

**USING FABLE TEXTS IN TEACHING READING
COMPREHENSION**

(A Study At Madrasah Aliyah Negeri 1 Aceh Besar)

THESIS

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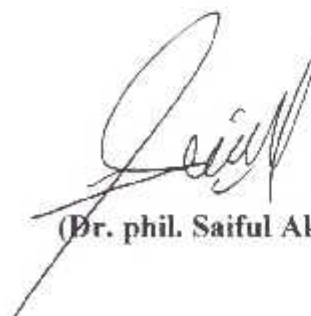
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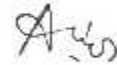
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The writer,

Khairunnisak

LIST OF CONTENTS

ACKNOWLEDGEMENT.....	i
LIST OF CONTENTS	iii
LIST OF TABLES	v
LIST OF APPENDICES	vi
DECLARATION LETTER	vii
ABSTRACT	viii
CHAPTER I: INTRODUCTION.....	1
A. Background of Study	1
B. Research Questions	4
C. The Aims of Study	5
D. Terminology	5
E. Significances of Study	6
CHAPTER II: LITERATURE REVIEW	7
A. Definition of Reading	7
1. Reading Comprehension	8
2. The Features and Purposes of Reading Comprehension	9
3. Strategies for Effective Reading Comprehension.....	10
B. Types of texts	15
C. Fable Text	17
1. Using Fable Text in Teaching Reading	19
2. Advantages and Disadvantages of Fable Texts	21
D. Approaches and Method in Teaching Reading Comprehension	21
CHAPTER III: RESEARCH METHODOLOGY	25
A. Research Design	25
B. Population and Sample	26
C. Research Instruments	27
D. Data Collecting Technique	29
E. Data Analysis Technique	30
F. Thesis Guide Book	33
CHAPTER IV: DATA ANALYSIS	34
A. Data Collecting Procedure	34
B. The Research Data Analysis	36
C. Discussion	51

CHAPTER V: CONCLUSIONS AND SUGGESTIONS	54
A. Conclusions	54
B. Suggestions	55
BIBLIOGRAPHY	
APPENDICES	
AUTOBIOGRAPHY	

LIST OF TABLES

Table 4.1	Pre-test and post-test scores of students class XI MIPA 2	36
Table 4.2	The frequency distribution table of students' pre-test score	39
Table 4.3	The frequency distribution table of students' post-test score	41
Table 4.4	Scores Standardization	42
Table 4.5	Frequency of pre-test and post-test score in class XI MIPA 2 ...	42
Table 4.6	Students are interested in learning reading comprehension	44
Table 4.7	The students' experience using fable text in learning reading comprehension	45
Table 4.8	The students' agreement toward learning reading using fable text is easier	45
Table 4.9	The student agreement toward if fable text will be (often) applied in learning reading	46
Table 4.10	The student agreement that fable text is appropriate media in learning reading	46
Table 4.11	The students' agreement that fable text is interesting media in learning reading	47
Table 4.12	The student's agreement that vocabulary used in fable texts is easy to understand	47
Table 4.13	The student's agreement that fable texts increased students interest in learning reading comprehension	48
Table 4.14	The student's agreement that they can comprehend the plot from fable text faster that from other sources	49
Table 4.15	The student's opinion that they need a long time to understand the fable text	49
Table 4.16	The student's opinion that they can understand the moral value contained in the fable text	50
Table 4.17	The student's obstacles in learning reading comprehension	50
Table 4.18	The student's specific strategy in learning fable texts	51

LIST OF APPENDICES

- | | |
|----------|---|
| Appendix | 1. Appointment letter of writing thesis |
| Appendix | 2. Recommendation Letter of Conducting Research from MAN 1 Aceh Besar |
| Appendix | 3. Lesson Plan |
| Appendix | 4. Pre-Test Sheets |
| Appendix | 5. Post-Test Sheets |
| Appendix | 6. List of Questionnaires |
| Appendix | 7. Autobiography |

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ABSTRACT

Name : Khairunnisak
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Reading comprehension is an interaction between the reader and the text. This interaction is the major factor that plays the most important role in comprehension. Accordingly, the selection of texts is a primary importance for readers, especially for the students. This study entitles “Using Fable Texts in Teaching Reading Comprehension”. The aims of this research are to figure out the use of fable texts in improving students’ reading comprehension skills and to find out students’ difficulties in learning reading comprehension using fable texts. To obtain the data, there were two techniques used for this research, tests and questionnaire. In selecting the sample, the researcher used cluster sampling. The sample was students in class XI MIPA 2 of MAN 1 Aceh Besar. In collecting the data, the researcher applied quasi experimental research, the researcher gave pre-test and post-test, and distributed questionnaire in experiment group. Based on the obtained data, the students’ ability in comprehending text improved after they were taught reading by using fable texts. It was showed in their tests score in which pre-test result was 63,81 while post-test was 79,17 in average. Thus, using fable text was successful to increase the students’ capability in reading comprehension skill.

CHAPTER I

INTRODUCTION

A. Background of Study

Reading is one of the skills to master and it is also considered as a way to improve knowledge. The idea is supported by the fact that reading now become a part of people daily life and cannot be separated from their daily activities. People read many written materials such as newspapers, magazines, novels, academic books and so on. Through reading people can get a lot of information, knowledge, enjoyment and even problem solution. Therefore, the ability to read the text in any form will bring great advantages to the readers. All those purposes need reading skill enough. Therefore, when people talk about reading it might be automatically related to comprehension or understanding. For instance, a reader who understands what he or she has read can answer questions about it. It means that understanding something is the main goal of reading (Grellet, 1996, p. 56).

According to Wynn (1996, p. 13) “Reading is a critical life that contributes to the success in school, on the job, and in society. Through reading we learn to understand ourselves, others and our world”. Reading has a big power. By reading someone can pass the examinations at school and can get job easily. It is impossible to get a good job if he or she is illiterate or lacks of knowledge. Then, reading also

helps people to understand the circumstances around them and even themselves. Therefore, reading can be very useful in most aspects of life.

When someone reads a text, she or he will try to understand what the text is talking about. It will not be easy to do, especially for the reader who reads a text in foreign language. For example in Indonesia, English is used as the main foreign language that is taught at schools. There, students are given various texts. Many of them probably comprehend the text through translating word by word, and it will need a lot of time. That is one of the obstacles faced by students when they read the text. Therefore, the teachers should be active, creative and innovative in teaching in order to overcome the student's difficulties in learning reading comprehension. Moreover, the excellent reading teachers are the teachers that use strong motivational strategies, have high expectations toward student's achievement and help them who have difficulties (The Report of The Expert Panel on Early Reading in Ontario, 2003).

In educational institutions, reading is frequently used in all level, such as in primary school, secondary school, and even in universities. When the students are in elementary school, they start reading by learning alphabet. In university however they read more complex materials and texts that depend on their necessities.

At Senior High School (SMA), English is taught as a compulsory subject to be mastered by students because English becomes one of the international languages

which connected people around this world. So, teaching English at the school is really important including in Senior High School level. Beside this condition, teaching English is essential to prepare the students acquire in reading skill and getting new information from any written materials appropriately. At school, the students cannot choose their own reading material to read because the teacher decides the material and the topic the students will read during the teaching-learning process. Thus it is important for teachers to pay attention on the materials they choose before entering a class.

At school, students read many types of texts, one of them is narrative text. Narrative text is an interesting text and the students can learn from it. The purpose of narrative text is to entertain, to tell a story or to provide literary experience. Fable is animal short story which is particular kind of narration. It is always fiction and brief story. These stories are meant to be read in a single sitting. The writer of animal short story aims to create a powerful impression on the readers (Ruby, 2001, p. 77). In other words, Richard (2010) said that fable is a fictional narrative meant to teach moral lesson. The characters in fable are usually animals whose words and action reflect human behavior.

However, according to the researcher's observation and experiences when teaching in MAN 1 Aceh Besar, the students in understanding of the reading English texts were quite low and were below the minimum criteria of successful action. This may be caused by various factors, such us: students had limited vocabulary, students'

lacked of interest in improving their reading ability, lacked of learning support, pronunciation difficulties, lacked of knowledge of words, phrases, paragraphs, and passage or texts, lack of reading application of reading strategies and lack of reading motivation.

Therefore to avoid students' boredom, this study tried to use fable in teaching reading because narrative text fable is one of pleasure text to read. This kind of material is also able to increase vocabulary, comprehension ability, and make students easier in understanding English text.

Based on the view, the writer interested to find out the effect of using fable text in teaching reading comprehension. The writer conducted a research entitled **“Using Fable Texts in Teaching Reading Comprehension (A Study At Madrasah Aliyah Negeri 1 Aceh Besar)”**.

B. Research Questions

Based on the background study above, this research was conducted to answer the following questions:

1. Does the use of fable texts improve students' interest that leads to the increasing achievement of them in reading ability?
2. What are the students' difficulties in learning reading comprehension by using fable texts?

C. The Aims of Study

The aims of this study are:

1. To determine the improvement of the students comprehension ability.
2. To find out students' obstacles in learning reading by using fable texts.

D. Terminology

To avoid possible misunderstanding and misinterpreting of this research, it is necessary to clarify some of the terms as following:

1. Fable text

According to Kohler (2009, p. 45) fable is a short, pithy animal tale, most often told or written with a moral tagged on in the form of a proverb. Thus to convey a moral is the aim of most fables, and the tale is the vehicle by which this is done, providing both an illustration of and compelling argument for the moral. In this study, the writer chose a simple story which is familiar with the students' daily life.

2. Teaching

Teaching defined "helping others learn to do particular thing, is an everyday activity in which many people engage regularly." (Ball, 2009, p. 56) In this study the writer used teaching practice to apply fable texts material and to collect data.

3. Reading comprehension

Reading is interacting with language that has been coded into printed (Arthur W. Heilman, Timothy R. Blair, William Rupley, 1991, p. 4). It means that the students communicated with the writer ideas and information. Meanwhile, Grellet (1996, p. 3) explain that reading comprehension is a process of understanding a written text by means of extracting of required information of it is effectively as possible. Therefore, the students understood and found the important ideas and information from the text.

E. Significances of Study

This study is aimed at giving a contribution to the following points:

1. The English teacher of MAN 1 Aceh Besar,
2. The students can use the result of this research as a support to improve their achievement in reading comprehension skill.
3. Future researchers to continue the basic study, so it can contribute new significant changes to UIN Ar-Raniry.

CHAPTER II

LITERATURE REVIEW

A. Definition of Reading

The discussion about reading has been mentioned by many experts in many literatures. The definition of reading according to Nunan (1989, p. 33) in his book, is that “Reading is a process of decoding written symbols, working from smaller units (individual letters) to large ones (words, clauses and sentences).

Another definition comes from Grigg, Daane, Jin, and Campbel (2003, p. 32), they states that “reading is an interactive and constructive process involving the reader, the text, and the context of the reading experience. Reading involves the development of an understanding of text, thinking about text in different ways, and using variety of text types for different purpose”.

In addition, Gibbon (1993, p. 51) states that “reading is the process of getting meaning from print”. It means that reading is an activity, there is interaction between the author and the writer because the writer delivers her or his idea to the readers through the texts. The reader can also improve their understanding through reading activity that is suggested to be done as a habit for everybody because reading will enlarge their knowledge about something.

1. Reading Comprehension

Many authors have defined reading comprehension in several definitions based on the field of their competence. Singer (1985, p. 19) defines, “reading comprehension is an interpretation of written symbols, the apprehending of meaning, the assimilation of ideas presented by the written, and the process of thinking while deciphering symbols”.

Meanwhile, Cooper (1986, p. 22) stated that “comprehension is a process in which the reader may construct meaning by interacting with the text. In reading comprehension, a reader should have knowledge about understanding the reading passage. The common questions on the passages are primarily about the main ideas, details, and an inference that can be drawn from the passages”.

However, English is still a foreign language for Indonesian students. It is certainly not easy to interpret the meaning of an idea from written texts. To understand a reading text, the students must have a good ability to know the meaning of words, sentences, content and the most important thing is to know about the writer’s idea. It means while the students read a text, they not only know the meaning word by word but also the writer’s idea in the text.

Therefore, it can be concluded that in generally reading is a skill use to obtain a meaning which is involving the reader, the text, and the context of the reading

experience. Furthermore, reading comprehension is related closely to the language skill improvement of the readers, because this will produce comprehension.

2. The Features and Purposes of Reading Comprehension

The major goal of reading for student is comprehension. Reader's ability to understand the author's message is influenced by their knowledge background to the topic given in the text. It is by Neufeld (2007, p. 74), comprehension is the process of constructing a supportable understanding of a text. He added comprehension involves two important features: being actively involved with the text and using appropriate background knowledge to interpret the text.

In addition, Burnes and Page (1996, p. 69) explain that to understand or remember what is read, the students must be able to relate new information to the previous knowledge. It means that the knowledge that is had by the readers influence the ability of the readers in comprehending what they read. The readers have to be able to use their prior knowledge in order to help them to comprehend the texts they read. If they do not have knowledge background or information about the materials that they read, they will face some difficulties in understanding the texts or they have to work hard to understand them.

Another similar statement comes from Gibbons (1993, p. 51), who believes that readers bring their own background knowledge of the 'field', or topic, and their understanding of language system itself. On the other word, the prior knowledge had

by the readers is an important tool that can help the readers to comprehend the reading materials. It will guide them to have better understanding about something, so that reading activity can improve their knowledge.

Besides, Anderson (2007, p. 26) mentioned that the target of reading is to look for and to get information, understand feelings and reading meanings. He summarized some targets of reading, they are 1) reading for details or facts, 2) reading for main ideas, 3) reading for sequence or organization, 4) reading for inference, 5) reading to classify, 6) reading to evaluate, 7) reading to compare or contrast.

So, comprehension in reading would only be achieved when readers are able to use their prior knowledge and understanding to help themselves to understand the text. Good readers should also figure out their target of reading to make them focused on getting their purpose.

3. Strategies for Effective Reading Comprehension

Reading comprehension strategies are conscious or intentional plans that people use in order to achieve a goal and are used deliberately to make sense of text. The readers use strategies consciously to make sense of the text, remember critical ideas and integrate new learning into existing schema or prior knowledge (Roit, 2005). Students need to learn how to use strategies independently, to recognize and solve problems, and to delve deeper into text to make connections and inferences.

Reading strategies are not the same as instructional strategies. The goal of instructional strategies is to teach students how to make sense of text. Instructional strategies are the plans used by the teacher to teach comprehension. They include but are not limited to explicit explanation, modeling, pre-teaching, organizing learning and scaffolding. Strategies laid out in this chapter emphasize teaching and student engagement. Obviously, there is an interaction between both reading and instructional strategies.

The terms of reading comprehension strategies, skills, and activities are often used interchangeably. Reading comprehension strategies are used consciously by the reader to monitor and check understanding, to clarify confusion, and to process text. Strategies are situational and are used intentionally by readers (McEwan, 2004, p. 15). In contrast, once skills are learned, they are used unconsciously, i.e. decoding words or breaking words into syllables. Skills are also the tools readers use to organize the structure of text, e.g., main idea and supporting details, compare and contrast, sequencing, etc.

In contrast, skills are applied automatically rather than deliberately and yield a high level of performance with minimal effort (Afflerbach, P, Pearson, P. D. & Paris, S. G, 2008). Learning skills requires practice in order to become automatic. Decoding is a skill that when it becomes automatic results in fluent reading. Readers read most words without ever thinking about the sounds and spellings. Similarly, fluency is a

skill that develops over time, allowing readers to access text with automatically so they can focus their mental efforts on making sense of what is being read.

Language instructors are often frustrated by the fact that students do not automatically transfer the strategies they use when reading in their native language to reading in a language they are learning. Instead, they seem to think reading means starting at the beginning and going word by word, stopping to look up every unknown vocabulary item, until they reach the end. When they do this, students are relying exclusively on their linguistic knowledge, a bottom-up strategy. One of the most important functions of the language instructor, then, is to help students move past this idea and use top-down strategies as they do in their native language.

Effective language instructors show students how they can adjust their reading behavior to deal with a variety of situations, types of input, and reading purposes. They help students develop a set of reading strategies and match appropriate strategies to each reading situation. There are some strategies that can help students read more quickly and effectively include: previewing, predicting, skimming and scanning, guessing from context, and paraphrasing (K. M. Arens, J. K. Swaffar, H. Byrnes, 2001, pp. 75-77).

Previewing is one of pre-reading strategy. This strategy consists of the observation of features. Learners must learn how to preview different types of texts such as: textbook chapters, brochures, journal, magazine, newspaper, etc. Not all the

information is equally important, or equally organized. Students should focus on very informative clues such as: title and subtitles, headings, the introductory paragraph, highlighted information, numbers, and capital letters.

Predicting is using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension, using knowledge of the text type and purpose to make predictions about discourse structure, using knowledge about the author to make predictions about writing style, vocabulary and content. Prediction helps readers to activate their prior knowledge about a topic, so they begin to combine what they know with the new material in the text. Predictions are based on clues in the text such as pictures, illustrations, subtitles and plot.

Skimming and scanning is using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions. Skimming involves glancing quickly through a text to gain a general impression of the content. Graphics, italics and headings are useful cues when skimming a text. While scanning involves glancing through material to locate specific details, such as names, dates, places or some particular content.

Guessing is using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up. Guessing is still another strategy. Learners will pose questions or hypotheses to themselves before or while reading the text. They have to ask themselves what the

reading will be about and guess just by looking at the layout of the reading and the title, headings and subheadings.

Paraphrasing is the restating or re-writing of text into other words, stopping at the end of a section to check comprehension by restarting the information and ideas in the text. Paraphrasing involve using the key words and phrases to capture t.he main focus of the text.

When language learners use reading strategies, they find that they can control the reading experience, and they gain confidence in their ability to read the language. In this case, teachers can help students to learn when and how to use reading strategies in several ways, there are (K. M. Arens, J. K. Swaffar, H. Byrnes, 2001, p. 77):

1. By modeling the strategies aloud, talking through the processes of previewing, predicting, skimming and scanning, guessing and paraphrasing. This shows students how the strategies work and how much they can know about a text before they begin to read word by word.
2. By allowing time in class for group and individual previewing and predicting activities as preparation for in-class or out-of-class reading. Allocating class time to these activities indicates their importance and value.
3. By using cloze (fill in the blank) exercise to review vocabulary items. This helps students learn to guess meaning from context.

4. By encouraging students to talk about what strategies they think will help them approach a reading assignment, and then talking after reading about what strategies they actually used. This helps students develop flexibility in their choice of strategies.

Teacher's instruction in reading strategies is not a secondary, but rather a primary part of the use of reading activities in the language classroom. Teachers as the instructors can help their student become effective readers by teaching them how to use strategies before, during, and after reading. This is important for students to keep them focused and directed properly.

B. Types of Texts

In reading comprehension, there are so many types of texts that should be learnt, such as procedure, descriptive, recount, report, spoof, news item, and narrative text. Each of those genres has or own characteristic and generic structure that the students should be familiar with.

1. Procedure text

A procedure is a text which consists of instruction to follow. The characteristic of instruction is the use of commands or recommendations, such as recipes, training plan, manual and soon. The communicative purpose of this text is to help us do a task or make something, it explains how people perform different processes in a sequence of steps (Linawati Setiadi, 2012).

2. Descriptive text

Descriptive text is a text that reveals how a particular person, thing and place is like. It describes living or non-living things such as animals, building and lawns. The communication purpose is to describe a particular person, place or thing (Linawati Setiadi, 2012).

3. Recount text

Recount text is a text that tells event in chronological sequence. A recount text is similar to narrative text. The story may be an event or a situation that took place on a particular day. The communication purpose of this text is to reconstruct past experiences by retelling events in order in which they have occurred (Linawati Setiadi, 2012).

4. Report text

Report text is a text that provides factual information about a specific subject like social phenomena (e.g. riot, demonstration, and unemployment), nature (e.g. earthquakes, floods, storm, animals, plants) and man-made things. Communication purpose is to give factual information about a specific subject (Linawati Setiadi, 2012).

5. Spoof text

A spoof text is a humorous story that tells events in a chronological sequence with a twist (unexpected ending). The communication purpose is to entertain the readers with an amusing story (Linawati Setiadi, 2012).

6. News Item

News item text is a text about an important event or situation that happens on a particular day. The communicative purpose is to inform the readers or listeners of the details of event, accidents or incidents that have happen (Linawati Setiadi, 2012).

7. Narrative text

Narrative text is a text which tells a story. The story can be imaginary or based on a real incident. A narrative always deals with some problems which lead to the climax and then turn into a solution to the problem. Communication purposes of this text are to tell a story about something or someone, and to amuse or entertain the readers or listener (Linawati Setiadi, 2012).

C. Fable Text

Fable is a part of narrative text that entertain the readers or listeners which is used as a media in learning reading comprehension based on fictional or fact. According to Anderson (1997, p. 34), narrative text is a piece of text tells a story that has entertains or informs the reader or listener, to change attitudes or social opinions and to show the moral values of a story. Some examples of narrative texts are fables,

legends, myths, fairy tales, mystery, science fiction, historical fiction, adventure, contemporary fiction and fantasy. Narrative text here just focuses on fable story which is set out to teach the reader or listener a lesson about animal life.

Among the types of narrative texts mentioned earlier, the writer focuses on fable story which is set out to teach the students about the story illustrating animal's life or animated objects as the principle character. 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" (Hasan Shadily and John M. Echols, 1976, p. 229) denote a brief, succinct story that is meant to impart a moral lesson, in a pejorative sense, a "fable" may be a deliberately invented or falsified account of an event or circumstance.

An author of fables is termed a "fabulist" and the word "fabulous", strictly speaking, "pertains to a fable or fables". In recent decades, however, "fabulous" has become frequently to be used in the quite different meaning of excellent" or "outstanding" (Rubin, 2010).

Ruby (2001) mentioned that fable is animal short story which is particular kind of narration. It is always fiction and brief story. These stories are meant to be read in a single sitting in using relatively few words. The writer of animal short story aims to create a powerful impression on the reader (p.77). In other words, Richard (2010) says that fable is a fictional narrative meant to teach moral lesson. The

characters in a fable are usually animals whose words and action reflect human behavior.

According to Baldick (2009, p. 80), fable is a brief tale in verse or prose that conveys a moral lesson, usually by giving human speech and manners to animals and inanimate things. It aims to imprint the minds of people with good values and virtuous qualities by telling a simple, funny story that is easy to remember. Fables are short, where the paragraph have no more than 2-3 characters. The character usually represents a single human characteristics, talk and act like human but retain their animal traits. Fable story has just one main event, the plot is very simple and the theme is stated with at the end of the story as a moral lesson. The moral lesson which they give is something that pupils easily remember and may experience in their future lives.

1. Using Fable Text in Teaching Reading

Fable text is classified as authentic material since it is not intended directly for teaching material. This kind of text is commonly oriented for entertainment purpose only, which then be selected and applied in classroom activity to accomplish the intended purpose. Taylor (1994) in his book assumed that authentic text can be motivating because they are proof that the language is used for real-life purpose by real people. When the teacher gives the real text to the students, they will be more interested to learn it and by having much interest, it will lead them to understand the

text easier. For instance, a teacher will give a text about the real-life from someone or people's culture. Here, the students will be more motivated in teaching and learning process.

Moreover, Taylor mentioned that one of the important things of choosing authentic material is that it has exploitability. "Exploitability is how the students increase their competence as readers, how the texts are exploited for teaching purposes, what purpose should be exploited, and what skills used the texts or strategies can be developed by exploiting the text itself". In this case, fable text is suitable because it has various topics and writing styles. So, students have choices to exploit it in different ways.

Furthermore, Taylor also stated that the text used in teaching should has readability. "Readability is used to describe the combination of structural and lexical difficulty of a text, as well as to find a new vocabulary and some new grammatical rules". It means the text is relevant to the students need. Because when they are given the difficult words, they will have difficulty to understand the text. But if the vocabularies used are easy, they will understand the text easier and the teaching and learning process will run better. Therefore, anecdote text is good to be applied since it uses rich words but understandable by students.

2. Advantages and Disadvantages of Fables Texts

There are some advantages of fables for the students. The first, fable has good ending and teaches some moral lessons. So, the students not only read the texts but also learn moral value from the fables. The second, fable text usually has problems, it is told in the story to attract the students to read the fable. Then, fable also has solution for the problem stated in the story. This solution told the students some advices that can be applied in their daily life. The third, fable texts usually use a simple sentences and vocabulary in order to make the students easy in understanding the story. It is good for the beginner students who are learning English for the first time. In addition, fable texts usually interesting for children because there are many pictures in it and the nature of this text also entertaining.

Beside the advantages, fable also has disadvantages. Fable is usually in Simple Past form. For the beginner, it will be difficult for the students to understand Simple Past sentences. It is because the verbs that are used in the sentences are unfamiliar and strange. The stories of fables usually a fiction that not based on fact in real life and the dialogue of this text are too childish. So, for many readers the texts are not interested to read.

D. Approaches and Methods in Teaching Reading Comprehension

The concept of approach, method and technique may make some students and teacher get confused. As second language teacher, knowledge of the concepts are

very important so that it can equip a teacher to organize a classroom practices. In term of language teaching, Richard and Rodger (1986, p. 15) define approach as a set of correlative assumption dealing with the nature of the language teaching and learning. An approach is axiomatic. Method is the plan of language teaching which is consistent with the theories, and techniques carry out a method. In other words, the arrangement of the two is method is procedural and technique is implementation.

In details, Richard and Rodger explain method as the whole plan for the presentation of language material. Since the plan is the developed based on the same assumption, no part of the plan contradicts and all parts make a unity. The unity of the method makes the method distinctive. Even though some assumptions of two different methods may derive from the same theories, some other assumptions may be developed from different theories (p.18).

However, teaching theories primarily divided into two categories; teacher-centered approach and student-centered approach. In teacher-centered approach, teachers are the main authority figure in this model. Students are viewed as “empty vessels” whose primarily role is to passively receive information. Meanwhile, student-centered approach put teachers and students in equally active role in the learning process. The teacher’s primary role is to coach and facilitate student learning and overall comprehension of material.

Moreover, Theorist A. F Grasha (1996) mentions in his book “Teaching with Style” there are three main teaching methods in educational pedagogy: direct instructions, inquiry-based learning, and cooperative teaching.

Firstly, direct instruction in the general term that refers to the traditional teaching strategy that relies on explicit teaching through lectures and teacher-led demonstrations. Direct instruction is the primary teaching strategy under the teacher-centered approach, in that teachers are the sole supplier of knowledge and information. Direct instruction is effective in reaching basic and fundamental skills across all content areas. Second, inquiry-based learning is a teaching method that focuses on student investigation and hands-on learning. In this method, the teacher’s primary role is that of a facilitator, providing guidance and support for students through student-centered approach, in that students play an active and participatory role in their own learning process. Third, classroom management that emphasizes group work and a strong sense of community. This model fosters students’ academic and social growth and includes teaching techniques such as “Think-Pair-Share” and reciprocal teaching. Cooperative learning falls under the student-centered approach because learners are placed in responsibility of their learning and development. This method focuses on the belief that students learn best when working with all learning from their peers (p.52).

So, Brown (1994, p. 15) maintains that “the best method is one which you have derived through your very own careful process of formulation, try-out, revision,

and refinement. Likewise, Trana (1993, p. 36), writes: “one must try the new, experiment and explore, test against subjective and objective consequences, learn from one’s mistake, take nothing for granted, treat all as provisional, assume no absolutes”. It is not the method that is important, the purpose of learning is the main point to be achieved. A method is a tool to achieve it. Good teacher is who learns from experience, explore, combine, and even should invent new methods time to time for education development.

CHAPTER III

RESEARCH METHOD

A. Research Design

In conducting this study, the writer applied field research by experimental research. The type of experimental research was quasi experimental research. A quasi experimental research is a type of evaluation which aims to determine whether a program or intervention has the intended effect on a study's participant. This study design only looks at the one group of individuals who receive the intervention, which was called the treatment group (Donald Ary, 2002, p. 54). The experimental teaching was conducted by teaching in classroom for 2 meetings. This was intended to inform the students about using fables texts materials in improving their reading comprehension ability.

The quantitative research was applied in this study in order to find out the influence of using fable texts in teaching reading comprehension. According to Arifin (2012, p. 16 & 29), some uses of quantitative approach are to investigate the effect of treatment to particular subjects and to answer the research problem through measurement technique toward the research variables that starts with the statement of a problem and involves the formation of a hypothesis, a literature review, and a quantitative data analysis. Relating to this theory, researcher considered that the issue of this study was worth being investigated by utilizing quantitative approach. Here,

the researcher gave the treatment to the research participations and analyzed it through statistical analysis in order to find out the improvement of students' reading comprehension skill.

B. Population and Sample

1. Population

A population may refer to all any specified group of human being or non human entities such as objects, geographical areas, times, units, methods, tests, or schools (Wiersma, 1991, p. 247). In addition Donald Ary (2002, p. 153) states, "population is a number of people defined events or objects." From the two definitions above, a simple definition of population is the total of people or things that will be as object in current scope and current time.

In this study, the population was the second grade students in Madrasah Aliyah Negeri 1 Aceh Besar. There are four classes which is less of 30 students in each class. Thus, total of population is about 126 students.

2. Sample

Sample is "a number of people or things taken from a larger group and used in tests to provide information about the group (Hornby, 1995, p. 177). A sample is a small part of something about the whole. In this study, one class of the second year students of MAN 1 Aceh Besar in Samahani was chosen as the sample. The class is XI MIPA 1 which consists of 29 students.

The technique of choosing the sample was purposive sampling, a group selected based on previous knowledge of natures or characters that have a close criterion which have been already known in population (Hadi, 2004, p. 91). Based on the observation done by the writer before the experiment, the writer assumed that that the students in that class were active in learning and cooperative in teaching learning process.

C. Research Instruments

Research instrument is research devise which is used to collect the data. The research instruments used were as follow:

1. Test

According to Brown (2004, p. 3), test is “a method of measuring a person’s ability, knowledge, or performance in a given domain”. Test was one of the techniques used to collect data and information in this research. In this study, the ability of students is measured by giving the test. Test had been held in two meetings, they were pre-test and post-test by using instruments. The tests were given for all students in experimental class. The result of pre-test and post-test would be compared to know the students’ ability before and after applying the fable text in their classroom.

a. Pre-test

Pre-test is a test which is given by teacher to students before teaching learning process. It is useful to evaluate students' achievement before teaching process begins. The purpose is to find out students skill in reading text before fable text is used. The students must answer 12 questions. The questions consist of 6 multiple choice questions and 6 true or false questions. Students were doing this test by choosing the best answer based on the fables text given.

b. Post-test

Post-test is a test which is given to evaluate student achievement in mastering vocabulary after teaching learning process. Post-test was given to find out the student skill after fable text is used. Post-test was given at the last meeting.

2. Questionnaire

Questionnaire is a document containing questions and other types of item designed to solicit information appropriate for analysis (Barbie, 2004, p. 244). The rule of this technique is to obtain the data of the participants or the objects of the research. The aim of questionnaire is to report the percentage of students about their responses on learning reading comprehension by using the fable texts materials. Here, open-ended questions which consist of 13 questions were used. The questions were designed to figure out students' opinion and difficulties in learning reading comprehension using fables text.

D. Data Collecting Techniques

As mention above, the following procedures were applied to gather the data, there were test, experimental teaching and questionnaire.

1. Test

Tests were given to the students to find out their ability in reading comprehension. There were two kinds of tests, namely pre-test and post-test. The tests were related to the materials that had been given before.

The first test was called pre-test. The test aimed to know the students' ability in their reading comprehension before the treatment was given.

2. Questionnaire

Another technique used to collect the data from respondents was questionnaire. Eight questions which consist of close-ended and open-ended questions related to students' obstacles in learning reading comprehension using fable texts. The questionnaire was presented in form of multiple choice answers and open-ended questions. The type of questionnaire was known as likert scale type.

3. Experimental Teaching

Tests were given at the first and the last meeting to figure out how the implementation of fable texts material affected to students' comprehension ability.

While questionnaire were given at the last meeting intended to let students express their obstacles in learning reading comprehension using fable texts.

E. Data Analysis Techniques

1. Test

In order to analyze the data, this study applied the data analysis method from a book called Research in Education written by Jonh W. Best (1998, p. 347). In this case, the calculation was to figure out the mean of students' score. The score was calculated by using some formulas.

a. To find the range of data

Range is the different between the highest and the lowest scores. The range of pre-test and post-test scores would be determined by using some formula below:

$$R = H - L$$

Where:

R = the range of score

H = the higher score

L = the lowers score

b. The number of the interval class

The number of the interval class can be determined by using following formula (p.348):

$$I = 1 + (3,3) \log n$$

Where:

i = the amount of interval class

n = the amount of sample

c. To make a table of frequency distribution

No	Score	fi	xi	fixi

Where:

fi = refers to frequency

xi = refers to the middle score interval class

fixi = the amount of multiplication between the frequencies and the middle score of interval class

d. To find mean of the table

The mean of students' score was calculated by using some formulas. The formula is as follow (p.349):

$$X = \frac{\sum fixi}{\sum fi}$$

Where:

fi = refers to frequency

xi = refers to the middle score interval class

fixi = the amount of multiplication between the frequencies and the middle score of interval class

2. Questionnaire

The result of questionnaires was analyzed by using the formula as follows (Sudijono, 2008, p. 43):

$$P = \frac{F}{N} \times 100\%$$

Where:

P = percentage

F = frequency

N = the number of sample

100% = constant value

F. Thesis Guide Book

In finishing this research, the researcher attached the theoretical foundation with some references. Furthermore, the thesis's organizing is based on the manual book of "*Panduan Penulisan Skripsi Mahasiswa Fakultas Tarbiyah IAIN Ar-Raniry 2009*" which was published by Fakultas Tarbiyah IAIN Ar-Raniry.

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

A. Data Collecting Procedure

To gain various kinds of data information to support the thesis, an experimental teaching was conducted in class XI MIPA 2 at Madrasah Aliyah Negeri 1 Aceh Besar. This research began on 15 until 16 December, 2017 by teaching reading comprehension using fable text and giving the treatment for the students in two meetings or 8 x 45 minutes.

a. The first meeting (December 15, 2017)

At the beginning, the writer said greeting and introduced herself to all students in the class, then explained the aim of her presence in their class that is for collecting some data related to the material of her thesis about teaching reading comprehension using fable texts. Before starting the pre-test, the researcher checked the attendance list and continued by giving the pre-test for the students. The students were asked to answer several questions given consist of 6 multiple choice questions and 6 true/false questions. The purpose of this pre-test is to measure students' comprehension ability before the treatment. After the test, the writer started the teaching using fable text material entitle "A Thirsty Crow" and gave them time to read and comprehend the story. Next, the students were asked to sit in groups. They

were arranged by numbers. This method was known as numbered head together method. Students discuss the story with their group members and answered the questions related to the text and some students were listening to their friend's explanation. Then, each group was asked to tell their answers and discuss the correct answer with the whole class. After that one student of each group was asked to tell the story to all students and asked their opinion about it in front of the class. All students were listening and cooperated well. At the end of the class, the researcher asked all students to find new words and phrases in the material and wrote it in front of the class. All of them enjoyed and looked helping each other doing it.

b. The second meeting (December 16, 2017)

The writer entered the class, saying greeting to all students in the class and asked to sit in groups as before and discuss the material that has been previously taught. While discussing, some students were asking explanation to the writer when they found difficult phrases. Next, the writer informed the students that they have to answer the second test (post-test) about fable with different story. The test materials were given for each student and they were asked to be quiet and do the test carefully. All students were doing the test focused and seriously. After the test finished, the writer spread questionnaires to the class and asked the students to fill it. The questionnaires consist of 13 questions that have to answer by all students. They were told the fill independently and no need to cheat. However, they need to be warmed up several times for talking during the test. At the end of the class, the writer asked to

suggestions from the students and apologized if she had made any mistakes during the experiment process.

B. The Research Analysis

As mentioned earlier, the research was conducted at Madrasah Aliyah Negeri 1 Aceh Besar in order to obtain the data about using fable texts in teaching reading comprehension. The research was conducted from 15 until 16 December. The population was the total number of the second year students of MAN 1 Aceh Besar which consist of 124 students. The sample was students in class XI MIPA 1 which consist of 29 students. To analyze the data, the analysis was classified into two categories; the analysis of students' test and analysis of questionnaires.

1. The Analysis of Test

The pre-test and post-test were given in order to know the students' achievement in reading comprehension before and after giving the treatment. Pre-test was given in the first meeting and the post-test was given in the last meeting and they were given in multiple choice form. The pre-test and post-test consist of twelve questions. The following is the result of pre-test and post-test in class XI MIPA 1.

Table 4.1 Pre-test and post-test scores of students class XI MIPA 2

No	Student's Initial	Pre-test Score	Post-test Score
1	SRP	68	60
2	FD	68	84
3	WN	68	84

4	DFR	60	68
5	RA	76	100
6	SR	68	92
7	MP	84	92
8	RF	68	60
9	MRH	68	84
10	IM	60	68
11	AR	60	60
12	NA	52	60
13	RI	60	76
14	NAD	60	76
15	PM	60	68
16	CZN	84	100
17	SF	68	84
18	PU	52	68
19	NS	76	60
20	RM	52	76
21	ZH	68	76
22	SU	68	76
23	AA	52	84
24	RN	52	76
25	ZF	76	84
26	UH	60	92
27	AS	60	76
28	FY	100	100
29	SH	76	92

a. The analysis of pre-test

To analyze the data of pre-test, the writer calculated by using the following steps:

First, the range (R) determined by using the formula below:

$$R = H - L$$

Where:

R = range of the score

H = the highest score

L = the lowest score

The highest score of pre-test was 100 and the lowest score of post-test is 52.

Thus, the range is $100 - 52 = 48$.

$$I = 1 + (3,3) \log n \quad (n = \text{number of students})$$

$$= 1 + (3,3) \log 29$$

$$= 1 + (3,3) (1,46)$$

$$= 1 + 4,8$$

$$= 5,8 \quad = 6$$

Then, the range of the class interval was found out by the formula:

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

$$P = \frac{48}{5.8}$$

$$P = 8.2 \quad = 8$$

From those result, the frequency distribution table was:

Table 4.2 : The frequency distribution table of students' pre-test scores

No	Class Interval	Fi	Xi	Fixi
1	52-59	5	55.5	277.5
2	60-67	8	63.5	508
3	68-75	9	71.5	643.5
4	76-83	4	79.5	318
5	84-91	-	87.5	-
6	92-99	-	95.5	-
7	100	1	103.5	103.5
		N = 29	556.5	1850.5

Where:

Fi = refers to frequency

Xi = refers to the middle score interval class

Fixi = the amount of multiplication between the frequencies and the middle scores of interval class

Based on the frequency distribution above, the mean score was determined by using following formula:

$$X = \frac{\sum fixi}{\sum fi}$$

$$X = \frac{1850,5}{29}$$

$$X = 63.81$$

- a. The analysis of post-test score

The students' post-test score was calculated by using the same formula as in analyzing pre-test scores. The highest score from the post-test was 100 and the lowest score was 60. Therefore the range (R) was $100 - 60 = 40$

The amount interval class was:

$$I = 1 + (3,3) \log n \quad (n = \text{number of students})$$

$$= 1 + (3,3) \log 29$$

$$= 1 + (3,3) (1,46)$$

$$= 1 + 4.8$$

$$= 5.8 \quad = 6$$

Therefore, the range of interval class was:

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

$$P = \frac{40}{5.8}$$

$$P = 6.8 \quad = 7$$

From those result, the frequency distribution table was:

Table 4.3 : The frequency distribution table of students' post-test scores

No	Class Interval	Fi	Xi	Fixi
1	60-66	5	63	315
2	67-73	4	70	280
3	74-80	7	77	539
4	81-87	6	84	504
5	88-94	4	91	364
6	95-100	3	98	294
		N = 29	483	2.296

Where:

Fi = refers to frequency

Xi = refers to the middle score interval class

Fixi = the amount of multiplication between the frequencies and the middle scores of interval class

Based on the frequency distribution above, the mean score was determined by using following formula:

$$X = \frac{\sum fixi}{\sum fi}$$

$$X = \frac{2.296}{29}$$

$$X = 79.17$$

The result showed that the mean score of pre-test and post-test are different. In pre-test, the mean score was 63.81. After given the treatment, most students increased their score in post-test which the mean score of post-test was 79.17.

The score was categorized into some standards. The standards were showed in the table below:

Table 4.4 : Score Standardization

Score	Standard
86 – 100	Excellent
71 – 85	Very Good
61 – 70	Good
50 – 60	Fair
0 – 49	Failure

Based on the standardization above, the test scores of class XI MIPA 1 can be categorized as follows:

Table 4.5 : Frequency of Pre-test and Post-test score in class XI MIPA 1

Standard	Number of students	
	Pre-test	Post-test
Excellent	1	7
Very Good	6	13
Good	9	4
Fair	13	5
Failure	0	0

The data showed the differences between the score before and after giving the treatment. The result showed that none of the students failed in pre-test, 13 students received, 15 students got good and very good score and only one student managed to get excellent score. On the contrary, 7 students had excellent score, 17 had good and very good score, 5 students got fair and none of the students got failure in post-test. It means that after given treatment 69,9 % students had increased to excellent and good score and 13,7 % had increased to good score, while only 17,2 % of the students could not reach it.

2. The Analysis of Questionnaires

The questionnaire consisted of eight questions and was given in the last meeting, after the students had been given the treatment. The questionnaire was designed to obtain students' opinion toward using fable text as the media in increasing their reading comprehension skill. Opened-ended question were used in order to let students state their statement.

To analyze the questionnaire, the following formula was used:

$$P = \frac{F}{N} \times 100 \%$$

Where:

P = percentage

F = frequency

N = the number of sample

100 % = constant value

Table 4.6 : Students are interested in learning reading comprehension

No	Option	Frequency	Percentage (%)
1	a. Very interested	13	45%
	b. Interested	8	28%
	c. Less interested	5	17%
	d. Not at all	3	10%
	Total	29	100%

The table showed that 45% students were interested in learning English. Even though not all of student got excellent score in pre-test and post-test, most of students agreed that learning reading comprehension was interesting, only 5 students mentioned it less interested and 3 students mentioned not at all interested with the text.

Table 4.7 : The students' experience using fable text in learning reading comprehension

No	Option	Frequency	Percentage
2	a. Yes, I have	26	90%
	b. No, I haven't	3	10%
	Total	29	100%

The table showed that most of the students had experienced learning reading comprehension using fable text. It was expected that the student had learned English by using fable text independently in their course or their home. However, 3 students stated their teacher applied other activity. But, they did not mention the activity used by the teacher in the questionnaire answer sheet.

Table 4.8 : The students' agreement toward learning reading using fable text is easier

No	Option	Frequency	Percentage
3	a. Yes, I agree	28	97%
	b. No, I not agree	1	3%
	Total	29	100%

The students agreed that learning reading through fable text was easier. Besides, they provided reasons related to their opinion. PM (initial name) state that learning reading comprehension by using fable text was easier and more enjoyable, because the text stimulate them to use the vocabulary used in the text. Relevant to her argument, RA added that using fable text in learning reading and vocabulary was

easier because the text have a good plot to follow. So, some of students argued that learning reading using fable text was easier.

Table 4.9 : The student agreement toward if fable text will be (often) applied in learning reading

No	Option	Frequency	Percentage
4	a. Yes, I agree	25	86%
	b. No, I don't agree	4	14%
	Total	29	100%

The table showed that most of students agreed if the fable text would be (often) applied in learning reading comprehension. They argued that learning by using fable text was interesting and enjoyable. On the contrary also some students disagreed with the reason they also need more challenging to improve their knowledge.

Table 4.10 : The student agreement that fable text is appropriate media in learning reading

No	Option	Frequency	Percentage
5	a. Yes, I agree	25	86%
	b. No, I not agree	4	14%
	Total	29	100%

The result showed that 86% students agreed that fable text was an appropriate media in learning reading comprehension. Related to this statement, the students provided some reasons. CZN said that learning reading through fable text was not

boring compared to read a long reading text. Besides, 14% students did not agreed with the statement because they less interested with the text.

Table 4.11 : The students' agreement that fable text is interesting media in learning reading

No	Option	Frequency	Percentage
6	a. Yes, I agree	25	86%
	b. No, I don't agree	4	14%
	Total	29	100%

Almost all of students agreed that fable text was an interesting media in learning reading because of various reasons. SRP said that learning reading through fable text was easier than learning through teachers' explanation. In addition, FY said that learning reading using fable text was more memorable and simple. In the same tones, some students argued that reading fable text was decrease boredom in the classroom.

Table 4. 12 : The student's agreement that vocabulary used in fable texts is easy to understand

No	Option	Frequency	Percentage
7	a. Yes, I agree	13	45 %
	b. No, I don't agree	16	55 %
	Total	29	100%

The table showed that only 13 students agree that vocabulary used in fable texts easy to understand, while other students not agree with the statement because of many reasons. WN argue that some of vocabulary used in the text is not easy to understand because she rarely hears it. In addition, ZF stated that the vocabulary used in the text is too hard and she needs a dictionary to translate the words, so she just has a short time to understand all of the text.

Table 4. 13 : The student's agreement that fable texts increased students interest in learning reading comprehension

No	Option	Frequency	Percentage
8	a. Yes, I agree	18	62%
	b. No, I don't agree	11	38%
	Total	29	100%

The table showed that most of students agree that fable texts increased their interest in learning reading comprehension. It is influenced by several factors, such as the fable texts it not too long, so it does not makes them bored to read the text. Although there are also 38% students not agree with the statement because they are not interested in learning reading.

Table 4. 14 : the student's agreement that they can comprehend the plot from fable text faster that from other sources

No	Option	Frequency	Percentage
9	a. Yes, I do	22	76%
	b. No, I don't	7	24%
	Total	29	100%

The result showed that 22 students argued that they can understand the meaning of fable text faster than other sources. SH stated that fable helps her in learning reading comprehension because the text use a simple vocabulary and grammar that can makes her more curious to read. On the contrary, 7 students disagreed with the statement and they argued that the vocabulary hard, so they could pay more attention and have to read over and over to understand the text better.

Table 4. 15 : The student's opinion that they need a long time to understand the fable text.

No	Option	Frequency	Percentage
10	a. Yes, I do	27	93 %
	b. No, I don't	2	7 %
	Total	29	100%

Almost all of students agree that they need a long time to understand the fable text. They argued that the vocabulary used in the texts sometimes unfamiliar with them and also they have to read over and over to find out the meaning and moral value that contained in the texts. So, it takes a long time for them to understand and comprehend the fable texts clearly.

Table 4. 16 : The student's opinion that they can understand the moral value contained in the fable text

No	Option	Frequency	Percentage
11	a. Yes, I do	19	66 %
	b. No, I don't	10	34 %
	Total	29	100%

The table showed that only 66% students can understand the moral value contained in the fable texts. They argued that the moral value in the text known easily based on the story that they read. While 34% other still difficult to find out the idea and needs more strategies to comprehend the text easily.

Table 4. 17 : The student's obstacles in learning reading comprehension

No	Option	Frequency	Percentage
12	c. Yes, I do	19	66%
	d. No, I do not	10	34%
	Total	29	100%

The result showed that 19 students admit that they have many obstacles in learning reading. Some of them argued that learning reading comprehension was a boring activity. They stated that sometimes the vocabulary was too hard and it caused them bored to read it over. Moreover, some students said that comprehending reading text in a short time was difficult.

Table 4. 18 : The student's specific strategy in learning fable texts

No	Option	Frequency	Percentage
13	a. Yes, I have	3	10 %
	b. No, I haven't	26	90 %
	Total	29	100%

In the last, the writer asked the students to write their strategy in learning reading comprehension. The table showed that only 3 students have a specific strategy in learning fable texts. While many other just learn it based on the knowledge that they have without trying to find a new idea and specific strategies that can be used to understand the fable texts easier.

3. Discussion

After analyzing all the instruments of the research; questionnaire and analyzing students' test result, it is necessary to discuss the result of the study. The aim is to figure out the answer to research questions, to find out how is fable text applied in English class at MAN 1 Aceh Besar and to find out students' opinion toward the use of fable text.

Based on the test result and questionnaire answers, it could be seen that both of the results of pre-test score and post-test score were different. It shows that in the average scores from each test that the pre-test was 63,8 and the post-test was 79,1. It means that post-test result was higher than pre-test result. Thus, it answered the first

research question that the implementation of fable text helps students to improve their reading ability.

The second research question was to know the students' obstacles and opinion toward the use of fable text. Based on the analysis of the questionnaires, the students were asked to answer opened-questions to express their opinion, and most of them were more interested in learning fable text because they were learning new vocabularies along with the example of using the words. In summary, they argued that learning reading by using fable text is a fun learning and more enjoyed. Besides, the result showed that 66% students had obstacles in learning reading comprehension. They argued that sometimes the vocabulary is too hard and it makes them bored to read it over. Some students added that comprehending text in short time is difficult.

In addition, after comparing the questionnaire result in table 4.8, it could be seen that 97% of the students agreed that learning reading using fable text is easier. They said it is not a boring media and it offers good plot to follow. Besides, the questionnaire data from table 4.9 showed that 76% of students agreed that they comprehend the meaning of fable text faster than other sources. They argued that the text makes them more curious to read, so they could pay more attention and understand the text better. Thus this proved statement of Gibbons, who believes that readers bring their own background knowledge of the field or topic and their understanding of language system itself (Gibbons, 1993 , p. 51). On the other word, the prior knowledge had by the readers is an important tool that can help the readers

to comprehend and guide them to get better understanding about the reading materials.

This also showed that fable text stimulate and help teachers and students use top-down strategies in learning reading. As Arens & Swaffar (2001, p. 74) said, one of the most important functions of the language instructor is to help students move past this idea and top-down strategies (comprehension is achieved by using background knowledge and making predictions approaches) as they do in their native language. When students have been comfortable with the reading materials, they find that they can control the reading experience, and they gain confidence in their ability to read the language. In this case, teachers can help students to develop a set of reading strategies and match appropriate strategies to each reading situation.

Moreover, as it is showed in table 4.11 and 4.12, almost all students agreed that fable text is interesting media to be applied. In fact, they argued that fable text is good to be often applied in learning reading comprehension. So, the write concluded that the fable text not only could motivate students in learning reading but also appropriate material for students in learning reading comprehension in classroom.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of the research discussed in the previous chapters, the writer concluded that:

1. The students' ability in comprehending narrative text especially fable text improved after they were taught reading comprehension by using fable texts. It was showed in their tests score in which the post-test result was higher than pre-test score. Pre-test result was 63,81 while post-test was 79,17 in average. In short, using fable text was successful to increase the students' capability in reading comprehension skill.
2. There were some difficulties faced by students in learning reading comprehension by using fable texts. First, some students had difficulty in comprehending text in short time. Second, some students got bored to read when they found out the vocabulary were too hard. Third, it was hard for students who were not familiar with the fable texts to comprehend it.

B. Suggestions

After analyzing the test and the questionnaire in the study, the writer would present some suggestions, those are:

1. The teacher is suggested to provide interesting material in teaching English, especially in reading text. Using fable text could help the students to increase their comprehension skill and more focus on class. Thus, the students will be motivated in learning without feeling bored.
2. The teacher should provide materials which are suitable for the class duration in order to give students enough time to comprehend the text.
3. Hopefully this thesis would be useful for education purpose and could be considered as reference for the next research.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Nomor : B-8696/UN.08/FTK/KP.07.6/10/2017

TENTANG

PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

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- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
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2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
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10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh—pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
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- Memperhatikan : Keputusan Sidang/Seminar Proposal **Skripsi** Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal

MEMUTUSKAN

- Menetapkan :
PERTAMA : Menunjuk Saudara:
- | | |
|--|----------------------------|
| 1. Siti Khasinah, M.Pd | Sebagai Pembimbing Pertama |
| 2. Dr.phil. Saiful Akmal, S.Pd.I., M.A | Sebagai Pembimbing Kedua |
- Untuk membimbing Skripsi :
- Nama : **Khairunnisak**
- NIM : **231121201**
- Program Studi : **Pendidikan Bahasa Inggris**
- Judul Skripsi : **Using Fable Texts in Teaching Reading Comprehension (A Study at Madrasah Aliyah Negeri 1 Aceh Besar)**
- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2017;
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2017/2018
- KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 4 Oktober 2017

An. Rektor
Dekan,



Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;



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Lampiran : -
Hal : Mohon Bantuan dan Izin Mengumpulkan Data Skripsi

Kota Jantho, 14 Desember 2017

Kepada:
Yth, Kepala MAN I Aceh Besar

Di - Tempat

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan Universitas UIN Ar-Raniry Banda Aceh, Nomor : B-11509/Un.08/TU-FTK/TL.00/12/2017 tanggal 11 Desember 2017. Perihal sebagaimana tersebut dipokok surat, maka dengan ini dimohonkan kepada saudara memberikan bantuan kepada mahasiswa/i yang tersebut namanya dibawah ini:

Nama : **Khairunnisak**
Nim : 231 121 201
Pogram Studi : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam

Untuk melakukan pengumpulan data dalam rangka penyusunan Skripsi untuk meyelesaikan studinya pada Fakultas Tarbiyah dan Keguruan Universitas UIN Ar-Raniry Banda Aceh, di MAN I Aceh Besar adapun judul Skripsi:

" Using Fable Texts in Teaching Reading Comprehension (A Study at Madrasah Aliyah Negeri 1 Aceh Besar ".

Demikian surat ini dibuat atas bantuannya kami ucapkan terima kasih.



Tembusan:

1. Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh
2. Kepala MAN I Aceh Besar
3. Arsip



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SURAT KETERANGAN IZIN PENELITIAN
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Yang bertanda tangan di bawah ini :

Nama : Sudirman M, S.Ag
Nip. : 196908121997031002
Jabatan : Kepala MAN 1 Aceh Besar

Dengan ini menerangkan bahwa :

Nama : Khairunnisak
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Sehubungan surat Dekan Universitas Serambi Mekkah Fakultas Keguruan dan Ilmu Pendidikan Provinsi Aceh Nomor : B-11509/Un/TU-FTK/TL.00/12/2017 tanggal 11 Desember 2017. Perihal : Izin Mengumpulkan Data untuk Penyusunan Skripsi benar yang tersebut namanya diatas telah mengadakan penelitian dan mengumpulkan data pada MAN 1 Aceh Besar berjudul Skripsi :

“ *Using Fable Texts In Teaching Reading Comprehension (A Study at Madrasah Aliyah Negeri 1 Aceh Besar)* “. Penelitian tersebut telah dilaksanakan pada Tanggal 15 16 Desember 2017

Demikian kami berikan surat keterangan ini untuk dapat dipergunakan seperlunya.

Samahani, 19 Desember 2017
Kepala,

Sudirman Muhammad



LESSON PLAN

Name of School : MAN 1 Aceh Besar

Lessons : Bahasa Inggris

Topic : Fable Text

Class : XI MIPA

Time Allocation : 4 x 45 minutes

1. The Aim of Teaching

- To make the students know about Fable text materials.
- To improve students' reading comprehension skill using Fable text.

2. Method of Teaching

- Cooperative Learning Method

3. Procedures of Teaching

➤ **First Meeting**

Pre activities

- Greeting
- Introducing self and stating the goal of the class

- Checking the students' attendance

Main activities

- Giving explanation about fable text
- Giving pre-test to the students
- Asking students to read the fable text given and try to answer the question
- Asking students to share their opinion about the story
- Asking student to sit in groups
- Discussing the materials with the students
- Telling students to share their opinion to other groups

Post activities

- Greeting

➤ **Second Meeting**

Pre activities

- Greeting
- Check the students' attendance
- Giving motivation

Main activities

- Asking the students to review the material in previous meeting
- Asking the students to read and comprehend the story given
- Asking student to sit in the groups
- Giving post-test and questionnaire

Post activities

- Greeting

4. Evaluation

Pre-test and post-test are evaluated by using the table below;

Scoring table

Correct answer	0	1	2	3	4	5	6	7	8	9	10	11	12
Score	4	12	20	28	36	44	52	60	68	76	84	92	100

*each correct answer gets +8 points, minimum score starts at +4 points.

Nama :

Kelas :

The Ant and the Dove

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell into the water.

She could have drowned if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly plucked a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

Just at that time, a hunter nearby was throwing out his net towards the dove, hoping to trap it. Guessing what he was about to do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net. The dove was quick to fly away to safety.

(Source: Practice Your English Competence 2)

A. Answer these questions based on the story!

1. What did the hunter do to the dove?
 - a. He was hoping to eat it
 - b. He was trying to trap it
 - c. He was trying to shoot it
 - d. He was running towards it

2. "... she came to a spring." The underlined word means ...
 - a. River in the middle of the city
 - b. Flood in the middle of the jungle
 - c. Water emerging from underground
 - d. Water in pail

3. "... the dove quickly plucked a leaf... (paragraph 2). The underlined word means ...
 - a. Put something
 - b. Push something
 - c. Prick on something
 - d. Pull something

4. Why did the hunter cry out with pain?
 - a. His gun was dropped down
 - b. His leg was bitten by the ant
 - c. His head was bitten by the dove
 - d. His gun was exploded

5. What does the text (generally) tell us about?
 - a. The ant and the dove
 - b. The ant near the river
 - c. The dove on the tree
 - d. The hunter and the dove
6. What can we learn from the story?
 - a. Thanking each other for kindness is dangerous
 - b. Helping each other is the best way in life
 - c. Supporting each other in the crime
 - d. Sharing each other, making wealthy life

B. True or False!

1. The ant searching for some food ()
2. The ant moved towards the leaf and climbed up there ()
3. Both animals were finally safe ()
4. The hunter killed the dove ()
5. The ant bit the dove ()
6. The ant bit the hunter on the heel ()

Nama :

Kelas :

The Lion and The Mouse

Once when a lion was asleep, a little mouse began running up and down upon him, this soon awoke the lion, who placed his huge paw upon the mouse, and opened his big jaws to swallow him.

“Pardon, O King “Cried the little mouse “forgive me this time, I shall never forget it. Who knows I may be able to do you a good turn some of these days?.” The lion was so tickled at the idea of the mouse being able to help him. Then he lifted up his paw and let him go.

One day the lion was caught in a trap. Some hunters who to carry him alive to the king, tied him to a tree while they went in search of a wagon to carry him in. just then the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bound the king of the beats. Soon the little mouse had finished growing away the ropes, he asked the lion to run away.

(Source: Practice Your English Competence 2)

A. Answer the questions based on the story!

1. The text tells the story of ...
 - a. Lion
 - b. King of forest
 - c. Lion and mouse
 - d. Animal
2. What did the little mouse do to prove his words?
 - a. He would never forget the lion
 - b. He tried hard to help the lion free
 - c. He ran up and down upon the lion
 - d. He tied the lion to the tree so that the hunters could carry him
3. "Pardon me, O King, I beg of you" cried the frightened mouse." The word "king" refers to ...
 - a. The lion
 - b. The mouse
 - c. The king
 - d. The hunter
4. Paragraph three mainly tells that...
 - a. The little mouse asked forgiveness
 - b. The lion was tied to a tree by the hunters
 - c. The little mouse could prove that he could help the lion
 - d. From the first, the lion believed in what the little mouse said
5. The word "huge" (paragraph 1) means very ...
 - a. Large
 - b. Tall
 - c. Tiny
 - d. Giant

6. What s the moral lesson from the text?
 - a. Don't look at someone because of his clothes
 - b. It is best to prepare for the days of necessity
 - c. Common people may prove great ones
 - d. United we stand, divided we fall

B. True or False!

1. One day the mouse is sleeping ()
2. The lion eats the mouse ()
3. The mouse is sorry ()
4. One day the mouse was caught in a net ()
5. The net falls over the lion ()
6. The lion needs help ()

QUESTIONNAIRE

Nama :

Jenis Kelamin :

Kelas :

1. Are you interested in Learning Reading Comprehension? (Apakah kamu tertarik belajar Reading Comprehension?)
 - a. Very interested
 - b. Interested
 - c. Less interested
 - d. Not at all

2. Have you experienced learning reading comprehension using fable text before? (Apakah kamu pernah mempelajari Reading Comprehension menggunakan fable text?)
 - a. Yes, I have
 - b. No, I haven't

3. Do you agree that learning Reading Comprehension by using fable text is easier?
(Apakah kalian setuju bahwa belajar Reading Comprehension menggunakan fable text lebih mudah?)
 - a. Yes, I agree
 - b. No, I don't agree

Alasan:

4. Do you agree if fable text will be (often) applied in learning Reading Comprehension?

(Apakah kamu setuju jika fable text sering diterapkan dalam mempelajari Reading Comprehension?)

a. Yes, I agree

b. I, don't agree

Alasan:

5. Do you agree that fable text is an appropriate media in learning Reading Comprehension?

(Apakah kamu setuju bahwa Fable text merupakan media yang cocok untuk mempelajari Reading Comprehension?)

a. Yes, I agree

b. I, don't agree

Alasan:

6. Fable text is an interesting media in learning Reading Comprehension. Do you agree with this idea?

(Fable text merupakan media yang menarik dalam mempelajari Reading Comprehension. Apakah kamu setuju dengan ide tersebut?)

a. Yes, I agree

b. I, don't agree

Alasan:

7. Do you agree that the vocabulary used in fable text is easy to understand?

(Apakah kamu setuju bahwa kosakata yang digunakan dalam teks fable mudah untuk dimengerti?)

a. Yes, I agree

b. No, I don't agree

Alasan :

8. Do you agree that fable texts increased students' interest in learning reading comprehension?

(Apakah kamu setuju bahwa fable teks dapat meningkatkan minat siswa untuk membaca?)

a. Yes, I agree

b. No, I don't agree

Alasan :

9. Do you think that you can comprehend the plot from fable text faster than from other sources?

(Apakah kamu berfikir bahwa kamu bisa memahami cerita fable text lebih cepat dari sumber-sumber lain?)

a. Yes, I do

b. No, I don't

Alasan:

10. Do you think that you need a long time to understand the fable text?

(Apakah kamu berfikir bahwa kamu memerlukan waktu yang lama untuk memahami teks fable?)

a. Yes, I do

b. No, I don't

Alasan :

11. Can you understand the moral value contained in the fable text that you read?

(Apakah kamu dapat memahami pesan moral yang terdapat dalam teks fable yang kamu baca?)

a. Yes, I can

b. No, I can't

Alasan :

12. Do you have obstacles in learning Reading Comprehension?

(Apakah kamu mendapat kesulitan dalam mempelajari Reading Comprehension?)

a. Yes, I have

b. No, I haven't

Alasan:

13. Do you have a specific strategy in learning fable text?

(Apakah kamu memiliki strategi khusus dalam mempelajari teks fable?)

a. Yes, I have

b. No, I haven't

Alasan :

AUTOBIOGRAPHY

1. Name : Khairunnisak
2. Place / Date of Birth : Aceh Besar / 06 October 1993
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 - b. Occupation : Farmer
 - c. Mother : Nurmala Hayati
 - d. Occupation : Farmer
11. Address : Desa Baet Mesjid, Kec. Sukamakmur,
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12. Education Background
 - a. Elementary School : MIN BAET, Graduated year 2005
 - b. Junior High School : MTsS Al-Fauzul Kabir, Graduated year 2008
 - c. Senior High School : MAS Al-Fauzul Kabir, Graduated year 2011
 - d. University : English Education Faculty of Tarbiyah and
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Banda Aceh, February, 1st 2018

The Writer,

Khairunnisak