension.

## DISCUSSION

This section will clearly describe the findings of how to use a fable story to increase students' reading comprehension utilizing the STAD technique. The interpretation of the results is covered in this section.

The preliminary examination took place on November 29, 2021. The subject was chosen from the narrative text-based course material used at the school. The students were asked to respond to a question on an essay test by the researcher. The majority of students had trouble understanding the text. The majority of them gave incorrect responses on the exam, particularly in regards to the main idea and finding the conclusion, which revealed that their reading comprehension was lower than expected and necessitated four meetings of treatment by the researcher.

The inaugural meeting took place on December 3, 2021. The first day of treatment had arrived. The researcher's initial intervention consisted of a lesson on narrative texts. First, the researcher described narrative texts, including their general structure, function, linguistic characteristics, and examples. The researcher then explained to the pupils the text fable's general structure and linguistic qualities. The researcher also helped the pupils focus on the primary point and understand how to draw a conclusion. The pupils demonstrated at this meeting that they are still struggling to comprehend the text's content. They claimed they lacked the vocabulary necessary to comprehend the material.

On December 10th, 2021, there was a second meeting. The writer welcomed everyone in the class and explained that it was the second treatment. The researcher then continued by administering the pre-test to the pupils after checking the attendance list. The pupils were required to respond to a series of questions that included five essays. This pre-objective test's is to gauge pupils' level of comprehension prior to treatment. Following the test, the author began the lesson by giving the students time to read and understand the tale "The Lion and the Mouse."

On January 17, 2021, the third meeting took place. The researcher instructed the students to read the text fables that each group had brought to this meeting. The four groups of students are each given a job with the same narrative material and directions. They were told to identify the text's main points and conclusions. This task attempts to demonstrate students' reading comprehension of specific material in narrative texts. The pupils' enthusiasm was evident at this gathering. Three groups received great grades on this task, with the majority of pupils displaying their finest working groups.

The most recent meeting occurred on January 21, 2022. This appointment serves as a post-test following treatment. According to the line scores in appendix C1, every student responded correctly to the questions that were posed. This demonstrates that the majority of pupils are achieving more. The following justification for the enhancement:

1. The improvement of students' reading comprehension using fable story.

Based on the results of the students' test, the results of the students' pre-test showed that 2 (12%) of them were classified as having a good score, 3 (12%) as having a fair score, 8 (47%) as having a poor score, and 6 (35%) as having a very poor score, while none were classified as having an excellent or very good score. This indicated that the students' understanding, particularly of narrative literature, is still lacking.

Five students (or 29%) received outstanding scores on the post-test, ten (or 59%) received good scores, two (12%) received fair scores, and none received fair, poor, or very poor scores. 88% of the students showed improvement in reading comprehension and earned a passing grade, it was discovered.

Additionally, the test's data analysis resulted in a mean score of 57.65 and a post-test score of 73.53. The pre-standard test's deviation was 7.52 and the post-was test's 5.8, respectively.

2. The significant difference of t-test and t-table

The pre-test and post-test results showed that the t-test value was 2.119 and the t-test value was 9.024, respectively. The level of significance for the t-test was set at 5% (0.05), and the degree of freedom (df) = 16. As a result, the statistical hypothesis of H1 was confirmed, while the statistical hypothesis of H0 was disproved. It indicates that the pupils were proficient with discourse markers in the procedural text.

The results of this study revealed a considerable difference in the students' reading comprehension, particularly when it came to texts that contained fables. It was evident through the pupils' grades and engagement in classes or on their own. It helped junior high school students who were taking English as a second language since it might help them get better at reading narrative materials.

The aforementioned claims were supported by earlier research by Afrianti (2015), who found that STAD approach was very beneficial and that reading activities were pleasurable in addition to the teaching and learning processes. They think that the STAD technique can help students read more effectively, particularly when they are reading discussion texts. The Fable text is an engaging medium to use in teaching reading

comprehension, according to Khairunnisa (2018). The study comes to the conclusion that the text from The Fable can be used in the classroom to teach reading comprehension while also motivating kids to learn to read.

It is clear from the discussion above that students in the ninth grade at SMP Pesantran Guppi Samata in Gowa have strong reading abilities as a result of being instructed using Fable story material, particularly in understanding narrative prose.

## CONCLUSION

The researcher concluded that the students had a good performance in narrative text after analyzing their reading comprehension ability, as evidenced by the mean score of the students' achievement before and after giving treatment is 57.65 become 73.53, after conducting the experimental research about analyzing the Students' ability in comprehension narrative text, especially fable text in secondary school. The reading comprehension skills of the kids in narrative texts, particularly fables, varied significantly. The fact that the t-test value (9.024) was higher than the t-table value demonstrated this (2.119).

## REFERENCE

- Anderson in Khairunnisa. 2018. *Using Fable Texts in Teaching Reading Comprehension*. Faculty of Tarbiah and Teacher Training Ar-Ranry State Islaic University Darusalam-Banda Aceh.
- Baldick in Khairunnisa. (2018). *Using Fable Texts in Teaching Reading Comprehension*. Faculty of Tarbiah and Teacher Training Ar-Ranry State Islaic University Darusalam-Banda Aceh.
- Khairunnisa, 2018. *Using Fable Texts in Teaching Reading Comprehension*. Faculty of Tarbiah and Teacher Training Ar-Ranry State Islaic University Darusalam-Banda Aceh.
- Qomariah, L. (2020). The Effectiveness of Speed Reading as Technique in Teaching Reading Comprehension of Tenth Grade at MA. Sunan Cendana Madura. JEET, Journal of English Education and Technology, 1(02), 99-115.
- Richards in Khairunnisa. 2018. *Using Fable Texts in Teaching Reading Comprehension*. Faculty of Tarbiah and Teacher Training Ar-Ranry State Islaic University Darusalam-Banda Aceh.
- Romdoni, U. (2020). *Improving Students' Reading Comprehension Skill Using Fable Story Text*. JEET, Journal of English Education and Technology, 1(02), 135-153.
- Rosenshine, B. V. (2017). *Skill hierarchies in reading comprehension*. In *Theoretical issues in reading comprehension* (pp. 535- 554). Routledge.
- Rubin in Khairunnisa (2018). *Using Fable Texts in Teaching Reading Comprehension*. Faculty of Tarbiah and Teacher Training Ar-Ranry State Islaic University Darusalam-Banda Aceh.
- Ruby in Khairunnisa (2018). *Using Fable Texts in Teaching Reading Comprehension*. Faculty of Tarbiah and Teacher Training Ar-Ranry State Islaic University Darusalam-Banda Aceh.

Sadily, Hasan in Khairunnisa. (2018). *Using Fable Texts in Teaching Reading Comprehension*. Faculty of Tarbiah and Teacher Training Ar-Ranry State Islaic University Darusalam-Banda Aceh.

Taylor in Khairunnisa. (2018). *Using Fable Texts in Teaching Reading Comprehension*. Faculty of Tarbiah and Teacher Training Ar-Ranry State Islaic University Darusalam-Banda Aceh.