



**IMPROVING THE STUDENTS' READING COMPREHENSION ON
NARRATIVE TEXT BY USING FABLE AT EIGHTH GRADE OF
MTS AL – MANAAR PTPN IV PULU RAJA**

A SKRIPSI

**Submitted to the Faculty of Tarbiya and Teacher's Training of State Islamic
University of North Sumatera Medan as a Partial Fulfillment of the
Requirements for the Degree of Sarjana Pendidikan**

By

NURUL ALFI HIDAYANI

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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYA AND TEACHER'S TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
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2020



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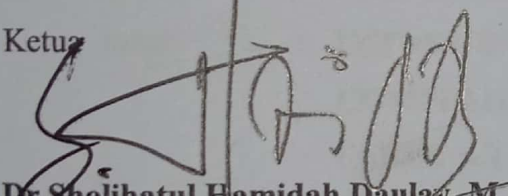
Skripsi yang berjudul: "Improving the Students' Reading Comprehension on Narrative Text by Using Fable at Eighth Grade of MTS Al – Manaar PTPN IV Pulu Raja" oleh Nurul Alfi Hidayani, yang telah di munaqasyahkan dalam sidang munaqasyah Sarjana Strata (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal:

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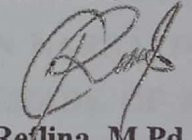
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Assalamualaikum Wr. Wb

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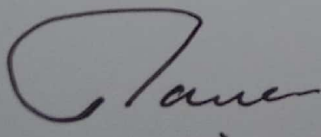
Dengan ini kami telah menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang Munaqasah Skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.

Wassalamualaikum Wr. Wb

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PTPN IV PULU RAJA**

Menyatakan dengan sebenar-benarnya bahwa skripsi yang berjudul diatas adalah asli dari buah pikiran saya, kecuali kutipan-kutipan didalamnya sebagai sumbernya.

Apabila dikemudian hari saya terbukti atau dapat dibuktikan ini hasil jiplakan, maka gelar dan ijazah yang diberikan oleh universitas batal saya terima.

Medan, 27 November 2020

Yang Membuat Pertanyaan




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ABSTRACT

Nurul Alfi Hidayani. 2020. Improving the Students' Reading Comprehension on Narrative Text by Using Fable at Eighth Grade of MTs Al – Manaar PTPN IV Pulu Raja.

Skripsi, Medan: Department of English Education Faculty of Tarbiya and Teachers Training, State Islamic University of North Sumatera.

Keywords: Reading Comprehension, Narrative Text, Fable

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 the post – test cycle I was 55,74 or it was 22.22%, and the students' mean in the post – test cycle II 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.

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CHAPTER I

INTRODUCTION

A. Background of Study

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 work, school, and among others. Through reading we learn to understand other and ourselves, including knowing our world.¹ According to the 8th Grade English syllabus in the 2013 curriculum, the objective is that the students are expected to be able to capture the meaning of oral and written narrative texts in the form of short and simple text. Then, students read and listen to the fable be able to understand the message.

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.

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

Most of the students have problems in understanding grammar or structures which are used in narrative texts, most of them do not know almost the meaning of whole sentences in the passage since they do not know the “past forms”.

When students read a narrative text, students get confused with generic structure. The three parts of generic structure in narrative text consists of orientation, complication, and resolution. In orientation, students tend not to be able to understand the character, whether the character is bad or good, and students cannot distinguish when and where the place of the story. In complication, that is where the peak of the problem is in the story, but students do not easily translate it if they do not use a dictionary, they cannot feel forward and reverse grooves, or whether or not angry text stories.

Then the difficulties they face in reading comprehension, reading influence and not feeling the meaning of stories in narrative text when they read. For example in the plot, they tend not to understand the problems in the narrative text. In resolution, most students do not understand the problem solving of the story, they know only when the sentence ends and cannot interpret it correctly. However, in the orientation, reading comprehension on narrative text is still difficult to understand by the students.

There are many factors that can cause the low level of the students’ reading comprehension that is internally and externally. Internally the low level of students reading comprehension is less motivation, less reading interest, and less critical thinking. Externally is less teacher strategy, less of parental support and less of facilities in using media.

The reason why researcher chooses media, because media is a learning tool that is easily to understand by students, by using media, students increasingly like learning English and also not boring. There are many media such as picture stories, webtoon comic, cartoon story, animation video, including fable.

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.²

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”***.

B. Identification of the Study

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

Based on the background of problem, there are many problems related to reading comprehension on narrative text, the problem that can identified are follow:

1. Most of the students get difficult to read orientation.
2. Most of the students do not understand about complication of the text.
3. Most of the students do not understand about resolution of the text.
4. The teacher still applies inappropriate media.

There are unlimited problems that can be identified above. Therefore, it is necessary to limit the problem.

C. Limitation of the Study

Based on the identification of the study above, there are several problems that can be studied: the material selection, the use of media, including in reading narrative text. In this case, the researcher will limit the problem.

D. Research Question

Based on the limitation of the problem above, the research problem of the study, as follows:

1. How can fable improve the students' reading comprehension on narrative text at the eighth of MTs Al – Manaar PTPN I V Pulu Raja?

E. Objective of the Study

Based on research problem, the objective of this study is to describe fable can improve the students' reading comprehension on narrative text at the eighth of MTs Al – Manaar PTPN IV Pulu Raja.

F. Significance of the Study

The significance of the study can be viewed from theoretical and practical aspects, as describing below:

Theoretically, this study is useful to enrich to the theory of teaching reading comprehension on narrative text.

Practically, this study is useful for:

1. For teachers or educators, the writer expects that this study may inspire teachers to make better ways and technique in teaching and learning process.
2. For students, this study is expected to encourage students to realize that reading is a fun and enjoyable activity to learn English. Hopefully, their ability will be improved and the students will love reading.
3. For other researchers, this study is expected to help them to get more information about this study and can be used for better studies.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

In this study, a theory is needed that can solve all concepts of the term. Misunderstandings in this study must be avoided, for this reason the researcher clarifies the terms and their application in this study. A theoretical explanation of these terms will be explained in this section.

1. Reading Comprehension on Narrative Text

a. Reading Comprehension

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.

The ability to read allows a person to find places that he has never been before (through signposts, maps), to know the prohibited signs on the street, knowing the danger, all of that is obtained from reading. From the explanation above, it can be conclude that the importance of reading. Allah say in Holy Qur'an Surah Al – Alaq verse 1 – 5:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾
الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

*Meaning:*³

1. *Read, In the name of your Lord, who has created.*
2. *Created man from a clinging substance.*
3. *“Read: And thy Lord is the most Bounteous*
4. *“Who teach by the pen”*
5. *“Teach man that which he knew not*

From the explanation of the verses of the Qur'an above, it can be concluded that the first word is IQRA! That means read. This has a big meaning for us, when we were born into this world we could not read at all, but with the ability and with the permit of Allah, finally we can read everything that we want. By reading, someone can transfer their knowledge to people that does not know yet. The tools of reading shows that has more important roles in reading comprehension.

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.⁴

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.⁵

³ The Holy Quran English Translation of the Meaning and Commentary King Fahd Holy Quran Printing Complex, p.o box 3561, (Al – Madinah Al – Munawarah). P. 1792

⁴ Kimberly's Literacy Blog, *html* (May, 2015)

⁵ M.E.S Elizabeth and Digumarti Bhaskara Rao, *Methods of Teaching English*, (New Delhi : Discovery Publishing House, 2004), p. 277

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.⁶

Reading comprehension is the skill to express the ideas and understand messages in a text which is the goal of a writer.⁷ 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.⁸

Another opinion that reading comprehension is the main role in communicating through a text, as Parris and Hamilton explain that "Understanding between the meaning of words and the core function of communicating through messages that allow people to pass distance and time, people can express their gestures and various knowledge. Without reading comprehension, reading is only copying, imitating, and repeating the text, so that the sentence is not complete."⁹

Reading is a process in which a writer is able to provide messages and meanings to a text using words that the reader can understand. The writer must put

⁶ Debbie Miller, (2013), *Reading with Meaning: Teaching Comprehension in the Primary Grades*, USA: Stenhouse Publishers, p. 23

⁷ Flores Debra, Moran Alyssa, and Orzo Tracey, *Reading Comprehension*, (Huntington Beach; Creative Teaching Press 2004), p. 3

⁸ E. Israel, Susan, *Reading Comprehension*, (New York; The Guildfold Press), p. 14

⁹ Scott G. Parris and Ellen E. Hamilton, "The Development of Children's Reading Comprehension", in Susan E. Israel and Gerald G. Duffy, *Handbook of Research on Reading Comprehension*, (New York : Taylor and Francis Group, 2009), p. 32

together some information and then make a reading text that interesting by the readers.¹⁰

According to Smith, reading is the “capturing the information from a text”, or better known as the acceptance of the meaning of a message in the form of facts carried out by a researcher.¹¹

According to Jo Mc Donough and Christopher Shaw, the following of several reasons that students need reading activities:¹² (1) to receive the information with the aim of getting the topic of discussion. (2) to receive the direction related to the daily life. (3) to maintain a good relationship between each other. (4) to understand an event based on where it happened. (5) to understand the form of an event. (6) to change the mindset to be happy and open to others.

Another hadist about reading is from HR. al – baihaqi:

أَفْضَلُ صَلَاحٍ وَأَعَزُّ رِسْوَةٍ وَأَنْ قَالَ هَلْ يَلْهُوُ صَلَاحٌ غَيْرُ وَاسِلَةٍ
 Meaning: أَفْضَلُ صَلَاحٍ وَأَعَزُّ رِسْوَةٍ وَأَنْ قَالَ هَلْ يَلْهُوُ صَلَاحٌ غَيْرُ وَاسِلَةٍ

Prophet Muhammad Rasulullah Saw says: The best of my people's worship is to read the Qur'an (HR. al – Baihaqi)

Sanggam in Mardiah states the definition of reading can be variable according to its level of proficiencies.¹³ 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

¹⁰ Deborah Daeik Nancy Anter, *Critical Reading for College and Beyond*, (McGraw – Hill : Newyork, 2004), p. 5

¹¹ Frank Smith, *Understanding Reading* (London : Lawrence Erlbaum Associates publishers, 2014), p. 67

¹² Quoted in Jo Mc Donough and Christopher Shaw, *Materials and Method in ELT: A Teacher Guide* (UK: Blackwell Publishing, 2003), 2nd ed, p. 90

¹³ Mardiah, 2013, *Improving the Students Reading Comprehension Ability in Narrative Text Through Student Team Achievement Divisions (STAD) Strategy at MTs AL – ITTIHADIYAH Percut, Medan : Universitas Islam Negeri Sumatera Utara*, p. 6

native and non native speakers of the language in both spoken and written language.

Reading comprehension include submissions for receiving messages in a text. So, the readers can understand a text, below are points that must be considered: (a). know the sentences and words and recognize the meanings (b). Know the connotative, associative, and denotative meanings of a text based on personal experience, (c). Know the contextual meaning through the perceptions of each person. (d). Provide an assessment based on the experience in reading an critical thinking.

Based on the explanation above, the function of comprehension is through reading which is conveyed with an idea, so when reading the text is be able to explain the detail of meaning in the text. The importance of comprehension is in decoding a text. The reader's proficiency with detail will provide an overall good idea.

Reading comprehension is skills that can connect the reader to active interactions and elements of a text. The reader is someone who can understand the text by thinking about the idea of the relationship between one text and another. When the reader gets the essence of a text, the reader must also know and understand the purpose of the text and the content in the text. From the statement above, reading comprehension is the most important in reading. Reading comprehension is an important process for reading cases.

From the statement above it can be said that reading comprehension have many meaning by the experts, this theory is taken from Kimberly who said that reading comprehension is the text that builds meaning in the ability to understand

words. Then, reinforced by Debbie Miller's theory, reading comprehension not only understands the meaning of the text but creates ideas between the reader and the message conveyed in the reading comprehension. Then Parris and Hammilton said the theories has the same message between the two theories, in Parris and Hammilton theory more emphasis on reading comprehension is literacy about communication that expresses itself through gestures and develops various ideas. Then the similarity between Smith and Sanggam who says that reading is information from the text that varies according to the level of expertise that can receive messages or facts entered into the text.

In this reading comprehension material, it can be concluded that the theory of Parris and Hammilton is very compatible with the material presented by the researcher, because by reading comprehension students can express themselves and express their ideas. Without reading comprehension, students will not understand and be able to repeat the text.

In conclusion, reading comprehension is a process of understanding or managing the ability of a text and integrating with what the reader knows and the ability of individuals to understand text that is influenced by the ability to process information.

b. Narrative Text

The word (narrative) comes from the word "to narrate" which means that it has a purpose to express feeling, views or attitude toward a problem in life by telling a story about moral judgment.

Mark Anderson and Kathy Anderson states that narrative are usually told by a story teller.¹⁴ 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 also has an effective definition and sequence, as well as narrative text tells about something fun and can entertain people who hear and read it.

There are various types of text such as recount, folktale, argumentative, descriptive, cartoon strips, narrative text and news item. Most of the students like a fairy tales or legends such as: “Bawang Merah and Bawang Putih, Mouse – deer and crocodile, Malin Kundang, and etc. The example beside is a part of the narrative text. Narrative text usually deals with real life or events based on someone’s imagination. Narrative text also has a peak problem in the story, then has a solution to solve the problem in the story.¹⁵

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).¹⁶

¹⁴ Mark Anderson and Kathy Anderson, *Text and Types in English*. (New York: Mc Milan 1997), p. 2.

¹⁵ Lina Setiadi, *Seri Pendalaman Materi Bahasa Inggris Sma dan Ma*. (Jakarta: Penerbit Erlangga. 2009), p. 23.

¹⁶ Mark Anderson and Katy Anderson, *Text Types in English 1*, (South Yarra: Macmillan1997), p. 116.

According to Keraf, narrative is a discourse on an event that is narrated by the reader, so that the reader feels that they have experienced the events in the story. The element of action or deed is the most important element in narrative text. Based on the definition described above, the researcher can formulate that narrative text in the form of: legend or short story, folklore, animal story (fable), and etc. Some problems or conflicts will always appear in a story, the readers will be more interested and like when reading a text. Narrative text also relates to problems that occur in social life, then to find ways to solve these problems.¹⁷

According to Santi V. Buscemi, “narration can be divided into two types: fiction and nonfiction. Works of nonfiction recount events that actually occurred. Works of fiction, though sometimes based on real – life experiences, are born of the author’s imagination and do not re – create events exactly as they happened.”¹⁸

Chatman classified narrative text into 4 components, namely:¹⁹

a. Characters

In a story, of course, has a character, character is the depiction someone in the story, characters are easier to recognize by readers because just by reading their names, students will find it also get to know someone who plays a role in the story. Some writers argue that

¹⁷ Gorys Keraf, *Argumentasi dan Narasi*, (Jakarta: Gramedia Pustaka Utama 2001), p. 2.

¹⁸ Santi V Buscemi, *A Reader for Developing Writers*, (New York: Mc Graw – Hill Inc, 2002), p. 341.

¹⁹ Chatman, S., and B, Aubery, *Reading Narrative Fiction*, (New York: McMillan, 1993), p. 23

character is one of the most important components in narrative text. As it is known that the characters created by the writer are based on age, physique, facial shape, short height, and others. The writer can expand the role such as the character is able to solve problems in the story, and can make the character have a bad character in the dialogue, the writer also thinks about what is in his heart to pour out in the story.

b. Setting

The setting related to the place, a writer will design the events in the story by telling the reader when and where a story occurs. Usually the writer describes a place as if the reader will feel involved in the story, readers will find their own imagination by reading the setting made by the writers.

c. Plot

Plot is a part of solving problems in a story, a character plays a role about the events experienced, the plot is made by the author so that a story has an interesting story. With the plot, problems can be solved by the characters.

d. Conclusion

Conclusion is the final part of the story, the author completes the entire story from the beginning, to the climax until the ending. At the conclusion, usually have a deep message, so the reader understands what the story for, the writers then tells about the events that the character brought to the end of the story.

Narrative text has some sections such as social functions, language features, and generic structure. Narrative text is a text that describes events related to the past, which relates to experiences that have problems in each story. One of the goals of narrative text is to entertain readers by presenting stories that have moral messages and are related to life. Below is an explanation of narrative text, namely:

a. Social function

The purpose of a text can also be called a social function, has the same meaning in a text. The social function of narrative text is to make the readers happy in reading a variety of texts, as well as to get different new experiences.

b. Generic structure

The generic structure of narrative text consists of three parts, those are orientation, complication, resolution, and sometimes complete by coda. The further explanation about these parts of narrative text is as follows:

a. Orientation

In a text there is usually an opening, the opening in a story can be called an orientation, orientation is the process of introducing a character, the location where and when the story occurs, the time setting, the nature of characters, and etc.

b. Complication

The complication in the text refers to the problems that occur to the characters, such as the occurrence of conflict between each other, climax, and tension in the story. Complication is the main component contained in narrative text, if there is no complication, a story cannot be called narrative text. Complication is also described by psychological or social problems.

c. Resolution

The end of the story of a narrative text is the resolution. After the complication the problems cannot be solved, the problems in resolution that arose can be solved. Whether it works or not, depends on the character whose did it. This indicates that the entire conflict has ended.

From the statement above it can be said that narrative text has many meaning, collaboration between Mark Anderson and Kathy Anderson who said that narrative is a story told by storytellers, when storytellers read a narrative text usually always associated with interesting things, this made narrative text as a spectacle where people can hear them speaks, so that reading narrative texts is entertaining and enticing to readers, then reinforced by the theory from Keraf that narrative text are not only read by storytellers, but the reader can feel and experience the event. Finally, Santi V Buscemi also said that narrative is not only fiction, where this theory is to strengthen the two theories above. Narrative text is born from the imagination of the writer and reader can feel the event exactly what happened.

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.

2. Fable

a. Definition of 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.²⁰ 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.²¹

In the animal fable and its offshoots, human failings are described afresh through the experiences of non human characters. It is a form familiarization to attribute almost – human viewpoints to animals and by so doing to present social issues that is, moral issues in different ways. So this narrative by which animal characters are created are “good to read” because they entertain while at the same time instructing the reader. Paradoxically, they entertain by challenging the reader in a variety ways.

There are several verses in Quran that state that a person must understand. In An – Naml verse 18, the instruction about fable is found:²²

²⁰ Niki Gamble, *Exploring Children's Literature, reading with pleasure and purpose* (Los Angeles: 2013), p 148.

²¹ M. H. Abrams & Geoffrey Galt Harpham, *A Glossary of Literary Terms* (3rd. ed) (Cornell University: 2012), p 9.

²² The holy Qur'an English Translation of the Meaning and Commentary King Fahd Holy Qur'an Printing Complex.

The word “fable” comes from the Latin “fabula” (a story), which is derived from “fari” (to speak) with the –ula suffix that signifies “little”: hence, a “little story” through its original sense “fable”.

Ruby stated that fable is a short story include with animal and fable is kind of narrative text.

Zidane stated that fable is a short story containing moral teachings with animal figures that radiate nature like humans; animal stories. In line with that opinion Ampera which revealed that the story of animal (fable) is a story that displays the animal as a story characters.

b. The Principle of Fable

As Bonn explains, fable as a “prose or verse narrative intended to convey a moral. Animals or inanimate objects with human characteristics often serve as characters in fable.”²⁴ It is very obvious that the readers can learn an essential – life lesson, more than just a fun reading from the fable. With regard to this issue, Bartens assert that:²⁵

1. Fable can make someone understand about the moral values because moral values are the basic standard of good and evil which governs or rules individual.
2. Fable indicates that someone behavior and choices in everyday life.
3. Fable concerns with a set principle which is applied to evaluate right versus wrong.

c. The Design of Fable

Ampera which revealed the story of the animal (fable) is a story that displays the animal as a story character. The animals can think and interact like humans,

²⁴ Bonn, J. D. *A Comprehensive Dictionary of Literature*, (India.2010), p. 59 – 60

²⁵ Bartens. *Etika*, (Jakarta. 2004), p. 18

which mean that a text that teaches something convincing, sometimes humorous, touching, and informative. Fable includes the kind of fiction stories are not tales about real life. Fable stories are often also called moral stories because the messages in the fable are closely related to morals.²⁶

d. The Procedure of Fable

There are some steps to mastery in understanding of reading on fable, they are: pre – reading activity, whilst – reading activity, and post – reading activity.²⁷

1. Pre – reading activities
 - a. The teacher gives apperception and motivation.
 - b. The teacher reviews the material in the last meeting.
 - c. The teacher introduces the topic of lesson.
 - d. The teacher delivers learning objective.
2. Whilst – reading activities:
 - a. The teacher shows some story and asked them about the story.
 - b. The teacher distributes the story of fable to each student to read, and ask them to read two or three times.
 - c. The teacher gives them questions about the reading to know whether they understand or not.
3. Post – Reading activities
 - a. The teacher gives the questions to the students about the material by using fable directly.

²⁶ Ampera, T. *Pengajaran Sasra: Teknik Mengajar Sasra Anak Berbasis Aktivis*, (Bandung, 2010), p. 22

²⁷ Aswadi Jaya, *Peluang dan Tantangan Dunia Pendidikan Dalam Era Masyarakat Ekonomi ASEAN (MEA)*, (Palembang, 2015), p. 542

- b. Students and teacher made a conclusion about the material. The teacher closes the activities on the class.

e. The Advantages and Disadvantages of Fable

There are many advantages that students get in studying fable. The first one, fable has stories that teach about the moral lessons, from start to the end, fable always gives a good message in every story. Students will reflect more on the moral lesson that given through the fable story. The second one, every story has problem in it, as well as fable. The students are more interested in reading, the author will add a problem, then after the problem starts to subside, there will be a solution or a way to solve the problem. The solution that given in the fable is in the form of advice that is usually used in everyday life, students will be more enthusiastic about reading the fable text. The last one, the use of words in the fable is made as light as possible, so the students can understand the story, especially for the students who are just starting to learn English. Fable is also a story that has sadness and joy, so it can entertain the students who like to read.

Fable also has disadvantages including fable has past simple tenses. For readers who do not understand tenses, they will not understand the vocabulary contained in the text. It would be even stranger to them to have never encountered this type of text. Fable does raise stories about moral lessons, but not based on facts. Fable is suitable for students, but if the older people read it, it will be very boring, because it does not suit for them.

B. Relevant Study

There are several relevant study that using fable, especially in reading activity. The first thesis written by Mislaini, entitled “Improving Students’ Reading Comprehension on Narrative Text by Using Fable”. In this study she uses fable in teaching English at the first grade students of SMAN 1 Bonai Darussalam to solve the students incompetency on reading comprehension. As the result of the preliminary students, she concludes that implementation of fable can improve students’ reading comprehension on narrative text. The improvement could be seen from the quantitative study: the result 7 meetings, interview result and qualitative study: test, observation sheet, and interview. The implications of this research could be stated: fable gives more change to the students to read in the class room through write on the reading test. Then, fable could applied to improve students’ reading comprehension on English class which emphasizes on the skill to read whether at the adult level or senior high school students.

C. Conceptual Framework

Fable is suitable with narrative text because has a story with a series of chronologically connected events. Fable use action verb in the form of past tense, use certain nouns as something pronouns, uses conjunction to sort events, and use adverb and adverbial phrase to indicate the location or event. Fable can improve students reading comprehension on narrative text because fable can stimulate the students to think about the ideas that they want to read. Secondly, fable can help the students organize their ideas chronologically. Last, fable is an interesting media which can make the students interested in learning an also it will increase the students motivation.

D. Actional Hypothesis

The actional hypothesis of this study is that fable can improve the students reading comprehension on narrative text.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the discussion of the research method. This was presented in two headings. They are the research setting, data and data source, research method, technique of collecting data, technique analysis data, and technique of establishing the trustworthiness.

A. Research Setting

The setting of this research was MAS Al – Manaar PTPN IV Pulu Raja at the eighth grade students, which was located on Jl lintas sigura – gura, Desa Orika, Kec. Pulau Rakyat, Kab. Asahan. The reason of the writer chooses this school because of some reasons. Those are: (1) the researcher was graduated from the school, (2) the school is not too far from the house of researcher, (3) The English teacher never use fable in teaching reading text.

B. Data and Data Source

In this research, the data consists of quantitative data and qualitative data. The aim of the research is to get data. The data is the important tools in the research which are in the form of phenomenon in the field and number. From the data, the researcher will know the result of the research. Collecting the data must be relevant. The data in this research will be in the form of classroom action research data and use classroom action research procedure for the data analysis.

In this research, the researcher uses the data source such as: interview guide, observation guide, and documentation to collect the data. Therefore, the

researcher take effort to get data from the informants. In this research, the researcher classifies subject of data sources into students and English teacher as collaborator.

C. Research Method

Research methods are plans that guide decision as to when and how often to collect data, what data to gather, from whom to collect data and how to collect them, how to analyze the data. This research will be conducted by applying classroom action research.

Classroom Action Research (CAR) is a systematic inquiry with the goal of informing practice in particular situation. It means that classroom action research is a way for instructors of teachers to discover what works best in their own classroom situation, thus allowing informed decision about teaching. The selection of classroom action research is due to this study because the researcher wants to describe or express meaning contained in an action or event that occurs according to the social setting activities.

In this Classroom Action Research (CAR), the researcher will collect the data by conducting several cycles. Each cycles contains four steps: they are planning, action, observation, and reflection can be illustrated in the following diagram:

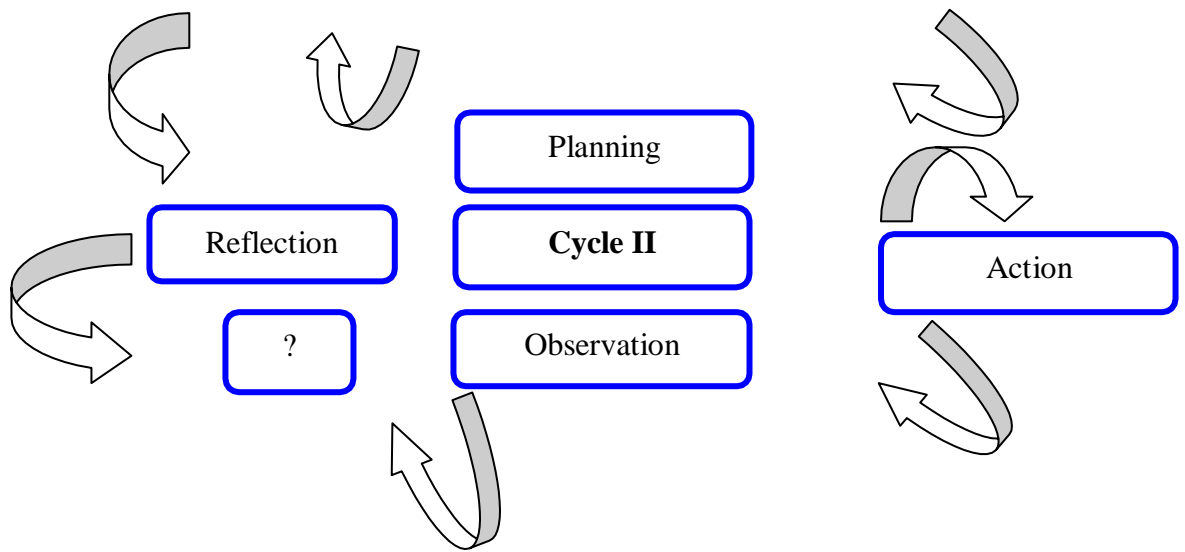


Figure 1: adapted from Steven Kemmis and Mc Taggart

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 activity, the researcher observed the students' attitudes, class condition, the teaching.²⁸ 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

²⁸ Sanjaya W. (2010). *Penelitian Tindakan Kelas*, (Jakarta: Kencana Prenada Media Group), p. 42.

done, and it could be used for repairing the teacher's performance in the future.

D. Technique of Collecting Data

There are two kinds of data collection gathered in this study, there are qualitative and quantitative data.

1. Quantitative Data

The quantitative data of the research are collected by using test.

1. Test

The test used in this study is pre – test and post – test. To know students' existing knowledge of speaking ability, the researchers give oral test to the students. Because the test is oral test, the researcher divided the score into five criteria, which are the score of pronunciation, grammar, vocabulary, fluency, and comprehension.

a. Conceptual Definition

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.

b. Operational Definition

The students' skill in reading comprehension of narrative text is the score that students get after passing the test. As the test, the researcher will be used reading narrative text with fable to know students' scores in reading. The test consist 30 items to measure students' reading comprehension. Each item of test consist of four option namely a,b,c,

and d. In this case, the instructional reading test is related to make reading narrative text based generic structure and language features of narrative text.

c. Specification

Table 1. Specification of Reading Comprehension Test

Indicator	Question Types	Number of Item	Number Test Item
Identifying identification	Multiple Choice	15	3,4,7,8,9,13,17,19,22,25,29, 31,33,37,38.
Identifying complication	(a,b,c,d)	17	1,2,6,10,11,14,15,20,21,24, 26,27,30,32,35,36,39.
Identifying resolution		8	5,12,16,18,23,28,34,40.
Total		40	

d. Calibration

In this case, the validity and reliability be important part to check technique of collecting data in this research.

1. Validity

Validity test is when the test can measure what is purpose to measure.²⁹

After holding a test, the result computed to find out the validity. The formula is follows:

²⁹ Arikunto, Suharsimi. (1998). *Manajemen Penelitian*. Jakarta: Rineka Cipta, p. 223.

$$r_{xy} = \frac{N (\Sigma X Y) - (\Sigma X)(\Sigma Y)}{\sqrt{\{ N (\Sigma X)^2 - (\Sigma X)^2 \} \{ N (\Sigma Y)^2 - (\Sigma Y)^2 \}}}$$

Where:

r_{xy} : the coefficients of correlation between X and Y

N : the total of subject of experiment

ΣX : the sum of score of X item

ΣY : the sum of score of Y item

XY : outcome product score X and Y for every respondent.³⁰

2. Reliability

Reliability is an instrument when used several time to measure the same object, the result of data will consistency or stability. The formulation as below:

$$r_{11} = \frac{K}{k-1} \left(1 - \frac{M (K-M)}{K S^2} \right)$$

Where:

K : Number of question

M : Mean score of the text

S : Standard deviation of the score

2. Qualitative Data

The qualitative data describes the condition, situation and responses of the students during teaching – learning process.

1. Observation

Observation is a technique to collect the data by observing the activities that happen. And make a not by using check list, anecdotal

³⁰ Arikunto, Suharsimi. (2006), *Prosedur Penelitian (Suatu Pendekatan)*, 8th ed. Jakarta: Rineka Cipta, p. 327

record, and rating scale. The observation was done to get the information that was needed. The researcher collected the data by observing the class situation and condition in the teaching learning process, especially reading activities directed by the real teacher, and to reveal problem of reading activity in classroom. It may be about students' response concerning the use of fable.

2. Interview

In this research, interview is used to collect data about student's condition when reading narrative text lesson occurs from before getting treatment, until the use of action that is fable. The research used semi – cultural interviews, a semi structured interviews is a method of research used most often in the social sciences. While a structured interview has a rigorous set of questions that does not allow one to divert, a semi – structured interview is open, allowing new result to be used for what the interviewer says. Thus, semi – structural interviews are chosen because in conducting interviews researchers can develop questions that are thought to be more develop. The researcher asked the teacher some questions related to class activities, class condition, student's behavior and the students' proficiency level in reading.

E. Technique of Analyzing Data

This study will apply quantitative and qualitative data. Quantitative data will be found by analyzing the score of the students. These data will be analyzed

by collect the score of the test in answer descriptive text question. To know the mean of students' score in each cycle, the research will apply the following formula:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where :

\bar{D} = mean of difference of post test 1 and 2

D = difference of post test 1 and 2

N = the number of students

While the qualitative data was analyzed by Miles and Huberman³¹, qualitative analysis defined as consisting of three concurrent flows activity: data reduction, data display, and conclusion drawing/verification. Those can be explained as follows:

1. Data Reduction

Data reduction is the process of selecting, focusing simplifying, and transforming the data that appear in written – up field notes or transcriptions. It means that the researcher had been reducing the data before, during, after collecting the data as well as analyzing the data. The data reduced in this study were data found in the interview transcript.

2. Data Display

³¹ Miles B Matthew, and. A Michael Huberman, (1994), *Qualitative Data Analysis*, (USA: Sage Publications,), p. 10.

The next step in analyzing the data is data display. It is an organized, compressed assembly of information that permits conclusion drawing and action. By displaying the data, the researcher will easy to understand and to analyze what's happened with the data presented. In this study, the researcher used essay in displaying the data, because it is most common data display was used in qualitative research.

3. Conclusion Drawing and Verification

The last step of analysis that is draw conclusion and verification. Form the start of data collection, the qualitative analysis is beginning to decide what things mean is nothing regulations, patterns, explanation, possible configuration, causal flows and preposition. The conclusion in qualitative research is a new discovery that can be an answer of the research problem. The conclusion is in the form description of the object of this study. Finally, in this step the researcher will get result and conclusion of the research.

F. Technique of Establishing the Trustworthiness

It is important so establish that the findings of the study is validity. There are various way to establish a sense of trustworthiness and validity. According to Lincoln and Guba, the trust worthiness consist of the following component: credibility, transferability, dependability, and confirmability.³²

Credibility in qualitative research means the research of qualitative study is believable and trustworthy from the perspective of a participant or subject in the research itself. Credibility contributes to a belief in the trustworthiness of data

³² Y. S, & Guba, E. G, *Naturalistic Inquiry*. (Newbury Park: CA Sage 1985), p. 289.

through the following attributes: (1) Triangulation. Triangulation is accomplished by asking the same research question of different study participants and by collecting questions. (2) Member checks. Member checks occur when the researcher asks participants to review both the data collected by the interviewer and the researchers' interpretation of that interview data. Participants are generally appreciative of the member checks process, and knowing that they will have a chance to verify their statements tends to cause the study participants to willingly fill in any gaps from earlier interviews. Trust is an important aspect of the member check process.

Transferability refers to the degree to which the result of qualitative research can be generalized or transferred to other contexts or setting. From a qualitative perspective transferability is primarily the responsibility of the one doing the generalizing.

Dependability is a trustworthiness concept that closely matches reliability. In positive research, reliability is the extent to which a variable or a set of variables is consistent with that it is supposed to measure when repeated multiple of times.³³ Dependability refers to the confirmation that the data represent the changing conditions of the phenomenon under study and should be consistent across time, researchers and analysis techniques.

Confirmability refers to the degree to which the result could be confirmed or collaborated by others. The researcher got document procedures for checking and rechecking the data throughout the study. Confirmability entails full revelation of the data upon which all interpretations are based, or at least the

³³ Boudreau D Siraub, M-C D nad Gefen, (2004), *Validation Guidelines for is Positivist Research*, (Communications of AIS), p, 23, 24, 380 - 427

availability of the data for inspection. In other words, the researcher should be able to examine the data confirm the result or interpretations.

The researcher only limits of the technique of establishing the trustworthiness on credibility through source and methodological triangulation.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

After analyzing the data, the research finding of this study are:

1. Preliminary Study

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.

The number of students who took the test was 27 students. After the test conducted, it was found that all of the students could not passed the minimum score 75. The total of the students' score from the pre – test was 905. So, the mean score was 33, 51.

Based on the result above, it can be seen that the students' reading comprehension on narrative text and the students' score was still low. It can be seen from the mean score was 33, 51. The percentage of the students who passed the test was 0%. There were 27 students who did not passed the standard minimum criteria on English lesson.

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.

2. Cycle 1

The researcher have done some steps in the first cycle, they were: planning, acting, observing, and reflecting. Here the activities that have done in every steps:

a. Planning

In this step, the researcher arranged the lesson plan for two meetings that suitable for the material that would be taught. In this learning process the researcher also preparing observation sheet, interview guide, preparing the material for the whiteboard like board marker, eraser, and preparing the camera to take a photo. The researcher also prepare the material about definition narrative text, the researcher prepared media which contained the object of the material and the topic that the student would make in narrative text.

b. Action

In this step, there were some activities which were done by the researcher. The researcher made the action based on the lesson plan that had been done by the researcher. They were: the teacher opened the class with the greetings, praying, and prepared the lesson. Then the teacher explained the material about narrative text which consisted of its definition, generic structure, and language features. The researcher gave the learning and gave the example of narrative text. After the students understood the material explained, the researcher give a paper to the students, the researcher gives the topic of narrative text “The Story of the smart parrot”, after the researcher gives a text to the students, then the researcher asked the students to read some example of narrative text based on the topic that given by researcher by using fable. Students asked the researcher what they do not understand. After finishing, the researcher submitted the students’ work.

When the teaching and learning process, the teacher was asked to monitor while filling the observation sheet table, there were two choices that must be filled by the teacher, namely “yes” and “no”. From the results obtained, the teacher gave a “yes” value to all the statements. It means that the researcher has done in using fable.

c. Observing

The observation was proposed to find out the information about activities teaching and learning process. The observation included the attitude of the students, behavior and it was also seen that the students participate in teaching and learning process. Thus, the result of observation was collected as the data.

After given the post test I, the number of students who passed the KKM was 6 from 27 students. The total of the students score was 1505. So, the mean of the students score was 55, 74. From the result, it can be seen that the students in post – test I was improving higher that the students’ score in pre – test. The percentage of the students’ score of the test who passed the KKM was 22, 22%.

The quantitative data were strengthened by qualitative data which of obtained from interview and observation sheet. The observation sheet was done to observe how students’ attitude and problem in teaching and learning process. The students were enjoyable and enthusiastic about the topic and they were able to read in narrative text, and the students can develop their idea because can discuss the meaning with their friend. The result of the teacher’s and students’ interview can be seen from the interview of English teacher about the students’ reading comprehension in narrative text, as follows: *Menurut saya, saya rasa ini adalah satu langkah yang bagus yang bisa saya terapkan kepada mereka, selain media*

fable dapat ditemukan dimana saja, dengan membaca teks berbentuk fable, siswa akan lebih senang ketika membaca, karena juga fable mengandung makna tentang kehidupan moral. Jadi ini bisa digunakan kepada siswa, dan materinya sangat ringan untuk dijelaskan. It was strengthened by the result of students' interview as follows: *"Awalnya membingungkan miss, ternyata semakin dipelajari semakin mudah, jadi lebih senang membaca menggunakan fable"*.

Another student said that *"Menyenangkan miss, jadi lebih tahu dimana letak kesalahan dalam membaca, dan diberi contoh teks fable, jadi lebih mudah mengerti"*. Based on the qualitative data, it shows that the students faced difficulties and they were confused in reading narrative text.

The researcher could improve the students' reading comprehension on narrative text, and the students more understood about narrative text because the researcher gave the example with the text. they can read and know the structure, the sentence and the words better than in preliminary study. Otherwise, they paid attention when the teacher gave them explanation and instruction.

From the students' score and the students' response above, the researcher stated to continue in cycle II in hoping to be the best. Second cycle was held to achieve and improvement score of the students.

d. Reflecting

In this phase, the researcher reflected the teaching and learning process. The researchers help the students whom did not understand and asked the students about the problems and difficulties that faced by the students.

The result of the post test cycle I, it was showed the total score of the students' was 1505 and there were 27 students' who took the test. So, the mean that the researcher got was 55.74. The percentage of the students' score in post test cycle I was 6 students passed the score 75 or up 75 was 22.22%.

From the students' score and the students' response above, the students' reading comprehension in post test cycle I was still low. Because the students' reading comprehension on narrative text in post test I was categorized not success. The researcher decided to continue in cycle II in hoping the best one.

3. Cycle II

The researcher chose to continue the research to the cycle II. The purpose was to improve the students' score in reading comprehension on narrative text in the first cycle. In the second cycle, the researcher also used 4 stages that was planning, acting, observing, and reflecting.

a. Planning

In this section, the researcher prepared the similar to the first cycle. There were lesson plan, observation sheet and media for the lesson. The researcher added the activities for the students to get the better response from the students. In this cycle the researcher did not use theme, because the researcher wanted to make the students free to explore their ideas about reading narrative text. The researcher also prepared the test to measure the result of the study.

b. Acting

In this cycle, the researcher explained the narrative text by using fable again. The researcher opened the class by greetings, praying, and checking the attendance list. Before continued to the material, the researcher explain more

about narrative text based on the generic structure, then the researcher showed them one example about narrative text that was fable. The researcher gave the paper to the students', and read the text. The students' then followed the researcher how to pronounce the text.

After that, the researcher asked the students' to come to the front of the class and read the text by their selves. Another student had pay attention to the paper. Then the researcher asked the students' to answer the generic structure of the narrative text. All of the students' have understood about the material of narrative text by using fable.

The observation sheet resulted in this cycle were not much different from the previous cycle. There were two choices that must be filled by the teacher, namely "yes" and "no". From the result obtained, the teacher gave a "yes" value to all the statements. It was means using fable successfully helped the students to improve their reading comprehension. After finishing the materials, the researcher closed the teaching and learning process by greetings and praying.

c. Observing

The observation was proposed to find out the information about activities in learning process. In the second cycle, it can be seen that the students' more active in learning process. The students' gave the good response and also well in asking and answering the questions. The researcher used differences style to teach the students, so the students' liked to learn about reading comprehension on narrative text by using fable that given by the researcher also helped by the teacher.

The score of the students' score in the post – test II was improving. There were 23 students passed the KKM and 4 students that failed the test. The total score of the students was 2180. So, the mean score was 80, 74. By the total and the mean score, it can be concluded that the score of the students' increased higher than the pre – test and the post – test I. The percentage of the students who passed the KKM was 85, 18%.

There were two results in the cycle II that found by the researcher. They were qualitative and quantitative result. From the qualitative result it can be seen that using fable in learning process became more interesting and enjoyable, it can make the students' more understand and more active how to read well in narrative text because they can discuss with their friends. From observation sheet, the researcher explained the generic structure and example of narrative text, the students could follow the researcher's instruction well. So, the post – test cycle II was categorized successful.

From the data above, it can be concluded that fable could improve the students' reading comprehension on narrative text. the researcher stopped the research until cycle II.

d. Reflecting

In this phase, the feedback of teaching and learning process was taken by the researcher, when the students' got difficulties in reading, the researcher helped them about the generic structure in narrative text, the researcher assisted the students' when they still confuse with the orientation and resolution.

Quantitatively, the score of the students' in cycle II, it can be seen that the students who took the test were 27 students. The total score of the students' was

2180. So, the mean of the students' score was 80.74. The percentage of the students' score of the post test cycle II was 23 students who reached the score up 75 was 85.18%. It can be conclude that post test cycle II was successful.

Based on the explanation above, it can be conclude that the researcher felt the cycle could be stopped. Most of the students' score increase from the cycle I to cycle II. Because the students' reading comprehension on narrative text was improve by using fable.

B. 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.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the explanation above, the researcher concludes 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. In post test cycle I, the total score of the students' was 1505 and the mean was 55.74, the percentage of the students' score in post test cycle I was 6 students passed the score 75 or up 75 was 22.22%. In the post test cycle II, the total score of students was 2180. So, the mean score was 80,74. The percentage of the students who passed the KKM was 85.18%. It means that the students' reading comprehension on narrative text by using fable was successful.

B. Suggestion

1. The principal of MTs Al – Manaar PTPN IV Pulu Raja suggested providing better support for teacher especially English teacher, providing facilities in learning process, and providing guidance to English teacher about the best media that is acceptable for students.
2. English teachers of MTs Al – Manaar PTPN IV Pulu Raja are suggested able to use fable in teaching reading comprehension in order to improve students' reading comprehension and make the learning process become more successful.
3. The students of MTs Al – Manaar PTPN IV Pulu Raja are suggested to read more the text and improve their reading

4. comprehension by using fable because it is affectively can improve the students achievement in reading text.

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APPENDIX I

LESSON PLAN

CYCLE 1

Nama Sekolah : MTs Al – Manaar PTPN IV PULU RAJA

Mata Pelajaran : Bahasa Inggris

Material : Narrative Text

Kelas VIII

Standar Kompetensi : Membaca

Alokasi Waktu : 2 x 45 Menit (2 Pertemuan)

Kompetensi Dasar : 3. 14 memahami fungsi social, struktur teks dan unsure kebahasaan dari teks narrative berbentuk fable dan legenda, sesuai dengan konteks penggunaannya.

3.15 menangkap makna teks narrative lisan dan tulis, berbentuk fable dan legenda pendek dan sederhana penggunaannya.

1. Indikator

- a. Membaca sebuah teks pendek tentang fable
- b. Mengidentifikasi structure narrative teks
- c. Memahami generic structure tentang teks narrative fable
- d. Menelaah teks narrative

2. Tujuan Pembelajaran

- a. Peserta didik dapat membaca sebuah teks pendek tentang fable
- b. Peserta didik dapat mengidentifikasi structure narrative teks
- c. Peserta didik dapat memahami generic structure tentang teks narrative fable
- d. Peserta didik dapat menelaah teks narrative

3. Materi Pembelajaran

Fungsi social: memperoleh hiburan, menghibur dan mengajarkan nilai – nilai luhur melalui cerita dengan tokoh binatang.

Struktur teks :

- Menyebutkan tempat dan waktu dan memperkenalkan tokoh – tokohnya
- Masalah yang dihadapi tokoh
- Muncul krisis
- Krisis berakhir secara baik atau tidak bagi tokoh

Grammar:

- Kalimat langsung dan tidak langsung
- Adverbial penghubung waktu: *first, then, after that, before, dsb.*
- Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

4. Metode Pembelajaran

Scientific Approach

5. Kegiatan Pembelajaran

Pertemuan Pertama:

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none">1. Guru memberi salam dan memeriksa kehadiran siswa2. Guru menyiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran3. Guru memberi motivasi dan menggali pengetahuan siswa tentang materi yang akan diajarkan4. Guru menjelaskan tentang narrative teks	5 Menit
Kegiatan Inti	<p>Explorasi dan Elaborasi</p> <ol style="list-style-type: none">1. Guru menjelaskan generic structure tentang narrative text2. Guru memberikan contoh teks	30 Menit

	<p>narrative berbentuk fable dan cara membacanya</p> <ol style="list-style-type: none"> 3. Guru memberikan arahan tentang perbedaan antar berbagai fable dalam berbagai konteks 4. Guru memberikan tugas kepada siswa untuk mengukur pemahaman siswa terhadap fable teks 5. Siswa mengerjakan tugas yang diberikan oleh guru <p>Konfirmasi</p> <ol style="list-style-type: none"> 1. Siswa mengerjakan tugas yang telah diberikan oleh guru tentang bermacam macam cerita fable kemudian membacakannya sesuai dengan generic structure dari narrative teks yang telah dijelaskan 	
Penutup	<ol style="list-style-type: none"> 1. Guru dan siswa melakukan refleksi dan evaluasi terhadap kegiatan pembelajaran dan manfaatnya 2. Guru mengumpulkan tugas yang telah dikerjakan oleh siswa 3. Guru mengakhiri pelajaran dan mengucapkan salam 	5 Menit

Pertemuan Kedua

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru memberi salam dan memeriksa kehadiran siswa 2. Guru menyiapkan siswa secara psikis 	5 Menit

	<p>dan fisik untuk mengikuti proses pembelajaran</p> <ol style="list-style-type: none"> 3. Guru memberi motivasi dan menggali pengetahuan siswa tentang materi yang akan diajarkan 4. Guru menjelaskan tentang narrative teks 	
Kegiatan Inti	<p>Explorasi dan Elaborasi</p> <ol style="list-style-type: none"> 1. Guru kembali menjelaskan generic structure tentang narrative text 2. Guru memberikan contoh teks narrative berbentuk fable dan cara membacanya 3. Guru menyuruh siswa untuk membacakan teks fable dan memberikan kesimpulan tentang isi teks 4. Guru meminta siswa satu persatu membuat draft dari salah satu cerita fable yang terpopuler 5. Guru meminta siswa mempresentasikan hasil paragraph tentang fable didepan kelas 6. Guru memberikan tugas kepada siswa untuk mengukur cara membaca fable teks dalam bahasa inggris <p>Konfirmasi</p> <ol style="list-style-type: none"> 1. Siswa mengerjakan tugas yang telah diberikan oleh guru tentang bermacam macam cerita fable kemudian membacakannya sesuai dengan generic structure dari narrative teks 	30 Menit

	yang telah dijelaskan	
Penutup	1. Guru dan siswa melakukan refleksi dan evaluasi terhadap kegiatan pembelajaran dan manfaatnya 2. Guru mengumpulkan tugas yang telah dikerjakan oleh siswa 3. Guru mengakhiri pelajaran dan mengucapkan salam	5 Menit

6. Sumber Belajar

Sumber : buku, teks fable

Alat : Spidol, papan tulis, kertas

7. Penilaian

a. Teknik :

b. Bentuk Instrumen :

c. Rubrik Penilaian :

Scoring Guidance and the explanation of criterion by David P Haris

Total Score	Category	Qualification
80 – 100	A	Good to excellent
70 – 79	B	Average to good
50 – 69	C	Poor to average
0 – 49	D	Poor

Head Master of MTs Al – Manaar

English Teacher

Researcher

Rahman, S. Pd

Nurul Hidayati Lubis, S. Pd

Nurul Alfi Hidayani

NIM : 0304161005

APPENDIX II

LESSON PLAN

CYCLE 2

Nama Sekolah : MTs Al – Manaar PTPN IV PULU RAJA
Mata Pelajaran : Bahasa Inggris
Material : Narrative Text
Kelas VIII
Standar Kompetensi : Membaca
Alokasi Waktu : 1 x 45 Menit (1 Pertemuan)

Kompetensi Dasar : 3. 14 memahami fungsi social, struktur teks dan unsure kebahasaan dari teks narrative berbentuk fable dan legenda, sesuai dengan konteks penggunaannya.
3.15 menangkap makna teks narrative lisan dan tulis, berbentuk fable dan legenda pendek dan sederhana penggunaannya.

1. Indikator

- e. Membaca sebuah teks pendek tentang fable
- f. Mengidentifikasi structure narrative teks
- g. Memahami generic structure tentang teks narrative fable
- h. Menelaah teks narrative

2. Tujuan Pembelajaran

- e. Peserta didik dapat membaca sebuah teks pendek tentang fable
- f. Peserta didik dapat mengidentifikasi structure narrative teks
- g. Peserta didik dapat memahami generic structure tentang teks narrative fable
- h. Peserta didik dapat menelaah teks narrative

3. Materi Pembelajaran

Fungsi social: memperoleh hiburan, menghibur dan mengajarkan nilai – nilai luhur melalui cerita dengan tokoh binatang.

Struktur teks :

- Menyebutkan tempat dan waktu dan memperkenalkan tokoh – tokohnya
- Masalah yang dihadapi tokoh
- Muncul krisis
- Krisis berakhir secara baik atau tidak bagi tokoh

Grammar:

- Kalimat langsung dan tidak langsung
- Adverbial penghubung waktu: *first, then, after that, before, dsb.*
- Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

4. Metode Pembelajaran

Scientific Approach

5. Kegiatan Pembelajaran

Pertemuan Ketiga:

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	5. Guru memberi salam dan memeriksa kehadiran siswa 6. Guru menyiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran 7. Guru memberi motivasi dan menggali pengetahuan siswa tentang materi yang akan diajarkan 8. Guru menjelaskan tentang narrative teks	5 Menit
Kegiatan Inti	Explorasi dan Elaborasi 7. Guru kembali menjelaskan generic structure tentang narrative text 8. Guru memberikan contoh teks narrative berbentuk fable dan cara membacanya	30 Menit

	<p>9. Guru menyuruh siswa untuk membacakan teks fable dan memberikan kesimpulan tentang isi teks</p> <p>10. Guru meminta siswa satu persatu membuat draft dari salah satu cerita fable yang populer</p> <p>11. Guru meminta siswa mempresentasikan hasil paragraph tentang fable didepan kelas</p> <p>12. Guru memberikan tugas kepada siswa untuk mengukur cara membaca fable teks dalam bahasa inggris</p> <p>Konfirmasi</p> <p>2. Siswa mengerjakan tugas yang telah diberikan oleh guru tentang bermacam macam cerita fable kemudian membacakannya sesuai dengan generic structure dari narrative teks yang telah dijelaskan</p>	
Penutup	<p>4. Guru dan siswa melakukan refleksi dan evaluasi terhadap kegiatan pembelajaran dan manfaatnya</p> <p>5. Guru mengumpulkan tugas yang telah dikerjakan oleh siswa</p> <p>6. Guru mengakhiri pelajaran dan mengucapkan salam</p>	5 Menit

8. Sumber Belajar

Sumber : buku, teks fable

Alat : Spidol, papan tulis, kertas

9. Penilaian

- d. Teknik :
- e. Bentuk Instrumen :
- f. Rubrik Penilaian :

Scoring Guidance and the explanation of criterion by David P Haris

Total Score	Category	Qualification
80 – 100	A	Good to excellent
70 – 79	B	Average to good
50 – 69	C	Poor to average
0 – 49	D	Poor

Head Master of MTs Al – Manaar

English Teacher

Researcher

Rahman, S. Pd

Nurul Hidayati Lubis, S. Pd

Nurul Alfi Hidayani

NIM : 0304161005

APPENDIX III

OBSERVATION SHEET

(CYCLE 1)

DATE : 30 September 2020

CLASS : VIII

FOCUS	TOPIC	YES	NO
The Teacher	1. The teacher comes on time	✓	
	2. The teacher greets the students	✓	
	3. The teacher checks the students' attendance list	✓	
	4. The teacher delivers the learning objectivities	✓	
	5. The teacher explains the narrative text	✓	
	6. The teacher gives the text to the students	✓	
	7. The teacher gives the opportunities for the students to ask a question if they do not understand the learning material	✓	
	8. The teacher manages the learning sources	✓	
	9. The teacher gives the task to students	✓	
	10. The teacher manages the time effectively	✓	
	11. The teacher convey the next lesson	✓	
The Students	1. The students listen and pay attention to the teacher's explanation	✓	
	2. The students study seriously		✓
	3. The students answer the questions which are given by the teacher	✓	
	4. The students are interested and enthusiastic in learning reading narrative text by using fable	✓	

	5. The students give good responses to the material	✓	
	6. All of the students answer the test given		✓

ENGLISH TEACHER



NURUL HIDAYATI LUBIS S.Pd

RESEARCHER



NURUL ALFI HIDAYANI

APPENDIX IV

OBSERVATION SHEET

(CYCLE 2)

DATE : 5 October 2020

CLASS : VIII

FOCUS	TOPIC	YES	NO
The Teacher	1. The teacher comes on time	✓	
	2. The teacher greets the students	✓	
	3. The teacher checks the students' attendance list	✓	
	4. The teacher delivers the learning objectives	✓	
	5. The teacher explains the narrative text	✓	
	6. The teacher gives the text to the students	✓	
	7. The teacher gives the opportunities for the students to ask a question if they do not understand the learning material	✓	
	8. The teacher manages the learning sources	✓	
	9. The teacher gives the task to students	✓	
	10. The teacher manages the time effectively	✓	
	11. The teacher convey the next lesson	✓	
The Students	1. The students listen and pay attention to the teacher's explanation	✓	
	2. The students study seriously	✓	
	3. The students answer the questions which are given by the teacher	✓	
	4. The students are interested and enthusiastic in learning reading narrative text by using fable	✓	
	5. The students give good responses to the	✓	

	material	✓	
	6. All of the students answer the test given	✓	

ENGLISH TEACHER



NURUL HIDAYATI LUBIS S.Pd

RESEARCHER



NURUL ALFI HIDAYANI

APPENDIX V

INTERVIEW SHEET WITH THE STUDENTS (PRE – TEST)

Researcher: Apakah kalian menyukai pelajaran bahasa Inggris, ada kesulitan tidak saat belajar bahasa inggris?

Student 1: Suka miss, saya paling senang belajar bahasa Inggris, kesulitannya menemukan kosakata baru yang saya tidak mengerti.

Student 2: Tidak terlalu miss, saya malu kalau pengucapan dalam bahasa Inggris tidak bagus, terkadang artinya juga berubah – ubah.

Student 3: Tidak suka miss, gurunya hanya menerangkan dari buku pedoman saja, tidak dijelaskan dipapan tulis.

Researcher: Sudah pernah belajar narrative text?

Student 1: Pernah miss

Student 2: Pernah, tapi lupa miss

Student 3: Pernah

Researcher: Bagaimana cara guru menjelaskan dan mengajarkan cara membaca tentang narrative text dikelas?

Student 1: Gurunya menjelaskan hanya dari buku cetak dan buku belajar miss, kami hanya disuruh mengerjakan tugas, dan terkadang disuruh membaca sesekali.

Student 2: Kalau soal belajarnya, gurunya hanya masuk kelas miss, disuruh buka buku, lalu mengerjakan tugas.

Student 3: Terkadang kurang paham dan ngerti, miss. Dijelaskan sedikit lalu diberi soal.

Researcher: Bagaimana pendapat kalian dengan cara mengajar narrative text dari gurunya?

Student 1: Saya hanya bisa paham sedikit – sedikit miss, sehabis itu lupa jika disuruh membaca.

Student 2: Bingung miss, tidak mengerti bagian – bagiannya, tidak pernah dijelaskan.

Student 3: Cara mengajarnya seperti biasa miss, tidak ada selingan agar kelas jadi rileks.

APPENDIX VI

INTERVIEW SHEET WITH THE STUDENTS (POST – TEST)

Researcher: Bagaimana menurut pendapat kamu tentang belajar membaca komprehensif dengan menggunakan media fable yang telah miss ajarkan?

Student 1: Awalnya membingungkan miss, ternyata semakin dipelajari semakin mudah, jadi lebih senang membaca menggunakan fable.

Student 2: Lebih mengerti dan paham miss, banyak bagian – bagian dari narrative text yang baru saya tahu.

Student 3: Saya lebih mudah membacanya miss, selain mengerti arti juga pengucapannya lebih baik.

Researcher: Bagaimana pandangan kamu tentang cara miss mengajarkan materi membaca dalam bentuk narrative text?

Student 1: Miss mengajarnya mudah dipahami, kalau fable itu cerita hewan, lebih senang membacanya.

Student 2: Miss mengajarnya ada selingan tertawa, jadi kelas tidak mudah bosan.

Student 3: Enak didengarkan miss, cara membacanya tidak terburu – buru, jadi lebih mudah dimengerti.

Researcher: Adakah kesan kamu terhadap pengajaran membaca narrative text yang miss ajarkan dengan menggunakan media fable?

Student 1: Saya senang ketika miss suruh membaca kedepan, saya lebih menjadi percaya diri dengan bantuan miss, dan bisa meminta pendapat teman lain dengan pengucapan yang saya ucapkan.

Student 2: Menyenangkan miss, jadi lebih tahu dimana letak kesalahan dalam membaca, dan diberi contoh teks fable, jadi lebih mudah mengerti

Student 3: Sudah lebih mudah dipahami miss, yang terpenting jangan malu untuk membaca dalam bahasa Inggris.

APPENDXVI

INTERVIEW SHEET WITH THE TEACHER (PRE – TEST)

Researcher: Sebelumnya apakah ibu pernah mengajarkan membaca narrative text di kelas VIII?

Teacher: Ya, Pernah

Researcher: Bagaimana cara ibu mengajarkan membaca teks berbentuk narrative dikelas?

Teacher: Saya berpegang pada buku pedoman, seperti buku lks dan buku cetak, tetapi saya hanya menyuruh mereka mengerjakan tugas, dan sesekali menyuruh mereka membaca agar tidak kaku dalam pengucapannya.

Researcher: Ketika ibu mengajar dikelas, adakah kesulitan yang ibu alami?

Teacher: Tentunya ada, murid masih suka tidak memperhatikan ketika guru menjelaskan didepan kelas, terkadang mereka ketika disuruh membaca, kemampuannya masih lemah, dan bingung membedakan hurufnya karena kurangnya pelatihan, mereka masih suka malas untuk membaca dang mengulang – ulang.

APPENDXVII

INTERVIEW SHEET WITH THE TEACHER (POST – TEST)

Researcher: Menurut pendapat ibu, bagaimana sikap siswa/i ketika saya memberikan pelajaran dikelas?

Teacher: Menurut saya mereka lebih tenang dalam melakukan proses belajar mengajar, lebih focus karena antusias dengan cara kamu mengajar, kamu membimbing satu persatu agar pengucapan mereka lebih baik. Juga kamu memberikan teks yang sangat mudah mereka pahami, saya kira lebih efektif dan melihat mereka aktif dalam berdiskusi dengan teman sebangkunya.

Researcher: Bagaimana pendapat ibu tentang penggunaan media fable yang saya terapkan dikelas dalam membaca teks yang berbentuk narrative text?

Teacher: Saya rasa ini adalah satu langkah yang bagus yang bisa saya terapkan kepada mereka, selain media fable dapat ditemukan dimana saja, dengan membaca teks berbentuk fable, siswa akan lebih senang ketika membaca, karena juga fable mengandung makna tentang kehidupan moral. Jadi ini bisa digunakan kepada siswa, dan materinya sangat ringan untuk dijelaskan.

APPENDIX IX

LIST OF STUDENTS INITIAL

No	Students Initial	Name of Students
1	AV	ANGGUN VONITA
2	ANS	ARTATI ANNIDIYAH SNT
3	ATY	ARYATI TRI YANA
4	BLL	BUNGA LEVI LESTARI
5	HCP	HAFIZAH CYNTIA PUTRI
6	MW	MARISA WARDANA
7	MAAF	M. AFIF AL - FAKHRI
8	MBH	M. BAGUS HARIANSYAH
9	MHF	M. HANAFAI FAZRI
10	MN	MUHAMMAD NURSA
11	MNP	M. NUARY PRATAMA
12	MR	M. RIZAL
13	NA	NAYLA AZZAHRA
14	NC	NUR CAHAYA
15	NES	NUR ENITA SARI
16	NNR	NURI NAFASYA RINDI
17	PA	PUTRIA AZZAHRA
18	RF	RAFI FAUZAN
19	RFS	REXY FIRMANSYAH SRG
20	RAP	RIZKY ANANDA PUTRA
21	SA	SINDY AULYA
22	SAT	SYAHLUL ADI TAMA
23	SAD	SONIA ARDILA
24	WSN	WAHYU SETIA NINGSIH
25	WD	WIDYA
26	YA	YULI ANGGRANI
27	ZNA	ZIYAD NUR AZHMI

APPENDIX X

THE STUDENTS ATTENDANCE LIST

No	Name of Students	Wednesday, 30 th September 2020	Friday, 09 th October 2020	Saturday, 10 th October 2020
1	ANGGUN VONITA	✓	✓	✓
2	ARTATI ANNIDIYAH SNT	✓	✓	✓
3	ARYATI TRI YANA	✓	✓	✓
4	BUNGA LEVI LESTARI	✓	✓	✓
5	HAFIZAH CYNTIA PUTRI	✓	✓	✓
6	MARISA WARDANA	✓	✓	✓
7	M. AFIF AL - FAKHRI	✓	✓	✓
8	M. BAGUS HARIANSYAH	✓	✓	✓
9	M. HANAFI FAZRI	✓	✓	✓
10	MUHAMMAD NURSA	✓	✓	✓
11	M. NUARY PRATAMA	✓	✓	✓
12	M. RIZAL	✓	✓	✓
13	NAYLA AZZAHRA	✓	✓	✓
14	NUR CAHAYA	✓	✓	✓

15	NUR ENITA SARI	✓	✓	✓
16	NURI NAFASYA RINDI	✓	✓	✓
17	PUTRIA AZZAHRA	✓	✓	✓
18	RAFI FAUZAN	✓	✓	✓
19	REXY FIRMANSYAH SRG	✓	✓	✓
20	RIZKY ANANDA PUTRA	✓	✓	✓
21	SINDY AULYA	✓	✓	✓
22	SYAHLUL ADI TAMA	✓	✓	✓
23	SONIA ARDILA	✓	✓	✓
24	WAHYU SETIA NINGSIH	✓	✓	✓
25	WIDYA	✓	✓	✓
26	YULI ANGGRIANI	✓	✓	✓
27	ZIYAD NUR AZHMI	✓	✓	✓

APPENDIX XI

Table 4.1

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	33.51	

So, the mean of the students' was:

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

$$X = \frac{905}{27}$$

$$X = 33.51$$

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

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

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

$$P = 0\%$$

APPENDIX XII

Table 4.2

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

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:

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

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

$$P = 22.22\%$$

APPENDIX XIII

Table 4.3

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:

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

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

$$P = 85,18\%$$

APPENDIX XIV

Table 4.4

The Percentage of Students Score up to 75

Reading Test	Percentage
Pre Test	0%
Post Test Cycle 1	22.22%
Post Test Cycle 2	85.18%

Table 4.5

The Statistic Analysis of the Students' Score Pre – Test and Post – Test I

Number	Initial of Name	Pre Test	Post Test I	D	D²
1	AV	20	45	25	625
2	ANS	20	35	15	225
3	ATY	45	50	5	25
4	BLL	20	45	25	625
5	HCP	45	50	5	25
6	MW	30	80	50	2500
7	MAAF	50	50	0	0
8	MBH	15	15	0	0
9	MHF	35	70	35	1225
10	MN	35	80	45	2025
11	MNP	15	30	15	225
12	MR	20	40	20	400
13	NA	35	50	5	25
14	NC	45	50	5	25
15	NES	35	80	45	2025
16	NNR	20	70	50	2500
17	PA	65	75	10	100
18	RF	35	35	0	0
19	RFS	25	65	40	1600
20	RAP	65	75	10	100
21	SA	40	50	10	100
22	SAT	25	50	25	625
23	SAD	35	55	20	400

24	WSN	65	70	5	25
25	WD	35	80	45	2025
26	YA	35	70	35	1225
27	ZNA	35	40	5	25
				$\Sigma D = 550$	$\Sigma D^2 = 18340$

$$\begin{aligned}
 t &= \frac{\bar{D}}{\frac{\sqrt{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}}{N - (N - 1)}} \\
 &= \frac{20,3}{\frac{\sqrt{18340 - \frac{(550)^2}{27}}}{27 - (27 - 1)}} \\
 &= \frac{20,3}{\frac{\sqrt{18340 - \frac{30250}{27}}}{27 - (26)}} \\
 &= \frac{20,3}{\frac{\sqrt{18340 - 1120,3}}{702}} \\
 &= \frac{20,3}{\sqrt{\frac{1721,9}{702}}} \\
 &= \frac{20,3}{\sqrt{24,52}} \\
 &= \frac{20,3}{4,95} \\
 &= 4,10
 \end{aligned}$$

APPENDIX XV

Table 4.6

The Statistic Analysis of the Students' Score Post – Test I and Post – Test II

Number	Initial of Name	Post Test I	Post Test II	D	D ²
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 last computation has been found that:

$$t = \frac{\bar{D}}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N - (N - 1)}}$$

$$= \frac{25}{\frac{\sqrt{22885 - \frac{(675)^2}{27}}}{27(27-1)}}$$

$$= \frac{25}{\frac{\sqrt{22885 - \frac{455625}{27}}}{27(26)}}$$

$$= \frac{25}{\frac{\sqrt{22885 - 1687.4}{702}}}$$

$$= \frac{25}{\frac{\sqrt{21197.6}{702}}}$$

$$= \frac{25}{\sqrt{30,19}}$$

$$= \frac{25}{5,49}$$

$$= 10,04$$

From the computation above, it could be seen that the coefficient of t – observation = 10,04.

APPENDIX XVI





APPENDIX XVII

<https://siselma.uinsu.ac.id/pengajuan/cetakaktif/MTAzNjY=>



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UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
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Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-11018/ITK/ITK.V.3/PP.00.9/09/2020

17 September 2020

Lampiran : -

Hal : Izin Riset

Yth. Bapak/Ibu Kepala MTS AL-Manaar PTPN IV PULU RAJA

Assalamualaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama	: Nurul Alfi Hidayani
NIM	: 0304161005
Tempat/Tanggal Lahir	: Pulu Raja, 06 Juli 1998
Program Studi	: Pendidikan Bahasa Inggris
Semester	: IX (Sembilan)
Alamat	: Jalan kesehatan no 9 sentosa baru Sei kera hilir kec medan perjuangan Kelurahan Sei kera hilir Kecamatan Medan perjuangan

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di MTS AL-Manaar PTPN IV PULU RAJA, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

Improving the Student's Reading Comprehension on Narrative Text by Using Fable

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 17 September 2020

a.n. DEKAN

Ketua Program Studi Pendidikan Bahasa Inggris



Digitally Signed

Dr. Sholihatul Hamidah Daulay, S.Ag.
M.Hum

NIP. 197506222003122002

Tembusan:

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

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**YAYASAN PENDIDIKAN AL MANAAR PULU RAJA
MADRASAH TSANAWIYAH**

NPSN : 10264058 TERAKREDITASI "B" TAHUN 2012
Jln. Lintas Sigura gura – Desa Orika Kecamatan Pulau Rakyat – Asahan
Provinsi Sumatera Utara Telp. 085261758080 Kode Pos 21273

Nomor : YPA-PUR/MTs/SK/227/IX/2020

Pulu Raja, 12 Oktober 2020

Lamp : -

Hal : Pemberitahuan

Kepada Yth:
Ketua Program Studi Pendidikan Bahasa UINSU Medan
Di-

Medan

Assalamualaikum Wr. Wb.

Sehubungan dengan Surat Rekomendasi Penelitian No. B-11018/ITK/ITK.V.3/PP.00.9/09/2020 perihal Izin Penelitian di Madrasah Tsanawiyah Al-Manaar Pulu Raja, Bahwasanya :

Nama : **Nurul Alfi Hidayani**

Alamat : Jl. Williem Iskandar Pasar V Medan Estate 20371

Pekerjaan : Mahasiswa

NIM : 0304161005

Judul : *"Improving the Student's Reading Comprehension on Narrative Text by Using Fable"*

Adalah benar nama tersebut di atas telah melakukan penelitian sejak tanggal 28 September s/d 12 Oktober 2020 dan dilaksanakan dengan baik di MTs Al-Manaar Pulu Raja

Demikian surat pemberitahuan ini dibuat untuk dapat dipergunakan seperlunya.

Ka. Madrasah
MTs Al Manaar Pulu Raja

RAHMANS.Pd



