

THESIS

**IMPROVING STUDENTS' READING COMPREHENSION BY
USING FOLKTALE AT ELEMENTARY CLASS AN-
NAHDLOH ENGLISH COURSE BLOKAGUNG
BANYUWANGI**



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**ENGLISH EDUCATION DEPARTMENT FACULTY
OF EDUCATION AND TEACHER TRAINING
ISLAMIC INSTITUTE OF DARUSSALAM
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THESIS

Presented to the Faculty of Education and Teacher Training in a Partical
Fulfillment of the Requirement for the Degree of Strata 1 in English Education
Departement

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2020

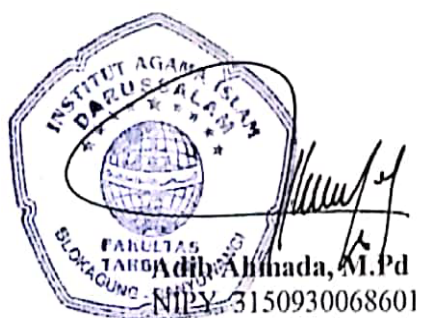
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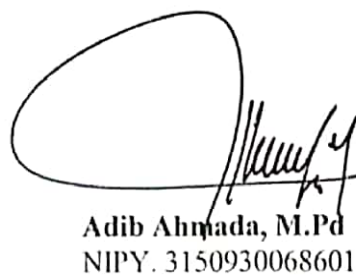
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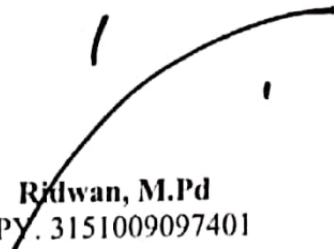
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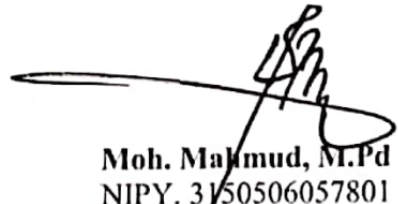
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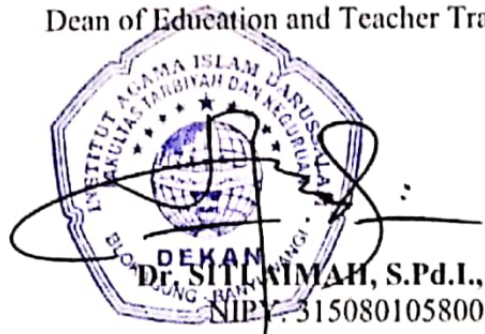

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DECLARATION OF AUTHORSHIP

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Shanti Wahyuni

ABSTRACT

Shanti Wahyuni. 2020, *Improving Students' Reading Comprehension By Using Folktale At Elementary Class An-Nahdloh English Course.*

Key Word: Improving, Reading Comprehension, Folktale

Reading comprehension that is well designed and implemented makes students not only gain an increase in their language abilities, but also in their ability to reason, be creative, and appreciate moral values. Folktales often explain something that happens in nature or convey a certain truth about life. Folktale comprises fables, fairy tales, old legend and urban legend. The objective of the study is to produce the instructional strategy by using folktale. The researcher limits the discussion only in the case of improving students' reading comprehension by using folktale in Elementary Class at An-Nahdloh English Course.

This research uses a classroom action research method. This study aims to produce intruotional strategies to read using folktale. The study was completed at Elementary Class An-Nahdloh English course with a total of 15 students.

The research procedure is in the form of a cycle. Each cycle consists of four stages, including: Planning, acting, observing, reflecting. Data collection techniques through tests. Data collection uses reading tests using folktale. In the test, the students in order to read some folktale text and the teacher give 3 exercises. 1 question contains 10 points for use in taking scores.

The results of the reading test in cycle 2 have increased from cycle 1. The average value in cycle 1 is 67,87 while in cycle 2 it becomes 91,33. In addition to the increased average scores, the percentage of students categorized as complete learning $\geq 75\%$ also increased from 46,67% to 100%.

Therefore, it was very clear that folktale could help students to improve their reading comprehension. From the results of the using folktale in Elementary Class at An-Nahdloh English Course can improve reading comprehension with the following steps such as: 1) The teacher greets, 2) The teacher addresses students, 3) The teacher review about definition of Folktale, 4) The teacher forms a group, 5) The teacher gives the dialouge folktale text, 6) Students read folktale texts together with groups, 7) Questions and answers, 8) The teacher gives a conclusion, 9) The teacher gives a final greeting.

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All praise be to Allah the lord of this universe, by the grace of Allah the highest finally the writer is able to finish her “skripsi” after long effort of writing, Peace, blessing and salutation be upon our great prophet Muhammad, his family, his descendants, and his followers who strived in Islam.

The gratitude and appreciation are addressed to:

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I do expect this thesis gives advantages to the world of education. For improvement this thesis . I welcome warmly for any constructive and suggestion. Hopefully, my God blesses those mentioned above for all their sacrifices and effort that will be valuable and beneficial for them to get successful in the future life. Aamiin

Banyuwangi, 15th july 2020

The Writer

MOTTO

“Sesungguhnya sesudah kesulitan itu ada kemudahan, maka apabila kamu telah selesai dari pekerjaan/tugas, kerjakanlah yang lain dengan sungguh.”

(Terjemahan : QS Al-Nasyirah 6-7).

“Hanya kepada-Mu hamba meminta dan hanya kepada-Mu hamba memohon pertolongan.”

(Terjemahan : QS Al-Fatihah ayat 5)

DEDICATION

I present this work as an expression of love and affection for:

- Mr. Santoso and Ms. Siti Rohani, my beloved spirit. Thank you for the abundance of prayer, compassion and patience.
 - Mr. Khotibul Umam, thank you for the spirit.
- Almamater of the Darussalam Islamic Religion Institute (IAIDA), especially my friends from the 2016 English Tadris class (TBIG '16).

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CHAPTER I

INTRODUCTION

This chapter discusses about background of the study, research problem, objective of the study, limitation of the problem, significance of the study, definition the key of terms, Previous study.

1.1 Background of the study

Language is very important for life. Language makes us easy to interacting each other. In speaking languages, every human being has a specific purpose. Language is related to skills, the more skilled a language is, the brighter and clearer the mind (Tarigan 2015: 1)

In a globalization era, people are expected to master English so, they can communicate with other people who live in other countries. English has become more famous among people from children to adult, although English is as a foreign language. Nababan (1999:1) say most book knowledge and technology are written in foreign language, especially in English. Many occupations need someone who has mastered English skill well. As is known to learn language that includes 4 aspects, namely: listening, reading, speaking and writing. Of the four aspects of the language, in general reading is less favored by students, moreover, if the topic does not interest students, this is seen when students do the test, they tend to work on other questions first than the questions about understanding content of discourse, because there are many students who do not have mastery of English vocabulary that is sufficient to understand the content of the discourse.

According to (Crandall, 1989) English language consists of four skill are listening, speaking, reading and writing. And all of the skills are highly required.

Reading is one of four language skill that very important. As stated junior high school curriculum, teaching English covers four language skills namely listening, speaking, reading and writing. As one language skill, reading is the complex cognitive process of decoding symbol to drive meaning. It is a form of language processing. Reading is very important to help people. The people who have good ability are the people who have better knowledge than other people. As Allah SWT permit in Qur'an that He will raise the position of the one who has knowledge. Allah says:

Q.S Al-Alaq:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾

Meaning: *Read with (mention) the name of your God who created*

In "The History of the Prophet Muhammad (2): The First Thrilling Revelation", mentioned one night of Ramadan in 610 AD at the Cave of Hira, he was visited by an angel and said, "Read!". He then replied, "I can't read". Then, the angel pulled him and hugged him tightly to make him feel exhausted. This incident was repeated three times and after releasing his body, then the angel known as Gabriel said surah al-Alaq verses 1 to 5.

The purpose of teaching reading is to improve students' ability. Reading is one of way to help in improving skill in English especially in remembering

vocabulary. The main task in teaching reading is to teach understanding. To assess problem of what to teach when teaching understanding, we must try to determine what is likely to prevent student comprehending a given text.

In learning to read students are required to understand the contents of reading not just reading. But unfortunately, many students do not understand the content of the reading that is being read. This is shown when students are asked questions from the reading, there are still many students who are wrong in answering them. Apart from this, students also have difficulty determining the main sentence and main idea of a paragraph. Sabarti Akhadiah (1993: 37) argues that learning to read comprehension that is well designed and implemented makes students not only gain an increase in their language abilities, but also in their ability to reason, be creative, and appreciate moral values. In relation in reading skills, folktale is useful to use. Folktale can be media to increase student interest in reading. Students do not have reading comprehension skills directly. Students can have good reading comprehension skills through learning and lots of practice and habituation. In learning to read, understanding educators or teachers has a very important role. The teacher in learning to read has many tasks, including helping students understand, interpret, assess, and enjoy writing. In addition, the teacher must also be able to foster student interest and attention in learning to read. Dalman (2013: 5) states that teachers should teach students about strategies, methods, and good reading techniques so that students are able to understand reading content well as well. The teacher needs to choose the right learning method so that the material presented is interesting and easily understood by students. In relation in reading

comprehension, folktale is useful to use. Folktale can be media to increase student interest in reading

The researcher chooses Elementary Class At An-Nahdloh English Course to conduct the research. An-Nahdloh is one of dormitories in Pondok Pesantren Darussalam, the located in Jln. Ponpes Darussalam, Karangdoro, Tegalsari, Banyuwangi, East Java. The researcher take this course because the learners at An Nahdloh English Course are less interest to read English text, lazy to read some text monotonous and less vocabulary. The difficulty of students in reading comprehension was also experienced by students in Elementary Class At An-Nahdloh English Course. The level of intelligence possessed by students is very diverse, which causes students' reading comprehension skills to vary. Based on observations and interviews with tutors in the elementary class in the An-Nahdloh English course, it was found that the students' reading comprehension skills were low, this was indicated by the students' low scores. Students have difficulty understanding the content of the reading, students have difficulty answering questions that come from the reading, as well as difficulties when asked to retell the reading they have read. The criteria for reading success can be seen from the increase in the average reading score. In this study, it was said to be successful if there was an increase in the average reading score and 75% of the number of students who took part in the study got more or equal to the predetermined value, which was 70.

According to Pham Thi Hong Nhung (2016:24) stories and folktales can make teaching more enjoyable and learning more effective for pupils and students. Folktale is a story passed on by words of mouth rather than by writing,

and thus partly modified by successive retelling before being written down or recorded (Oxford Dictionary of Literary Terms:2008). Folktales often explain something that happens in nature or convey a certain truth about life. Folktale comprises fables, fairy tales, old legend and urban legend. Folktale can encourage the students and him or her will be pay attention and take a part. The technique of English learning by using folktale is proved to be the best way to make the students feel fun and enjoy. In this research, the researcher used fable.

According to Kohler (2009:45) 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. When students feel enjoy the learning process, they can get motivation that new in their study and they love English, finally their ability of English can develop.

According to Daulay, Burt and Khasen in Tomlinson (1998:9) states that, "this way of teaching can make the students relax in learning the process and it makes the students learn faster". Look around conditions, there are many problem then can be identified in this research such as; students still get low score in reading comprehension, students did not get suffice guideline how to read the text effectively, the students less interested in reading the monotonous text, the students had low motivation to read a text. The researcher aims to find ways to improve students' reading comprehension by

using folktale. Therefore, based on the explanation above, the researcher take the title “IMPROVING STUDENTS’ READING COMPREHENSION BY USING FOLKTALE AT ELEMENTARY CLASS AN-NAHDLOH ENGLISH COURSE BLOKAGUNG BANYUWANGI”. The researcher take this title, because get inspiration from the previous study, such as: the thesis from Iis Nur Fitriyanti (2015) entitled “*Improving Reading Comprehension by Using Folktales Of The Second Grade Students Of Smp Muhammadiyah 3 Rambipuji in The 2014/2015 academic Year*”.

1.2 Research Problem

The research problem to be discussed in this study based on the background of study above is. “How can the folktale improve students’ reading comprehension in Elementary Class at An-Nahdloh English Course?”.

1.3 Objective of the Study

The objective of the study is to produce the instructional strategy by using folktale to improve the students’ reading comprehension in Elementary Class at An-Nahdloh English Course.

1.4 Limitation of the Problem

The researcher limits the discussion only in the case of improving students’ reading comprehension by using folktale Elementary Class at An-Nahdloh English Course.

1.5 Significances of the Study

This study is expected to bring benefits:

1.5.1 For English Teachers

This research hopefully can help English teachers find an effective way to teach English in reading comprehension.

1.5.2 For English Students

This research hopefully can help English learners in developing their interest in reading comprehension by using folktale.

1.5.3 For the Next Researcher

The researcher hopes the result of the research can be a reference for those who will conduct a research in teaching reading comprehension.

1.6 Definition of Terms

1.6.1 Reading

Reading is one of way to help in improving skill in English especially in remembering vocabulary. The main task in teaching reading in this research is to teach understanding. In this study, researchers used narrative text fables.

1.6.2 Folktale

Folktales comprise fables, fairy tales, old legend and urban legend.

In this study, researchers used text fables with titles “Evil Frogs And Adventurous Rats, Poor Mouse”.

1.7 Previous Study

1.7.1 Fanani Arkham (2013) from his thesis that the title *"Improving the Eighth grade Students Reading Comprehension by Using Folklore at SMPN 1 Tegalsari Banyuwangi in the 2012/2013 Academic Year"*. In the thesis owned by Fanani Arkham, it has similarities with the thesis of the researcher. The similarities of both is improve students' reading comprehension. While the difference, Fanani's using folklore and the researcher using folktale.

1.7.2 According to previous research from Khairunnisak's thesis (2018), entitled *"Using Fable Text in Teaching Reading Comprehension"*. There are similarities in Khairunnisak's research with this research, which is the same in the form reading comprehension. While the difference, this research is in media. Khairunnisak's using fable and the researcher using folktale.

CHAPTER II

LITERATURE REVIEW

This chapter presents review of theories concerning to the research, those are improve, reading, factor that influence reading, reading comprehension skills, reading comprehension test, reading technique, teaching reading, types of classroom reading performance, definition of fairy tales, kind of fairy tales, types of folktales, fable texts, using fable text in teaching reading,

2.1 Improving

Improving is Something that's improving is getting better. If you learn that your sick friend is improving, it's good news. When your financial situation is improving, it means you've got more money in the bank, and if your grandmother's appetite is improving, it's increasing so that she can enjoy the chocolate chip cookies you made for her. The adjective improving comes from the verb improve, "make or become better." The root of both words lies in the Anglo-French word *emprower*, "to turn to profit," from the Latin *prodest*, "is of advantage." According to *Adi D.* In the language dictionary the term increase comes from the word *level* which means to layered from something that is arranged in such a way as to form an ideal arrangement. While improvement is the progress of someone from not knowing, from not being able to being able to. Improvement is a process, way, the act of raising something to venture a business activity advancing in a better direction than before.

2.2 Reading

Reading is a process when readers learn something from what they read and involve it in an academic context as a part of education (Grabe, 2009: 5). In the classroom, some teachers often use texts or books as media to deliver material of a subject. Furthermore, the teacher asks the students to read the texts to grab information in order that they can understand the material.

Reading is one of the four language skills presented in Indonesian language learning in addition to listening skills, speaking skills, and writing skills. This is in accordance with the mandate of Law No. 2 of 1989 concerning the National Education System, that reading is one of the four basic skills that must be fostered and developed in language education. Reading is an important activity in everyday life, because reading is not only to obtain information, but serves as a tool to expand one's language knowledge.

Reading has many limits and understandings according to linguists. Reading according to Dalman (2013: 5) is an activity or cognitive process that seeks to find various information contained in writing. Dalman's understanding shows that reading is an activity that involves the process of thinking to understand the text that is read from an article in order to obtain information.

The definition of reading according to Saleh Abbas (2006: 101) is divided into analyzing the understanding of reading by experts based on a

skills approach and a psycholinguistic approach. Reading according to experts who analyze reading as a skill, sees reading as a process or activity that applies a set of skills in processing the things that are read to capture meaning. Meanwhile, experts who analyze reading based on psycholinguistics, state that reading is a process of reconstructing the information contained in reading or as an effort to process information by using the reader's experience or ability and language competence critically. Based on the different understanding of experts, it can be seen that reading skills involve many skills and are related to the experience they have and trying to find meaning or information from a reading.

Reading according to Farida Rahim (2008: 2) is a complex thing that involves many things, not only reciting writing, but also involving visual, thinking, psycholinguistic, and metacognitive activities. Reading as a visual activity is the process of translating written symbols (letters) into spoken words. Reading as a thought process includes word recognition, literal understanding, interpretation, critical reading, and creative comprehension. Sabarti Akhadiah (1993: 22) argues that reading is an integrated set of activities that include several activities such as recognizing letters and words, connecting with sounds and their meanings, and drawing conclusions about the meaning of the reading.

Gibbons (1993: 70-71) defines reading as the process of obtaining meaning from print. Reading activities are not just activities only passive and respective, but want the reader to actively think. To get meaning from

the text, the reader must include the language background itself. Without these things a piece of text does not mean anything to the reader.

Other experts argue that reading is a complex one that involves many things, not just involving visual activity, but also the process of thinking, psycholinguistic, and metacognitive (Rohim, 2005: 2). As a visual process of reading is the process of translating written symbols (letters) in spoken words. While as a thought process, reading includes word or language recognition activities write it. Clients in Rohim (2005: 5) suggest that the definition of reading includes: reading is a process, reading is strategic, and reading is interactive.

According to Mulyono Abdurahman (2003: 200) reading is a complex activity that includes physical and mental. Physical activity associated with reading is eye movement and visual acuity. Mental activities include memory and understanding. People can read well if they are able to see letters clearly, are able to move their eyes swiftly, remember the language symbols correctly and have enough reasoning to understand reading.

According to Tarigan (1985) that reading is a process carried out and used by readers to receive messages, a method used to communicate with oneself sometimes people another, namely communicating the meaning contained or implied in written symbols. Shorter reading is picking and understanding the meanings contained in written material. Other expert defines reading as an activity in which the readers respond to and make sense of a text being read connected to their prior knowledge

(Spratt, Pulverness, and William: 2005: 21). The activity is done by the readers as they want to get information and knowledge from the text meanwhile the readers have their own background knowledge. They automatically connect their knowledge with a new knowledge from what they are reading. By doing this, sometimes, the readers will get a new conclusion as a new knowledge for them.

Reading can be a means of consolidating and extending someone knowledge of the language. Doing it, the reader can grab any information and pleasure about the subject of the language. This activity also gives some advantages for the readers. One of the advantages is the students can improve their knowledge by reading a text without the teacher's help because they can interpret by themselves (Rivers,1981:260). Furthermore, the written text has many varieties. Brown (2001: 302) states there are two main categories of the varieties of the written texts.

From those genres of the written text read by the readers, they have to interweave their background knowledge to construct meanings after understanding the text in order to make a better concept of the readers' thought. To construct meaning and conceive writer's message from the text, the readers bring information, knowledge, emotion, experience, and culture to the printed words in order. The text does not by itself carry meaning (Brown: 2001). It is known as schema theory.

2.3 Reading Comprehension Skills

Reading comprehension is a higher reading stage after reading the beginning. Reading comprehension is reading to understand the contents of a reading. Rubin in Samsu Somadayo (2013: 102) suggests that reading comprehension is a complex intellectual process that includes two main abilities, namely mastery of the meaning of words and the ability to think about verbal concepts. Tarigan (2008) argues that reading comprehension is a type of reading that aims to understand literary standards or standards, critical references (reviews), written drama reviews and printed patterns and fiction patterns (patterns of fiction).

Dalman (2013: 87) defines reading comprehension is cognitive reading (reading to understand). Reading comprehension according to Dalman is classified into four levels, namely literal, interpretive, critical and creative understanding. Literal understanding is understanding the meaning as it is, in accordance with the meaning of the language symbols in the reading. Interpretive understanding is being able to capture the implicit message of a reading. Critical understanding is a higher level of understanding than interpretive understanding. Meanwhile, in critical understanding the reader is able to make criticism of a reading. Furthermore, an even higher stage is creative understanding, in creative understanding the reader can try or experiment to make something new based on the content of a reading. Reading comprehension skills cannot be owned directly by students. These skills can be obtained from a lot of practice, habituation, and the use of appropriate methods. The use of

appropriate methods in reading comprehension can be taught by the teacher. This is in line with opinion.

Dalman (2013: 5) states that teachers should teach students about good reading strategies, methods and techniques so that students are able to understand reading content well too. Based on the description above, it can be concluded that reading comprehension is a process of obtaining meaning that involves the knowledge and experience that the reader has and is associated with the reading content. In this research, reading comprehension skills are emphasized on the ability of students to comprehend the reading contents as a whole. This reading comprehension skill is carried out to understand the important things of the reading material, to know the main ideas, and all understanding.

3.4 Reading Comprehension Test

Reading comprehension tests are used to measure students' ability to understand reading content. The reading comprehension test according to Burhan Nurgiyantoro (2010, 376-392) is divided into two, namely a reading competency test by responding to answers and a reading competency test by constructing answers. The explanation of each reading comprehension competency test is as follows:

- 1) Reading competency test by responding to answers Reading competency test by responding to answers measures students' reading ability by selecting answers provided by the question maker. The test questions used are multiple choice objective form. Making exam questions through several

stages, namely determining basic competencies and indicators, and looking at the grid, then choosing the right written discourse. The questions made can vary in difficulty depending on the level of difficulty of the discourse and problem complexity.

2) Reading competency tests by constructing answers Reading competency tests by constructing answers do not just ask students to choose the correct answer from a number of answers provided, but students must present their own answers by creating language based on information obtained from the discourse tested. To do this task, students are required to understand the discourse and based on their understanding, the students work on the assignment given. Understanding of the content of discourse messages is a prerequisite for constructing answers to assignments. Tasks in this form are authentic tasks. Authentic assignments require students to demonstrate productive work actively, then receptive reading competency tests are transformed into receptive and productive tasks at the same time. The language performance of responding and constructing answers can be done verbally or in writing, for example in the form of "answering questions openly", or the task of "retelling the content of information" from a discourse.

In making a reading comprehension test, the teacher can use the taxonomy proposed by Smith & Barret in Supriyadi, et al. (1992: 186-187) as a guide in formulating questions that can develop students' reading comprehension skills. The taxonomy consists of 4 categories, namely literal understanding, inferential understanding, evaluation, and appreciation.

The explanation of each taxonomy is as follows.

1) Literal understanding

Literal understanding guides students to find information that is clearly expressed in reading. The question design is shown to train students to recognize and recall a fact or event. An example of a literal understanding is that students can name the actor and the time and place of the incident in the discourse, students can find statements that describe the character of the story's actors, and students can name the main thoughts of a paragraph.

2) Inferential understanding

Inferential understanding is shown by students if they can draw conclusions from written facts or things that are known from reading. Questions should stimulate student answers outside of the reading pages.

3) Evaluation

Students are said to have an understanding of evaluation if students can show evaluative insights by comparing the ideas presented in the discourse with existing criteria or criteria from other sources.

4) Appreciation

Understanding appreciation relates to the psychological and aesthetic impact of students. In addition, it also guides students to become familiar with the techniques, shapes, styles and structure of words. Questions in this category can be directed to the way the author stimulates the reader's

emotions. For example, students are asked to express their feelings about the content of the reading, whether they are about actors, events or understanding connotations and word denotations.

The reading test according to Ahmad Rofi 'uddin and Darmiyati Zuchdi (2001: 174) is defined as a tool to measure students' ability to explore information contained in the reading text, which involves aspects: language understanding and written symbols, ideas, and tone and style of writing with involves the abilities with respect to the linguistic component as well as the non-linguistic component.

Ahmad Rofi 'uddin and Darmiyati Zuchdi also proposed Smith & Barret's taxonomy to make a reading comprehension test. It's just that there are differences with those stated by Supriyadi, et al. The difference in Barret's taxonomy put forward by Ahmad Rofi'uddin and Darmiyati Zuchdi (2001: 182) consists of five categories, namely literal understanding, reorganization, inferential understanding, evaluation, and appreciation, dedication in the Smith & Barret taxonomy put forward by Supriyadi, et al, consists of only 4 categories, in the taxonomy there is no category of reorganization.

Reorganization is the ability to analyze, synthesize, organize ideas and information that are expressed explicitly in the reading. The reading comprehension test used in this study was a reading competency test by constructing answers. Students must express their own answers by creating language based on information obtained from the discourse being tested.

Students are required to understand the discourse and based on their understanding then students do the assignments given. Furthermore, in this study using Barret's taxonomy proposed by Ahmad Rofi' uddin and Darmiyati Zuchdi which includes literal understanding, reorganization, inferential understanding, evaluation, and appreciation.

2.5 Factors That Influence Reading

Many factors affect the ability to read. Generally, the intended reading ability is intended by one's understanding of the reading they read and their level of speed.

These factors include:

1. The level of intelligence
2. Language ability
3. Attitudes and Interests
4. State of Readings
5. Reading habits
6. Knowledge of how to read
7. Social, Economic and Cultural Background
8. Emotions

2.6 Reading Technique

Anthony in Brown (2001:14) defines technique as specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well. These activities

can be doing tasks or exercises to realize lesson objectives. The activities can help teacher and students in many subjects in the classroom such as English. In the English subject, the teacher is also able to use the activities in teaching and learning process to improve four skills in English subject; listening, writing, speaking and reading.

Reading efficiency will be better if the information needed is determined in advance. Concentration of attention and thought can be directed at that information. the information needed is called focus information. In general, to find focus information efficiently there are several reading techniques that are used, namely read-select (selecting), read-jump (skipping), read-crawling (skimming). And (4) reading-scanning (Tampubolon, in Rahim, 2007: 52). Selecting (selecting) is done by selecting the material / passages that are considered relevant to the needs of readers.

Turner (in Alexander, 1988: 159) states that someone can't said to understand reading well if he can (1) know the words or the sentences in the reading or know the meaning, (2) connecting connotative and denotative meanings that are owned by the meanings contained in reading, (3) find out all the meanings or their perception of meaning is contextual, and (4) makes consideration of the value of the contents of the reading based on his experience. Turner further explained that reading includes two fundamental skills, namely (1) the skill of predicting meaning, and (2) skills to understand and utilize information as efficiently as possible visuals in the reading. Designing interactive reading is not easy. It needs techniques in

order to abridge into an easier way. There are principles for designing interactive reading techniques.

An expert named Brown (2000: 313-316) says that there are several techniques for designing interactive reading, those are; *First*, in an interactive curriculum, the teacher has to give priority to the importance of specific instruction in reading skills, the teacher has to use techniques which are intrinsically motivating, authenticity and readability in choosing texts should be balanced. *Second*, the teacher should encourage the development of reading strategies, both bottom-up and top-down techniques are included in the activity. *Third*, the teacher should follow “SQ3R” sequence, the teacher subdivides the techniques into pre-reading, during-reading, and after-reading phases, the teacher should build in some evaluative aspect to the techniques. *Fourth*, they are; Doing: the students respond physically to a command, choosing: the students select from alternative poses orally or in writing, transferring: the students summarize orally what is read, answering: the students answer questions about passage, condensing: the students outline or take notes on a passage, extending: the students provide an ending to a story, duplicating: the students rephrase the message into a native language or copy it, modelling: the students put together a toy, for example, after reading directions for assembly, conversing: the students engage in a conversation that indicates appropriate processing of information.

2.7 Teaching Reading

Teaching is an activity in which the teacher guides and facilitates learning, gives a chance for the learners to learn, and sets the condition for learning (Brown, 2000: 7). The teacher cannot do those activities without any guidance. The teacher needs it to lead the students in gaining any knowledge. Also, to make the students learn, the teacher should make innovative ways, such as, unnatural orientation and unusual treatment to what is being learned.

Other experts explained about the term of teaching reading which may be further discussed here. Nuttal (1982: 21) states one of the functions of teaching reading especially reading foreign language, such as English, for students who are not native speaker, is to make them be able to understand the text when they deal with the foreign language. They will be capable to read in an appropriate speed, a silent way, and adequate understanding.

The process of teaching and learning English has characteristics. These characteristics lead the process to be a successful process if the teacher applies them well. According to Davies and Pears (2000), there are some characteristics of effective English teaching and learning.

- a. Related to the uses of physical appearances in the class, the teacher should arrange their relationship with the students, the appropriacy of the variation of nuances in teaching and learning, the movement of the teachers and the contact happened between teacher and students.

b. Related to the stages happening in the class, the teachers are able to provide variety and clearly in the stages of teaching and learning.

c. The class should use the variety of seating arrangements.

d. The teacher always do evaluation on what happened on that day so that he or she can take a narrow step to solve the problem or to improve what had been reached.

In the process of the teaching reading, the teacher has important role to provide material, technique, and media to make the students can learn something new in the classroom and also can enjoy the process. The result of this process is the students have behavioural changes in human being which are due to the experience of emotional as well as intellectual.

The teacher also should grip the principles of teaching reading so that the teacher teaches the students based on the rules. Here are the principles of the teaching reading which are stated by Anderson in Nunan (2003).

a. Exploit the reader's background knowledge

Reading comprehension depends on the readers' background knowledge (Anderson in Nunan, 2003). It can be their experiences which they bring into the text they read. From this background knowledge, the reader are able to improve the reading

comprehension when they activate setting goals, asking questions, making predictions, teaching text structure, and so on.

b. Build a strong vocabulary base

It has been known that vocabulary is important to make reading activity successful. Therefore, it should be taught explicitly. The learners are also taught to use context to effectively guess the meanings of less frequent vocabulary. It will be easier for the learners if they use specific terminology than the general one. There are some formulas from by Anderson in Nunan (2003) to enhance the teacher vocabulary instruction. The teacher should know the vocabulary which is necessary for the learners to know. Then, it is important to know how they can learn the vocabulary. Next is the way to know what the learners need to know and what they know now.

c. Teach for comprehension

Teaching the students to comprehend is more important than testing reading comprehension. The process is not simply about how to grasp information from the text. It is about how the students learn to engage with the meaning and develop ideas. There must be an engagement of both the teacher and the students in the class who are discussing a passage.

d. Work on increasing reading rate

Part of the joy of reading is being able to pick up a book and comprehending it. Moreover, the reader reads without struggle through the task of reading. Teaching reading is how the teacher is able to produce fluent readers not speed readers. What the teacher should focus is to reduce the students' dependence on a dictionary. Instead, they have to analyse and synthesizing the content of the passage being read. It is a big mistake when a teacher still requires the students become speed readers rather than fluent readers. To support the focus, the teacher has to work toward finding a balance between assisting students to improve their reading rate and developing reading comprehension skill.

e. Teach reading strategies

In Oxford in Nunan (2003), strategy is defined as “the tools for active, self- directed involvement that is necessary for developing communicative ability. Strategies are not a simple event but rather a creative sequence of events that learners actively use”. It is necessary for the students to learn how to use a range of reading strategies that match their purposes for reading, so it become a primer consideration in the reading classroom (Nunan, 2003).

f. Encourage readers to transform strategies into skills

Strategies and skills can create an important difference (Nunan 2003). Using strategies is to achieve desired objectives or goals, while a skill is a strategy that has become automatic.

g. Build assessment and evaluation into your reading

Growth and development of reading skills are able to be measured through doing assessment formally and informally. There should be quantitative and qualitative assessment engaged in classroom. The quantitative assessment results information of reading comprehension tests as well as reading rate data, while qualitative assessment can include reading journal responses, reading interest surveys, and responses to reading strategy checklist.

h. Strive for continuous improvement as a reading teacher

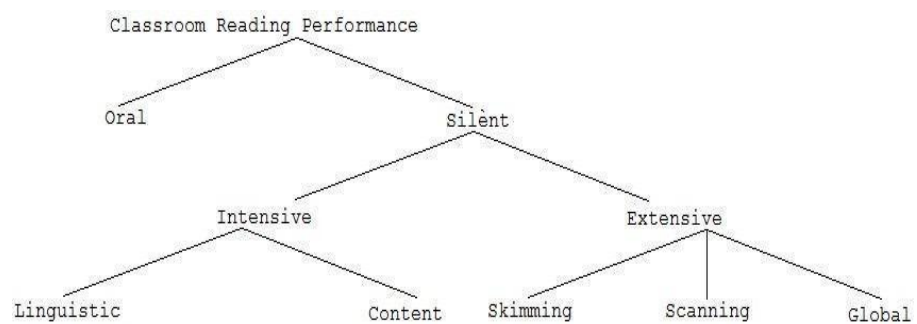
The quality reading teacher determines the success of foreign language readers, so the teacher should be passionate in doing their work as facilitators, helping each reader discover what works best. Considering that the main focus of teaching reading is teaching the students what to do, the teacher should enrich their selves with tips and techniques. They need to understand the nature of the reading process (Nunan 2003). One of the ways to enrich them is joining a community or association which provides many inputs about teaching reading, especially.

2.8 Types of Classroom Reading Performance

The variety of reading performance in classroom can be determined by the variety of texts. It means that the teacher should consider about the types of the text used in the teaching reading in order to support the process. It is stated in Brown (2001: 312) that there are two types of classroom reading performance. *First, oral reading.* In the process of teaching and learning teaching in the classroom, the teacher may ask the students to read orally. There are some advantages in the oral reading done at beginning and intermediate levels. The advantages of the oral reading are as an evaluative check on bottom-up processing skills, a pronunciation check, and an extra activity for students to help the teacher to highlight a certain short segment of a reading passage. At advanced levels, the teacher also can apply this type to reach those three advantages above. Unfortunately, this type has several disadvantages according to Brown (2001:312). The oral reading is not authentic language activity. While a student is reading a text, others can easily lose attention. It also has the outward appearance of student participation when in reality it is mere recitation.

Second, silent reading. It is subcategorized into intensive and extensive reading. The intensive reading focuses on linguistic or semantic detail of a passage. It is usually classroom-oriented activity. The students are demanded to pay attention to grammatical forms, discourse markers, and other surface details. To achieve general understanding especially when the students are asked to read longer text, such as books, magazines,

novels, essays, and the like, extensive reading is more compatible than intensive reading. It belongs to outside of classroom activity. The extensive reading also can help the students get away from their tendency to over analyze or look up words they don't know, and read for understanding. Both oral and silent reading is presented in a chart below.



Picture 2.8 Types of Classroom Performance

2.9 Definition of Fairy Tales

If the legend is a collective history (folk history), then the fairy tale is a collective short story of oral literature (Danandjaja, 2002, p.83). Tales are told mainly for entertainment, although many also describe the truth, containing lessons (moral) or innuendo. According to Danandjaja (1984) "oral folklore consists of myths, legends and fables". Jati F. Atmaja (2010) explained "Fairy tales are folk prose stories that are considered not really to occur" (p.81). Events in a fairy tale are events that do not really happen, even though it is not uncommon for fairy tales to be associated with

something that exists in the community where the fairy tale lives. In English, fairy tales are called fairy tales (fairy tales), nursery tales (childhood stories), or wonder tales (magical stories). The characteristics of fairy tales usually have an opening sentence and a closing sentence that is uniform and the same continuously, like one upon a time, there lived a (at one time a person lives) or in Malay it starts with an opening sentence like, "sahibul sik" (Danandjaja, 2002, p.84). And because fairy tales include traditional folk prose or old literature (Sugiarto, 2009, p.9), where at that time the works did not have titles and authors, then everyone has the right to change or take the work. As a result, the same story may have a different title elsewhere, such as the Cinderella fairy tale story outside has a different version of the title. In Indonesia a fairy tale with the title "Bawang Merah and Bawang Putih". (Danandjaja, 2002, p.84).

2.10 Kind of fairytale

In the book *Types of the Folktale* (1964, p.19-20), Antti Aarne and Stith Thompson (as quoted by Danandjaja, 2002) have divided the types of fairy tales into four major groups, namely: animal tales, ordinary tales, jokes or anecdotes, formulaic tales.

2.11 Types of Folktales

Based on Tina L. Hanlon, types of folktales are; *Marchen/Fairytales* – set in an unreal world, without locality; no definite characters; filled with magic. Humble heroes kill adversaries, succeed to kingdoms, and marry princesses. Ex: Cinderella, The Sleeping Beauty, Snow White, Jack and the

Beanstalk. Animal/Talking Beast Stories – not fables (which are didactic and moralistic); animals are the main characters; animals may demonstrate a simple lesson about human nature; little or no magic. Ex: The Bremen Town Musicians, Puss in Boots, The Three Little Pigs, The Three Billy Goats Gruff. Cumulative Tale – successive incidents with repetition little magic; simple or absent conflict. Ex: The Old Woman and Her Pig, The Farmer in the Dell, The House that Jack Built, The Gingerbread Man. Drolls – stories of numskulls and simpletons; give examples of outrageous stupidity; full of exaggerated nonsense. Ex: Jack Stories, The Three Sillies, The Husband Who Was to Mind the House. Stories of the Real and Practical World – characters, plots, and settings that are possible; little exaggeration; no magic involved. Ex: Bluebeard. Porquoi Stories – explain how or why something is the way it is today; often have animals as main characters. Ex: Why the Chipmunk’s Back is Striped, Why Rabbit has a Short Tail, Just So Stories (literary pourquoi tales). Literary Fairy Tale or Art Fairy Tale – a specific author who retells traditional tales from a personal perspective and/or creates her/his own original stories using folklore motifs; uses more poetic language; fashions characters who develop and change; introduces literary devices. Some who did this were Hans Christian Anderson (“The Little Mermaid”, “The Ugly Duckling”, & “The Princess and the Pea”), Howard Pyle, Carl Sandburg, & Isaac Bashevis Singer (“The Devil’s Trick”). This has become HUGE in YA lit today. Ex: Robin McKinley, Donna Jo Napoli, and Gail Carson Levine. Trickster Tales – usually about animals who trick other animals; the

trickster usually wins due to his cleverness and some kind of character flaw of his victim. Ex: Brer Rabbit, Anansi. Tall Tales – about people who supposedly really lived and places which really exist; protagonists perform superhuman deeds; especially popular in and often associated with the United States. Ex: Pecos Bill, Paul Bunyan, Davy Crockett, John Henry.

2.12 Fable Texts

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 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.

2.13 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 read ability. "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.

CHAPTER III

RESEARCH METHOD

3.1 Research Design

This study is Classroom Action Research (CAR) in Elementary Class at An-Nahdloh English Course. The term “Classroom Action Research” is coming from the term “Action Research”. According to Kemmis that citted by Anas Salahudin (2015:19), “Action Research is the name given to reflective and collective research undertaken by a researcher in a social situation to improve the retionality in their own social or educational practice.”

“Burns (2010:1st ed) describe „action research as a movement that has been doing in educational that related to the ideas of reflective, critical and systematic approach to exploring the teacher teaching contexts. The central idea of the action research is to intervene in a deliberate way in the problematic situation in order to bring about changes and improvements in practice”.

From some of definition above, it can be concluded that classroom action research is a kind of research that has purpose that solve the problem that faced in teaching learning process and to improve teaching learning process itself.

Based on Kemmis and Mc Taggart (1988), there are four steps in doing classroom action research, they are; *(1)planning*, in this phase the

researcher identified a problem and issue and develop a plan of action in order to solve the problem that faced and bring about improvement in teaching learning process. “The plan is aimed at trialing a particular course of action and collecting data on the outcomes of this action”. In this phase, the researcher should prepare lesson plan, teaching material and instrument before doing the research.

(2)*Implementing*, the plan is carefully considered one which involves some deliberate intervention into the teaching situation that the researcher put into action over an agreed period of time. The interventions are critically informed as a researcher’s question and assumption about the current situation and plan new and alternative ways of doing things. It means that the researcher carry out the plan which is made in previous phase, the lesson plan which has been made will be applied.

(3)*Observing*, this phase involves the researcher observing systematically the effect of the action, action and opinions of those involved. It is a data collection phase where the research used “open eyed” and “open minded” tools to collect information about what is happening.

(4)*Reflecting*, the researcher reflect on evaluates and describes the effect of the action in order to make sense of what has happened and to understand the issue that have explored more clearly. In this phase, the result can be used to determine what the researcher has to do in the further cycle of action research.

Action is different from the other research. It has its own characteristics. According to Anne Burs (2010:8), there are four characteristics of action research; Action research is contextual, small scale and localized, it identifies and investigates problem within a specific situation. It is evaluative and reflective as it aims to bring about changes and improvements in practice. It is participatory as it provides for collaborative investigations by teams of colleagues, practitioners and research.

The purpose of the research action class action is for: 1) improvement and improvement of learning practices that should be done by teachers. 2) improvement and improvement of teacher professional services in the teaching and learning process. 3) the process of realizing in-service training during the research process.

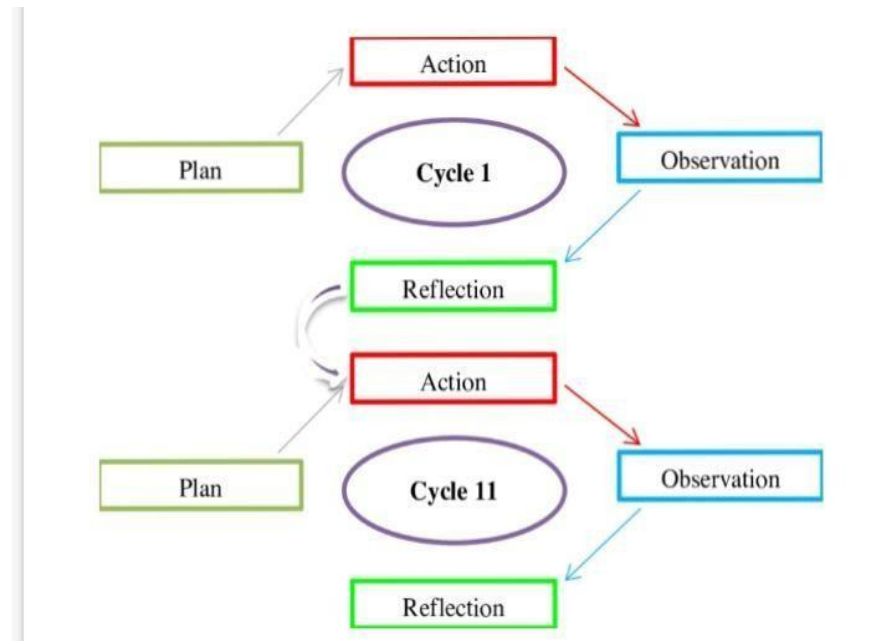
Classroom action research is one of the teachers' experiments conducted to improve and improve the quality of learning in the classroom. Classroom action research is a direct activity related to teacher assignments in the field. By conducting classroom action research a teacher can illustrate the benefits of research for the teacher himself or other teachers. The habit of a teacher to carry out action research training can reflect that the teacher is capable of innovating and learning programs. Regarding the ultimate goal of classroom action research to improve (1) the quality of teaching and learning in schools, (2) the relevance of education, (3) the quality of

educational outcomes, and (4) increase educational efficiency.
Suyanto (Basrowi, 2008: 52)

This classroom action research consists of three stages in one cycle, if in this classroom action there are deficiencies and no predetermined targets are created, then this is found and the predetermined targets are not achieved, then improvements are made to the planning and implementation of the next cycle.

3.2 Research Procedures

The process of solving problems in classroom action research is carried out in cycles, is repetitive and ongoing. Cycles in classroom action research are outlined in a variety of models. In this classroom action research is use the model Kemmis and Mc. Taggart. The model proposed by Kemmis and Mc. Taggart consists of 4 components consisting of planning, acting, Observing, and reflecting. After reflecting in the cycle 1 continued with the planning of actions to be taken in the cycle 2. Following the cycle of classroom action research Kemmis and Mc. Taggart:



Picture 3.2 CAR's cycle (Kemmis MC Taggart:1988)

This action research was done in two cycles. The model of action research above is the framework in undertaking a classroom action research. The four steps can be expanded into six steps, namely: 1) Identifying the problem, 2) Planning the action, 3) Implementing the action, 4) Observing or monitoring the action, 5) Reflecting the result of the observation, and 6) Revising the plan for the following step.

Those six steps form cycle I; 1. Identifying the problems, the researcher tries to identify the problems by doing preliminary study in the course. The Preliminary study activities are interview with the tutor, interview with the students and test. The problem refers to the students' reading ability in reading a text. 2. Planning the action, the researcher prepares everything related to the action that will be implemented, that is prepares the lesson plan, selects the suitable texts for material and test,

copies the text. The researcher plans to conduct one meeting in the first cycle. 3. Implementing the action, the researcher implements the teaching and learning activity in the classroom by using folktale texts. 4. Observing the action, the researcher observes all activities in the teaching and learning process while the technique of teaching reading by using folktales texts is being carried out. 5. Reflecting the result of the observation, the researcher makes an evaluation on all, the researcher has observed to find the weaknesses and the strengths of the teaching activities already carried out. Besides, the researcher observed the students' progress during the teaching and learning process. 6. Revising the plan Based on the result of the observation and reflection, the researcher revises the plan for the next cycle.

3.2.1 Reconnaissance

Before the researcher implemented the research, she had done some preliminary study. When preliminary study, the researcher using monotonous text in order to read one by one the students. From the preliminary study, the researcher found the fact that in Elementary Class at An-Nahdloh English Course had are problems with reading that was students' reading was still low, less understanding, less interest and lazy to read some English text.

3.2.2 The Cycle I

Cycle 1 was conducted on August 2th 2020. researchers used folktale fable by applying individual reading.

1. Planning

a. Lesson Plan

- 1) The teacher greets
- 2) The teacher addresses students
- 3) The teacher introduces folktale and other types of folktale
- 4) The teacher gives fable texts to students
- 5) Students read individual fable text stories
- 6) Question and answer
- 7) The teacher draws conclusions
- 8) The teacher gives a final greeting

b. Preparing Instructional Material

In this section, the researcher give the students some folktale text that was presented in appendix in the form of folktale text.

c. Preparing Reading Strategy

The researcher prepared the material for test that was presented in the appendix in the form of folktale text. And give students the folktale text in order to read one by one in front of class.

d. Criteria of Succes

The criteria for reading success can be seen from the increase in the average reading score. In this study, it was said to be successful if there was an increase in the average reading score and 75% of the number of students who took part in the study got more or equal to the predetermined value, which was 70.

2. Implementing the action

In this section, researchers apply learning using Folktale Fable text. The activity as follow:

- 1) The teacher greets
- 2) The teacher addresses students
- 3) The teacher introduces folktale and other types of folktale
- 4) The teacher gives fable texts to students
- 5) Students read individual fable text stories
- 6) Question and answer
- 7) The teacher draws conclusions
- 8) The teacher gives a final greeting

3. Observing

At this stage the researchers conducted the learning independently without a tutor. Researchers observe teaching and learning activities in class. Researchers use observation guidelines to find out the results of objective research, there are several stages such as:

1. The English teacher observes students' interest in the class during the teaching and learning process.
2. The English teacher observes student activity.
3. The English teacher monitors all work done by a student.
4. The English teacher observes the students' ability in mastering vocabulary in reading folktales.

5. The English teacher observes student participation in reading folktale texts.

In addition, activities and conditions that occur during class are written and analyzed. As a result, this data can be useful for further research.

4. Reflecting

The researcher reflects evaluating and discussing all activities that will be carried out in the teaching and learning process. The observations will be prepared to make plans for the next cycle.

3.2.3 The Cycle 2

Cycle 2 was carried out on August 4th 2020. The researcher used the Folktale Fable text dialog by conditioning the class into 3 groups, 1 group containing 5 students.

1. Planning

In planning, researchers prepare lesson plan, prepare material, preparing instructional strategy, prepare reading tests and criteria succes.

- a. Lesson Plan

- 1) The teacher greets
- 2) The teacher addresses students
- 3) The teacher introduces folktale and other types of folktale
- 4) The teacher gives fable texts to students
- 5) Students read individual fable text stories
- 6) Question and answer
- 7) The teacher draws conclusions

8) The teacher gives a final greeting

b. Preparing Instructional Material

In this section, the researcher give dialouge of folktale text in order to read with the group.

c. Preparing Reading Strategy

The researcher prepared the material that was presented in the appendix in the form of dialouge folktale text.

d. Preparing the Criteria of Succes

The criteria for reading success can be seen from the increase in the average reading score. In this study, it was said to be successful if there was an increase in the average reading score and 75% of the number of students who took part in the study got more or equal to the predetermined value, which was 70.

2. Implementing the action

In this section, researchers apply learning using Folktale Fable text.

The activity as follow:

- 1) The teacher greets
- 2) The teacher addresses students
- 3) The teacher review the definition about folkatle
- 4) The teacher gives dialouge folktale texts to students
- 5) Students read the dialouge folktale text with a group
- 6) Question and answer
- 7) The teacher draws conclusions
- 8) The teacher gives a final greeting

3. Observing the Action

At this stage the researchers conducted the learning independently without a tutor. Researchers observe teaching and learning activities in class. Researchers use observation guidelines to find out the results of objective research, there are several stages such as:

- 1) The English teacher observes students' interest in the classroom during the teaching and learning process.
- 2) The English teacher observes student activity.
- 3) The English teacher monitors all work done by a student.
- 4) The English teacher observes the students' ability in mastering vocabulary in reading folk tales.
- 5) The English teacher observes student participation in reading folklore texts.

In addition, activities and conditions that occur during class are written and analyzed. As a result, this data can be useful for further research.

4. Reflecting

The researcher reflects about the teaching and learning process in second cycle and made an evaluation and conclusion from the teaching and learning process. Because it has reached the criteria for success, the research is sufficient to arrive at cycle 2.

3.3 Place and Time of the Research

This research has been done in Elementary Class at An-Nahdloh English Course, which located in Jln. Ponpes Darussalam Blokagung, Karangdoro, Tegalsari, Banyuwangi

Table 3.3 Table of Schadule

No.	Activity	Time of the research
1.	Preliminary Study	31 th Agust 2020
2.	Cycle 1	2 nd Agust 2020
3.	Cycle 2	4 th Agust 2020

3.4 Subject of the Research

The classroom action research is held in Elementary Class in An-Nahdloh English Course. In An-Nahdloh's dormitory there are about 40 students, there are 15 students taking English courses. There are 15 students in the class. The students' to attention the teacher and the lesson are low, they also less interest and lazy to read English text. Only few of them who have are good vocabulary mastery. In addition, it may be a chellage for students to learning English through Folktale exactly Fables as they never had before.

3.5 Techniques of Data Collection

To get the data, the researcher used data collection techniques as follows:

3.5.1 Test

The tests used in this study were questions or exercises used to measure the results of reading comprehension skills with folklore. The test in this research is in the form of question stuffing. The reading comprehension test in this study uses Barret's taxonomy which consists of literal understanding, reorganization, inferential understanding, evaluation, and appreciation. The following is a grid of reading comprehension tests used in this study.

Table 1; 3.5 Reading Comprehension Test Grid

No.	The assessed aspect value	Component
1.	Literal understanding	Find information that is clear expressed in the reading. This ability includes knowing or recalling something / facts from reading.
2.	Reorganization Analyze, synthesize, organize or organize ideas or information in the reading.	These capabilities include classification, outline, overview, and synthesis.
3.	Inferential	Draw conclusions from written facts or things that are known from the reading. These capabilities

	understanding	include draws amplifier details, deduces, guesses and interprets.
4.	Evaluation	Conduct evaluation based on the information presented in the discourse with existing criteria or criteria from other sources. This evaluation will be expressed in the form of a decision or an assessment of something.
5.	Appreciation	Relates to the psychological and aesthetic impact of students. This ability includes emotional response to the content of the reading, identification of actors or events, and realization of the author's language.

The test in this study was used to get the results learn reading skills with the folktales text. Test given with reference to the subject matter used as research material which is about reading skills. In this study, the test used is reading the text that has been given by the researcher. In cycle 1 the researchers condition the class for reading tests one by one and in cycle 2 in groups.

Table 2; 3.5 Scoring Rubric Brief Retelling of the Reading Text

No.	The assessed aspect	Criteria	Score
1.	Understanding Fill Text	Very good, very precise, without or almost without error	10
		Good, high fidelity and few errors	8
		Medium, the number of elements of right and	6

		wrong is less	
		Less, there are few elements of true	4
		Lacking, no right element	2
2.	Resolutions organization of text content	Very good, very precise, without or almost without error	10
		Good, high fidelity and few error	8
		Medium, the number of elements of right and wrong is less	6
		Less, there are few elements of true	4
		Lacking, no right element	2
3.	Accuracy Structure Sentence	Very good, very precise, without or almost without error	10
		Good, high fidelity and few errors	8
		Medium, the number of elements of right and wrong is less	6
		Less, there are few elements of true	4
		Lacking, no right element	2
4.	Spelling and writing system	Very good, very precise, without or almost without error	10
		Good, high fidelity and few errors	8
		Medium, the number of elements of right and wrong is less	6
		Less, there are few elements of true	4
		Lacking, no right element	2
Total score			40

The value of understanding is obtained from oral answers to questions that have been asked to students. There are 6 questions, 1 question has 10 points.

3.5 Techniques of Data Analysis

This is obtained from the reading test results at the end of each action. Number or the value at the end of each cycle is calculated on average. Other than that, based on the data obtained can also be determined the percentage of students student who have reached the specified indicators. The way to search average (mean) using the following formula:

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

M = average

$\sum X$ = number of values

N = number of students

The following is the formula for determining the percentage of students who are reach a predetermined value.

$$\text{Completeness: } \frac{\text{many students achieve the specified value}}{\text{the total number of students}} \times 100\%$$

CHAPTER IV

RESEARCH FINDING

This research was Classroom Action Research (CAR). The aim of which was to improve reading skill in Elementary Class at An-Nahdloh English Course. The teaching aids were Folktale text exactly fables text.

4.1 Preliminary of Observation

Researchers conducted a preliminary study on 31st August 2020. Following the following schedule:

Table 4.1 Schedule of Research Activity

Activity		Date		
		31 st Agust 2020	2 nd Agust 2020	4 th Agust 2020
Pre-study	Conventional Test			
Cycle 1	Treatment and test			
Cycle 2	Treatment and test			

Before learning to read using folktale in Elementary Class at An-Nahdloh English Course, preliminary study were first made. Preliminary study made before the cycle 1. In this pre-study the tutor teaches using monotonous text. Researchers start learning by saying greetings and absent students. After that, the researcher introduced the monotonous of the text and gave examples of the text.

In the main activity, researcher find problems when learning takes place such as; first, some students do not pay attention to the teacher in class, because they are busy chatting with other friends. Second, some students do not pay attention to their friends who come to the front of the class, because they are chatting with other friends.

Many students who do not pay attention to teaching and learning activities and pay attention to the teacher in class. They are more engrossed in chatting with their friends. And many students are not very active in the learning process. The results of preliminary study is show that students' reading ability is still lacking. Students are still experiencing laziness in reading English texts, students are not interested in monotonous reading. This is indicated by the results of the value and percentage of completeness of the lows value. Students experience difficulties in recounting the reading they have read.

4.2 Description of folktale text implementation

4.2.1 Report of the cycle 1

a. Planning the action

In planning, researchers prepare lesson plan, prepare material, prepare instructional strategy, preparing reading test and criteria succes.

a) Preparing Lesson Plan

The lesson plan is used to organize activities in the learning process.

b) Material for teaching

The material presented includes the notion of folktale and the meaning of fables that will be used in learning.

c) Preparing Instructional Strategy

The learning strategy uses folk tales with the theme of animal stories.

d) Preparing Reading Test

The reading test will be conducted using folklore texts and giving students some questions.

e) Preparing Criteria of Success

The criterion for success in this first cycle research consisted of an understanding of the text that was read, scanning, actively participating and enthusiastic in participating in reading learning activities. The criteria for reading success can be seen from the increase in the average reading score. In this study, it was said to be successful if there was an increase in the average reading score and 75% of the number of students who took part in the study got more or equal to the predetermined value, which was 70.

b. Implementing the action

In cycle 1, the researcher only conducted one meeting just times. One meeting has 45 minutes. The activity as follow:

a) Pre Activity

Here the researcher acts as a tutor. The researcher first greets the students, then the researcher takes a list of students' names.

b) Main Activity

The initial activity carried out by researchers is to introduce and explain folktale and provide examples. After students know the

examples of folktale, students then do the test by reading folktale text one by one in front of the class. And make time for question and answer. This makes students still not interested in reading.

c) Post Activity

The teacher says alhamdulillah to close the learning activity.

c. Observing the action

The researcher observes the activities of students during teaching and learning process. The researcher observes student activities, such as students' attention, students' respond to question, ask question, students' be confident and Enthusiastic about reading folktale texts

Based on observing, the scores obtained by students who have not yet the criteria for success in this method will be form in the table below:

Table 1; 4.2.1 Observation Checklist for Students

No.	Name	Pay attention	Respond to question	Ask question	Be confident	Enthusiastic about reading folktale texts
1.	Nayla	✓	✓	✓	✓	✓
2.	Cindy	✓	✓	✓	✓	✓
3.	Lalan	✓	✓			
4.	Vicky				✓	✓
5.	Lyen	✓	✓	✓	✓	✓
6.	Junaid	✓	✓	✓	✓	✓
7.	Faiq		✓	✓	✓	✓

8.	Tutus	✓		✓		
9.	Himma	✓	✓	✓	✓	✓
10.	Cici	✓	✓	✓	✓	✓
11.	Putri			✓		
12.	Main	✓	✓	✓		
13.	Firoh		✓	✓	✓	✓
14.	Nada		✓	✓		
15.	Faiz		✓	✓		

Table 2; 4.2.1 Score Rubric

Nu.	The assessed aspect	Criteria	Score
1.	Understanding Fill Text	Very good, very precise, without or almost without error	10
		Good, high fidelity and few errors	8
		Medium, the number of elements of right and wrong is less	6
		Less, there are few elements of true	4
		Lacking, no right element	2
2.	Resolutions organization of text content	Very good, very precise, without or almost without error	10
		Good, high fidelity and few error	8
		Medium, the number of elements of right and wrong is less	6
		Less, there are few elements of true	4
		Lacking, no right element	2
3.	Accuracy Structure Sentence	Very good, very precise, without or almost without error	10
		Good, high fidelity and few errors	8

		Medium, the number of elements of right and wrong is less	6
		Less, there are few elements of true	4
		Lacking, no right element	2
4.	Spelling and writing system	Very good, very precise, without or almost without error	10
		Good, high fidelity and few errors	8
		Medium, the number of elements of right and wrong is less	6
		Less, there are few elements of true	4
		Lacking, no right element	2
Total score			40

From the result of the research by using folktale text, can be seen in the table:

Table 3; 4.2.1 Score from the Cycle 1

Nu.	Name	Score from the Cycle 1
1.	Nayla	84
2.	Cindy	56
3.	Lalan	56
4.	Vicky	80
5.	Lyen	58
6.	Junaid	58
7.	Faiq	56
8.	Tutus	80
9.	Himma	72
10.	Cici	56

11.	Putri	54
12.	Main	66
13	Firoh	82
14.	Nada	78
15	Faiz	82
Total Score		1018
Average		67,87
Highest Score		84
Lowest Score		54
Completed		46,67%
Not yet Completed		53,33%

From the results of the table percentage above, it can be seen the average grade of 67.87. Students who were declared complete were only 7 students with a percentage of 46,67% of all students. Because the average value of 70 and the criteria for success must meet 75% of all students, then cycle 1 has not been said to be successful. Because, 8 students has not reached the average. Then the researcher will do cycle 2 to improve the students' grades that have not been completed.

d. Reflecting the action

The researcher reflects evaluating and discussing all activities that will be carried out in the teaching and learning process. The observations will be prepared to make plans for the next cycle.

4.2.2 Revision from the Cycle 1

After doing cycle 1, the researcher found a learning activity that needed to be revised. From cycle 1, many students are still lazy and not

eager to read English texts. Students are also still not interested enough to read it. Researchers finally do the cycle 2 to improve cycle 1. Thus, researchers revised the way to teach by creating groups in the class. The hope is that students will not be lazy and not eager to read English texts.

4.2.3 Report of the Cycle 2

Because in cycle 1 there was still a need to be revised, the researchers carried out cycle 2. Cycle 2 was carried out on August 4th 2020. The researcher used the Folktale Fable text dialog by conditioning the class into 3 groups, 1 group containing 5 students.

a. Planning the action

a) Preparing Lesson Plan

The lesson plan is used to organize activities in the learning process.

b) Material for teaching

The material presented includes the notion of folktale and the meaning of fables that will be used in learning. But, in this section, the researcher used dialog of folktale text.

c) Preparing Instructional Strategy

The learning strategy uses folktales with the theme of animal stories. And the students make group to practice the learning.

d) Preparing Reading Test

The reading test will be conducted using dialog of folktale text and giving students some questions.

e) Criteria of Success

The criteria for reading success can be seen from the increase in the average reading score. In this study, it was said to be successful if there was an increase in the average reading score and 75% of the number of students who took part in the learning got more than or equal to the predetermined value, which was 70.

b. Implementing the Action

In cycle 1, the researcher only conducted one meeting just times. One meeting has 45 minutes. The activity as follow:

a) Pre Activity

Here the researcher acts as a tutor. The researcher first greets the students and says hello to open the activity, then the researcher takes a list of students' names.

b) Main Activity

The initial activity carried out by researchers is review about definition of folktale. After that the researcher divide 15 students into 3 groups. Then the researcher give dialog folktale text in order to every group make conversation in front of class with the dialog. And make time for question and answer.

c) Post Activity

The teacher says alhamdulillah to close the learning activity.

c. Observing the action

The researcher observes the activities of students during teaching and learning process. The researcher observes student activities, such as

students' attention, students' respond to question, ask question, students' be confident, enthusiastic about reading folktale texts and compact.

Based on observing, the scores obtained by students who have not yet the criteria for success in this method will be form in the table below:

Table 1; 4.2.3 Observation Checklist for Students

No.	Name	Pay attention	Respond to question	Ask question	Be confident	Enthusiastic about reading folktale texts	Compact with a group
1.	Nayla	✓	✓	✓	✓	✓	✓
2.	Cindy	✓	✓	✓	✓	✓	✓
3.	Lalan	✓	✓				✓
4.	Vicky	✓	✓	✓	✓	✓	✓
5.	Lyen	✓	✓		✓	✓	✓
6.	Junaid	✓	✓		✓	✓	✓
7.	Faiq	✓	✓	✓	✓	✓	✓
8.	Tutus	✓		✓			✓
9.	Himma	✓	✓	✓	✓	✓	✓
10.	Cici	✓	✓		✓	✓	✓
11.	Putri	✓		✓			✓
12.	Main	✓	✓	✓			✓
13.	Firoh	✓	✓	✓	✓	✓	✓
14.	Nada	✓	✓	✓			✓
15.	Faiz	✓	✓	✓			✓

Table 2; 4.2.3 Rubric of Score

No.	The assessed aspect	Criteria	Score
1.	Understanding Fill Text	Very good, very precise, without or almost without error	10
		Good, high fidelity and few errors	8
		Medium, the number of elements of right and wrong is less	6
		Less, there are few elements of true	4
		Lacking, no right element	2
2.	Resolutions organization of text content	Very good, very precise, without or almost without error	10
		Good, high fidelity and few error	8
		Medium, the number of elements of right and wrong is less	6
		Less, there are few elements of true	4
		Lacking, no right element	2
3.	Accuracy Structure Sentence	Very good, very precise, without or almost without error	10
		Good, high fidelity and few errors	8
		Medium, the number of elements of right and wrong is less	6
		Less, there are few elements of true	4
		Lacking, no right element	2
4.	Spelling and writing system	Very good, very precise, without or almost without error	10
		Good, high fidelity and few errors	8
		Medium, the number of elements of right and wrong is less	6
		Less, there are few elements of true	4
		Lacking, no right element	2
Total score			40

Table 3; 4.2.3 Score from the Cycle 2

No.	Name	Score from the Cycle 2
1.	Nayla	94
2.	Cindy	80
3.	Lalan	88
4.	Vicky	86
5.	Lyen	92
6.	Junaid	90
7.	Faiq	84
8.	Tutus	94
9.	Himma	92
10.	Cici	92
11.	Putri	94
12.	Main	92
13.	Firoh	98
14.	Nada	96
15.	Faiz	98
Total Score		1370
Average		91,33
Highest Score		98
Lowest Score		80
Completed		100%
Not yet Completed		0%

From the presentation table above, it can be seen that the average score is 91,33. There are 0 students who have not yet completed, with

a percentage of 0%. Meanwhile, students who complete numbered 15 students, with a percentage of 100%.

d. Improvement the Reflecting

The researcher reflects about the teaching and learning process in second cycle and made an evaluation and conclusion from the teaching and learning process. Because it has reached the criteria for success, the research is sufficient to arrive at cycle 2.

In this stage, the researcher analyzed the students' score from the test that was got from the cycle 1, and the cycle 2, as follows

Table 4; 4.2.3 Improvement students' whole test

No.	Name	Score from Cycle 1	Score from Cycle 2
1.	Nayla	84	94
2.	Cindy	56	80
3.	Lalan	56	88
4.	Vicky	80	86
5.	Lyen	58	92
6.	Junaid	58	90
7.	Faiq	56	84
8.	Tutus	80	94
9.	Himma	72	92
10.	Cici	56	92
11.	Putri	54	94
12.	Main	66	92

13	Firoh	82	98
14.	Nada	78	96
15	Faiz	82	98
Total Score		1018	1370
Average		67,87	91,33
Highest Score		84	98
Lowest Score		54	80
Completed		46,67%	100%
Not yet Completed		53,33%	0%

4.3 Summary of the Students Average Score in the Cycle 1 and Cycle 2

After taking cycle 1 and cycle 2, the results can be seen the results on the table below:

Table 4.3 Summary of Students Average Score in the Cycle 1 and Cycle 2

Criteria	Cycle 1		Cycle 2	
	Total	Presentage %	Total	Presentage %
Students completed	7	46,67%	15	100%
Students not yet completed	8	53,33%	0	0%
Average	67,87		91,33	

Based on the above table, the results of the reading test in cycle 2 have increased from cycle 1. The average value in cycle 1 is 67,87 while in

cycle 2 it becomes 91,33. In addition to the increased average scores, the percentage of students categorized as complete learning $\geq 75\%$ also increased from 46,67% to 100%.

CHAPTER V

DISCUSSION OF FINDINGS

5.1 Discussion

After analyzing the research is necessary to discuss the result of the study. The aim of which was to improve reading comprehension. The teaching aids were Folktale text exactly fables text.

This research was conducted starting from preliminary study, cycle 1 and cycle 2. This study was conducted to improve reading skills by using folktale in Elementary Class at An-Nahdloh English Course. Based on the results of the study it can be seen that this research has reached the criteria for success. The following is a discussion of the implementation of learning to read using folktale and the results of reading tests using folktale.

The reading test in cycle 1 shows the success criteria that have not been achieved. The criterion for success in this study is the average score of students and 75% or more of the number of students reach a value of 70. While in this cycle only 46,67% of students reach a value of 70. Therefore cycle 2 is carried out with improvements resulting from reflection phase. In the reading test in cycle 2 the students experienced an increase. The average value of cycle 2 has increased to 91,33, in addition to students reaching 70 also increased to 100%.

From the data obtained from cycle 2, this study is said to be successful because it has reached the specified success criteria, namely the existence of an average score of 75% of the total number of students who

take the learning score ≥ 70 . Based on the discussion above, it can be seen that there is an increase in reading skills from before taking acting until after the cycle 2. The results of reading tests after reading using folktale continue to increase and show that folktale is effective to improve reading comprehension in Elementary Class at An-Nahdloh English Course. 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 reader to comprehend and guide them to got 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. So, the write concluded that the folktale text not only could

motivate students in learning reading but also appropriate material for students learning reading comprehension in the course.

CHAPTER VI

CONCLUSION AND SUGESSTION

6.1 Conclusion

Based on the results of the study and discussion, it can be concluded that the reading ability of English course students in An-Nahdloh dormitory, increases by using folktale text. Improved students' reading comprehension in Elementary Class at An-Nahldoh English Course demonstrated by increasing quality of the process of learning and improved learning outcomes. The improvement of the learning process is demonstrated by the increase of students who become more active and enthusiastic about learning using the folktale text.

Improved learning outcomes the ability to read English course students at An-Nahdloh is as follows. The average value of the reading results in cycle 1 reached 67,87, on a cycle of 2 the average value reached 91,33. The percentage of students reaching an average of the spacified value is 70 in cycle 1 by 46,67% and at cycle 2 by 100%. The results showed that learning reading skill using folktale text has fulfilled the success of the process in this study. So this research can be said successfully.

Improvements occur due to the learning process using folktale text. It can be said that the folktale can improve the reading comprehension of the Elementary Class at An-Nahdloh English Course.

From the results of the using folktale in Elementary Class at An-Nahdloh English Course can improve reading comprehension with the following steps such as: 1) The teacher greets, 2) The teacher addresses students, 3) The teacher review about definition of Folktale, 4) The teacher forms a group, 5) The teacher gives the dialouge folktale text, 6) Students read folktale texts together with groups, 7) Questions and answers, 8) The teacher gives a conclusion, 9) The teacher gives a final greeting.

6.2 Sugestion

Based on the result of the study in Elementary Class at An-Nahldoh English Course. The advice that can be given is:

1. For Students

Through learning reading with the folktale text should the students further improve the skills read in the future and the next level by practicing reading the story. Students must be active and attentive to learning, so they can understand the laerning materials delivered. The habits and craze of reading need to be improve to be more trained reading so it is easier to understand reading.

2. For Tutor/Teacher

Must create effective and enjoyable learning that keeps students' active and enthusiastic about learning and helping students' understand learning materials.

APPENDIX

Appendix 1.

Table Reading Comprehension Test Grid

No.	The assessed aspect value	Component
1.	Literal understanding	Find information that is clear expressed in the reading. This ability includes knowing or recalling something / facts from reading.
2.	Reorganization Analyze, synthesize, organize or organize ideas or information in the reading.	These capabilities include classification, outline, overview, and synthesis.
3.	Inferential understanding	Draw conclusions from written facts or things that are known from the reading. These capabilities include draws amplifier details, deduces, guesses and interprets.
4.	Evaluation	Conduct evaluation based on the information presented in the discourse with existing criteria or criteria from other sources. This evaluation will be expressed in the form of a decision or an assessment of something.
5.	Appreciation	Relates to the psychological and aesthetic impact of students. This ability includes emotional response to the content of the reading, identification of actors or events, and realization of the author's language.

Appendix 2

Table Rubric of Score

No.	The assessed aspect	Criteria	Score
1.	Understanding Fill Text	Very good, very precise, without or almost without error	10
		Good, high fidelity and few errors	8
		Medium, the number of elements of right and wrong is less	6
		Less, there are few elements of true	4
		Lacking, no right element	2
2.	Resolutions organization of text content	Very good, very precise, without or almost without error	10
		Good, high fidelity and few error	8
		Medium, the number of elements of right and wrong is less	6
		Less, there are few elements of true	4
		Lacking, no right element	2
3.	Accuracy Structure Sentence	Very good, very precise, without or almost without error	10
		Good, high fidelity and few errors	8
		Medium, the number of elements of right and wrong is less	6
		Less, there are few elements of true	4
		Lacking, no right element	2
4.	Spelling and writing system	Very good, very precise, without or almost without error	10
		Good, high fidelity and few errors	8
		Medium, the number of elements of right and wrong is less	6
		Less, there are few elements of true	4

	Lacking, no right element	2
Total score		40

$$\text{Total} = 60 + 40 = 100$$

Appendix 3.

Text for Test in Cycle 1

EVIL FROGS AND ADVENTUROUS RATS

One time there lived a young mouse who wanted to try to find a new adventure, then he walked along the edge of the pond where in the pond lived a frog. When the frog saw a mouse, then he swam towards the edge of the pond where. Once there was a young mouse looking for a new adventure, then headed to the edge of the pond where the frogs live. When the frog saw the rat, he swam to the edge of the pond where the rat was and said, "Heyy, young mouse, what are you doing here?" "I see this beautiful nature and I will try the adventure," Rat answered enthusiastically. In the mind of the frog, the frog has a cunning intellect to work on the rat. "Wow, this is very interesting, would you like to go to my place, o young adventurous mouse?" The frog asked the young mouse, The Mouse who really wants to adventure does not think long anymore, and he accepted the invitation of the Frog because he really wanted to adventure throughout the world and see everything in the world. "But I'm not good at swimming, frog," said the young mouse anxiously. "(Hahahahaha What a coincidence, I will work on you, young mouse), said the frog in the heart. "Hey hey hey ... don't worry, young mouse I will always take you next to you and swim next to you and take care of you" seduced the frog with a very sweet and smiley face. The frog has reason, so that the mouse can be sure that the frog will always be able to help the rat while swimming in the pool, he ties the rat's feet to his own feet with a rope. Then he jumped into the pond, while pulling an innocent young mouse. The young rat oscillates in the pond and occasionally drowns and is then pulled back to the frog by the frog, then back adrift and so on repeatedly. The rat who was carried around swimming with frogs finally felt enough and wanted to return to the edge of the pond. But the evil Frog has another plan. He then pulled the rat into the water and the young rat begged for mercy to release it to the surface. But the frog just laughed with joy seeing the young mouse tormented. And in his mind comes another cunning sense, "(ah I will pull the young rat into deeper water)" But before the frog could take the mouse into deeper water, an eagle came flying down, catching the frog. when the eagle lifts the frog into the air, the rope that binds to the frog's and mouse's feet is released and makes the mouse that is raised to the air immediately fall into the bush, and at the same time save the rat. The young rat looks up to the frog even farther and farther and looks smaller carried by the eagle which will become the eagle's meal.

Question

1. Who are the character in the story?
2. What the character of Frog?
3. Are the mouse smart to swim?
4. Who that help the mouse?
5. What the character of eagle?
6. What the message from the story?

Answer

1. Frog, Rat and Eagle
2. Cunning and Evil
3. The mouse is not good at swim
4. The Eagle

5. Kind and helpful
6. To help each other

Appendix 4.

Dialogue for Test in Cycle 2

POOR MOUSE

One day, outside a house in the middle of the city, there lived a mouse. For many years he lived prosperously thanks to abundant food. But one day, he met a cat, weasel, bird and rabbit.

Rabbit: Hi rat, how are you?

Rat: Hi rabbit, I'm fine. How are you?

Rabbit: Good. Oya mouse, introduce my friend weasel, cat, and bird.

Weasels, birds and cats: Hi rat.

Rat: Hi everyone

Weasel: Rat, we hear your life is very happy here. There is a lot of food.

Rat: Yes, that is so. I never lacked food.

Cat: Wow, it's delicious. Is it possible if we join in?

Rat: What do you mean?

Bird: If possible, we also want to find food here. Take it easy, it won't take long.

Rat: Oh, you may, please. After all, the food will not run out.

Weasel: Thank you rat. You are so kind.

Days have passed since the rat allowed his friends to eat in the house. However, after 1 week, he felt that his food rations were getting low.

Rat: Hi weasel, how are you?

Weasel: Hi rat, I'm fine. Have you eaten?

Rat: There he is. These days, I'm having a hard time finding food here. Every time I want to find food, only what remains is leftovers.

Cats: Sorry, mice actually have been eating all this time, including your food rations.

Rat: Huh? How can you do that?

Bird: After the food is delicious

Weasel: Hehehe

The rat who finally realized his friend's treatment decided to go from that place and go to another place.

Question

1. Whose the character in the story?
2. What the character of mouse?
3. What happen with the rabbits' friends ?
4. How the life style of mouse?
5. Where are the palce of mouses' life?
6. What the message from the story?

Answer

1. Mouse, cat, weasel, bird and rabbit
2. Kind attitude
3. Rabbits' friend will join to look a food
4. Mouse lived prosperously thanks to abundant food.
5. In the middle of the city
6. Good attitude to all



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Hal : **PENGANTAR PENELITIAN**

Kepada Yang Terhormat:

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Di - Tempat

Assalamu'alaikum Wr. Wb.

Yang bertanda tangan di bawah ini Rektor Institut Agama Islam Darussalam (IAIDA) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

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Untuk dapat diterima/melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program skripsi.

Adapun judul penelitiannya adalah:

"Improving Students' Reading Comprehension By Using Folktales at Elementary Class An-Nadloh English Course Blokagung Banyuwangi"

Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih.

Wassalamu'alaikum Wr. Wb.

Blokagung, 13 Juni 2020

Dekan

Dr. Siti Aimah, S.Pd.I., M.Si.
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SURAT KETERANGAN PENELITIAN

Yang bertandatangan di bawah ini adalah kepala asrama An Nahdloh Blokagung Tegalsari Banyuwangi menerangkan bahwa:

Nama : SHANTI WAHYUNI
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Fakultas : Tarbiyah dan Keguruan
Jurusan : Tadris Bahasa Inggris
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Menerangkan dengan sebenarnya bahwa mahasiswa, telah penelitian di Asrama An Nahdloh Blokagung Tegalsari Banyuwangi, Tahun pembelajaran 2019/2020 untuk keperluan penyusunan skripsi dengan judul "*Improving Students' Reading Comprehension By Using Folktale At Elementary Class An-Nahdloh English Course Blokagung Banyuwangi*" di Asrama An Nahdloh.

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagai mestinya.

Banyuwangi, 27 Juli 2020

Kepala asrama
AB
AN NAHDLOH
DEWI LYDIA IEN



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CHAPTER I INTRODUCTION This chapter discusses about background of the study, research problem, objective of the study, limitation of the problem, significance of the study, definition the key of terms. 1.1 Background of the study Language is very important for life. Language makes us easy to interacting each other. In speaking languages, every human being has a specific purpose.

Language is related to skills, the more skilled a language is, the brighter and clearer the mind (Tarigan 2015: 1) In a globalization era, people are expected to master English so, they can communicate with other people who live in other countries. English has become more famous among people from children to adult, although English is as a foreign language.

Nababan (1999:1) say most book knowledge and technology are written in foreign language, especially in English. Many occupations need someone who has mastered English skill well. As is known to learn language that includes 4 aspects, namely: listening, reading, speaking and writing.

Of the four aspects of the language, in general reading is less favored by students, moreover, if the topic does not interest students, this is seen when students do the test, they tend to work on other questions first than the questions about understanding content of discourse, because there are many students who do not have mastery of English vocabulary that is sufficient to understand the content of the discourse.

According to (Crandall, 1989) English language consists of four skill are listening, speaking, reading and writing. And all of the skills are highly required. Reading is one of four language skill that very important. As stated junior high school curriculum, teaching English covers four language skills namely listening, speaking, reading and

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JUDUL	Improving students reading comprehension by using folktale at elementary class an-nahdloh english course blokagung banyuwangi



No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20192	26 Juli 2020	26 Juli 2020	Submit revisi bab 1-6	ACC ujian skripsi
2	20192	20 Juli 2020	20 Juli 2020	Submit bab 5-6	Revisi
3	20192	13 Juli 2020	13 Juli 2020	Konsultasi bab 4	Penjelasan
4	20192	05 Juli 2020	05 Juli 2020	Revisi pasca ujian proposal	Revisi
5	20192	08 Mei 2020	08 Mei 2020	Submit bab 1,2,3	Acc ujian proposal
6	20192	04 Mei 2020	04 Mei 2020	Submit bab 3	Revisi
7	20192	30 April 2020	30 April 2020	Submit bab 1 dan bab 2	Revisi
8	20192	25 April 2020	25 April 2020	Revisi bab 1 dan submit bab 2	Revisi
9	20192	20 April 2020	20 April 2020	Revisi bab 1	Revisi
10	20192	13 April 2020	13 April 2020	Submit judul dan bab 1	Revisi bab 1

BIOGRAPHY



The writer of this thesis is Shanti Wahyuni. She is usually called shanti. She is was born on May 23rd 1998 in Kotagajah. She has been living in a beautiful village on Kauman, Kotagajah, Central Lampung, Lampung. She is the first of the couple Mr. Santoso and Mrs. Siti Rohani. She has

a young brother, he is Akbar Fauzan Riva'i. She is started his study in formal school was six a years old in elementary school "MI Nurul 'Ulum", until six a years. Then continues in "MTs Nurul 'Ulum", until third class. Then in the Pondok Pesantren Darussalam at "SMA Darussalam" graduating in academic year 2015/2016. Then continues in university exactly in English Education Department Faculty of Education and Teacher Training Islamic Institute of Darussaalam Blokagung Banyuwangi.