
Improving Students' Reading Comprehension Skill Using Fable Story Text

(A Study First Grade of MTs Miftahul Ulum GondangRejo GondangWetan Pasuruan)

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Abstract

This study is to examine: (1) to describe the implementation of using fable story to improve reading comprehension skill at the first grade of Mts Miftahul Ulum Gondang Rejo Gondang Wetan Pasuruan. (2) To know the students' responses in reading comprehension skill by using fable story at first grade of MTs Miftahul Ulum Gondangrejo Gondangwetan Pasuruan. The researcher is carried out at Mts Miftahul Ulum Gondangrejo Gondangwetan Pasuruan on 23 April 2019, the method used for the research is descriptive qualitative. The data collection technique which is used in this research is observation checklist; it is used to obtain the data of the implementation of the fabled story to improve reading comprehension skill. The result of students responses that are taken from the interview, most of them gave positive reactions in reading comprehension skill by using fable story. And from the score of daily assessment, there are 13 students from 20 students answer the researcher's question by the excellent answer in the 1st meeting and 15 students from 20 students respond in the 2nd meeting. It's mean that the responses students of MTs Miftahul Ulum Gondangrejo Gondangwetan Pasuruan are interested in the implementation of fable story to be the source of learning reading comprehension skill. Finally, the research can support further researcher. And it is recommended for the English teacher to apply fable story as a source in teaching reading comprehension skill. Moreover, students can comprehend simple text easily.

Keywords: Fable Story, Reading Comprehension Skill.

I. INTRODUCTION

Reading is an activity done by people to get information out of a text. The texts, which have been adapted for level appropriateness, allow students to build essential reading skills while they examine crucial topics in their lives (Richards & Eckstut-Didier, 2011). It has been known that students tend to face written texts every day. The Written documents could be found in magazines, newspaper, books, articles on paper and internet, and other kinds of printed materials. Those Written texts give so much information for learners. In some schools, documents are widely presented in the learners' textbooks.

Furthermore, Hadyan states that the purpose of teaching reading in the context of English learning is comprehension. Reading comprehension is the process by which we understand the text we read. It is the purpose of reading, why we teach it, and why we care about it (Hadyan, 2013; Miquel & Duran, 2017). Therefore students who have excellent comprehension skills can learn and understand the text easily. Academic reading comprehension is also used to test a student's ability to read critically. These higher-order skills are tested not only in language exams and comprehension exercises but also in other subjects such as literature, geography, history and biology (Paulson & Holschuh, 2018). Reading comprehension is also one of the necessary competencies which are related to the goal of

the 2013 curriculum, namely to create the genre-based character building (Aziz, 2019). In the curriculum, reading is one of the essential skills in English teaching, which must be mastered by language learners in Indonesia, especially for students' of junior high school. Thereby, they can join the language teaching and learning process well.

Moreover, teaching reading comprehension aims to help students to be a good reader. Good readers make sense of the text by processing the information quickly efficiently and automatically (Aziz, 2019). By knowing this evidence, the English teacher has to prepare students to be able to comprehend the book, but many students get bored when they start to read. There are many experiences which have been shown that the students often get failed in comprehending a reading text. Therefore, students get bored in learning reading comprehension and lose their motivation in reading comprehension activity. In considering the teaching reading comprehension skill, an English teacher has the critical role in the classroom to encourage the students to be motivated in reading comprehension skill, especially for them who are in the first of junior high school. The English teacher must be able to encourage the students to make reading as their habit and also make them accustomed to reading in the classroom activity, from the actions which were found.

Language learning has been divided some levels of language learners that we know as teaching across proficiency level; there are teaching beginning levels, intermediate levels and advanced levels. In this research, the researcher chooses a beginning level because this level is intended for students who are at a beginning level English program in junior high school, college or higher education. Especially for them who are in the first of junior high school.

To make the young learners enthusiastic in learning reading comprehension, the English teachers can apply some storybooks. In this grade, they are must be able to understand the simple text. And in the process of teaching-learning reading comprehension which has been used by the English teacher, like as, fable story. Fable is one in all the narrative texts. Narrative text functions to entertain readers or listeners. The task is to instruct the readers or listeners in these problems should be confronted and attempts made to resolve them. A fable is the short animal tale, most often told or written with moral tagged on in the form of a proved. Fable story is one of the Narrative texts that should be learned by students. And its new writing and the students can learn from it. And many schools have used the teaching method of using fable story, one of them is Mts Miftahul Ulum Gondang Rejo Gondang Wetan Pasuruan.

II. LITERATURE REVIEW

A. Understanding Reading

Reading is one of the skills that students should learn. The learners have to be able to read the text effectively and efficiently to get information from the source (Mislaini, n.d.). Reading is a process of interactive that goes on between the reader and therefore, the text (Aziz, 2019), resulting in incomprehension. It means that reading has an active and interactive process, although it is receptive. Trough reading, the reader, get information from the text and it is a process of negotiating to understand between the writer and reader. It means, the reader can feel what the writers think when reading (Maman & Rajab, 2016). Although there have been several definitions of reading, it is not easy to define learning in one sentence.

In summary, reading is an active process between the writer, text and the reader. There are interactions between them during reading. Communication between the writer and the version is conducted by the writer in which he uses language (semantic, syntactic and phonological) to produce text that conveys meaning. Then the interaction between the reader and the book happens when the reader tries to make sense of the text to get the writer's intended purpose through their background knowledge (Kim & Piper, 2019). Therefore, in this case, the researcher presents the nature of Reading comprehension skill, the process of reading

and the importance of reading. Reading comprehension skill is a very complex task involving many different skills. Thinking in English, reading does not just understand the words or grammar. Thinking, to read well in English, you must believe in English (Ceylan & Harputlu, 2015).

Reading comprehension skill is the act of understanding of a text. For many students, Reading comprehension Skill is a problem, but since they can read in their language. They tend to attribute their difficulties in comprehension of the English language, or they may feel that fault lies in their stupidity (Mikulecky & Jeffries, 1997). Reading comprehension skill can be seen as the ability to find the stated or unstated writer's idea in the text. The essence of reading comprehension skill is to understand all the information delivered by the writer. It also refers to the ability to connect between the words in a text, to understand text ideas and the relationships between ideas conveyed in writing (Bell, 2001). It also can be said that reading is not only the process of getting the written symbols to correspond to one's spoken language, but it is also the process of making the meaning of words, sentences and connected text called comprehension.

In classroom activity, the English teacher practices the reading activities into three interrelated stages. In teaching sequence for guided reading, the activities a

divided as follows: before reading, during reading and after reading text.

B. The Kinds of Fable Story

In teaching process of reading comprehension skill, the English teacher needs source from storybook to support the teaching and learning as alike fable story. It is commonly believed that the use of fable story can make teaching and learning reading comprehension skill to be exciting, and the students enjoy. Especially in the teaching process of reading comprehension skill here, the English teacher used the fabled story. Fable story is a Folk tale. The folk tale is a short story that has been passed down from generation to generation. The kinds of a folk tale:

1. Legend is a folktale that usually has some connection to a real historical person or event, combining factual and fictional elements. Examples: Robin Hood, King Arthur and the Knights of the Round Table.
2. Fairy Tale is a folktale that takes place in a magical land ruled by royalty, and the characters are either good or evil — examples: Cinderella, Snow White, Beauty and the Beast.
3. Myth is a folktale that explains something about the world, such as frightening or mysterious natural forces — examples: Orpheus, Venus, the Midas Touch.
4. Tall Tale is a folktale with unbelievable exaggerations told as if it were true and

meant to be humorous. Examples: Pecos Bill, Paul Bunyan, Johnny Appleseed

5. Fable: a short folktale that involves personified animals and teaches a lesson or moral. Case of Aesop's Fables, The Tortoise and the Hare, The Boy Who Cried, Wolf.

A fable is a short story that conveys a moral education (Meyer, Haring, Brandt, & Walker, 1980). Sometimes, the animals' characters that act and talk like animals. A fable is additionally a short story illustrating an ethical. Unlike the parables, fables include talking animals or animated objects because of the principal characters. Fables are moral tales, often involving animals that represent people. They reveal human experiences and show conflicts over the issue. They are generally short and concise stories. Fables communicate some moral message typically through the depiction of animals, who speak or otherwise take on human characteristics. An allegory is another style of story, also passed down from generation to generation and told to show a lesson about something. The parable is about animals that may talk and act like people, or plants or forces of nature like the devil or wind. The plants could also be able to move and even speak, and also the natural forces cause things to happen within the story thanks to their strength. The first famous fables were written by a person called Aesop. We all know them as Aesop's fable, and he wrote more than 600 of

them. The parable is flexible enough to implement a wide variety of security policies, including access control, information flow, provenance, and security automata. The story, a core formalism for language in which programmers may specify security policies and reason that these policies are properly enforced (Swamy, Corcoran, & Hicks, 2008). Fable Definition: Literary genre that is a brief allegorical narrative, in verse or prose, illustrating a moral thesis or satirising human beings. The characters of a fable are animals who talk and act like people while retaining their animal traits. Examples: Aesop's Fables, The Tortoise and the Hare, The Boy Who Cried Wolf; The city Mouse and the Country Mouse; The Lion and the Mouse

C. Fable Story as the Source of Reading Comprehension Skill

Fable story that shows or suggest the relationship between objects and or people can be perfect for introduction, practising or reviewing grammatical structures. Students increase the vocabulary and reading comprehension skills, learn valuable lessons about ethics and behaviour, become familiar with the principal elements and parts of a story, and acquire cultural literacy (Naidoo, 2011). In teaching and learning process, most of the students, especially students of first of junior high school usually lack of motivation to study English and not all of the students like fable story. The English teacher thinks that fabled story is an appropriate one as a

source in teaching achieves the aim of reading comprehension skill based on the curriculum. Besides that, fable story is one of the sound causes which can help students to understand the lesson quickly, and it can make the students enjoy in teaching and learning process.

The English teacher hopes that fabled story is helpful in teaching reading comprehension skill to improve the student's ability. For instance, the English teacher asks the students to read the story. And then to increase students' reading comprehension skill about the materials by giving fable story, applying text structures and linguistic elements to carry out a social function for declaring and asking about the ability and willingness to act, according to the context of its use (Widodo, 2016).

So that they not only can read but also students can understanding discovering main ideas, identifying main detail, knowledge vocabulary and summarising concepts. So the English teacher asks the students to guess the difficult word, it makes them active during the teaching and learning processing. This fable story is considered as one of the aids which can simulate the students. And to interesting interned read book story.

D. Reading Comprehension Skills to the students of Junior High School

English as a foreign language is taught in all school in Indonesia. It has been taught in

education institution level. Especially in the first grade of junior high school.

In teaching reading comprehension skill, the English teacher should have the ability to guide students in learning reading comprehension skill. The way to teach reading to the students first of junior high school is not easy for an English teacher because the students have different characteristics. Curriculum as the foundation of teaching and learning process covers subject matters and students' learning experience from inside and outside of school (Subandi, n.d.).

Reading comprehension is also one of the necessary competencies which are related to the goal of the 2013 curriculum, namely to create the genre-based character building. The curriculum of 2013 is not implemented in every school in Indonesia. The curriculum of 2013 is used as the guide for the teaching and learning implementation in all levels of the educational institution, including a primary school and High School. This new reform is believed as the one more effective in enhancing the learning process than the current curriculum. The English book of 2013 curriculum for students guide are prepared to improve their language skills. The book display is using a text-based learning approach, whether oral or written, by placing the English language as a vehicle of communication. A good reader, when

reading, should always keep making questions in their mind about information presented in the text and try to find the answer. It is essential to concentrate their mind on comprehending the text being read. The purpose is to understand the book rather than to acquire meaning from individual words or sentences (Pourhosein Gilakjani & Sabouri, 2016).

The English teacher chooses a beginning level because this level is intended for students who are in a beginning level English program in junior high school, college or adult education.

III. METHOD

Based on the research, the researcher design of this study is qualitative descriptive. This research aimed to find the description of The Implementation of Fable Story text to Improve Reading Comprehension Skill at first-grade junior high school. A descriptive study was designed to obtain complete information about the description of the people, object, events, places, conversation, concerning the status of phenomena. This study was principally observational research. In this study, the researcher observed the classroom when the teaching and learning were processing to find the implementation of fable story text. In this case, the researcher found the teaching and learning process in the classroom; included the material and the topic that used in teaching and learning process, and also the English teachers activity at the school. The

real English teacher conducted this study. While the researcher becomes an observer to be more focus on the subject that was going to be observed. The researcher acts as an instrument and the collector of data. In this research, the researcher chose the location of the study in MTs Miftahul Ulum Gondangrejo Gondangwetan Pasuruan and interviewed with the object of study. The researcher did observation toward the objective of the survey after consideration. So, the researcher wrote the creation of the reality of behaviour to carry the data which was gotten as the research. The researcher used a series process of data analysis.

1. Data Reduction

Data reductions will the process of differentiating relevant and irrelevant data. A data reduction was thinking of the process that needed intelligent and knowledgeable. With the data reduction, the potential universe of data will be reduced in the anticipatory way as the research choose a conceptual research question and instruments. Once actual fields note, and interviews. And then, to get information's about teaching reading comprehension skill used fable story text, the researcher do interview with the students first of junior high school of MTs Miftahul Ulum Gondangrejo Gondangwetan Pasuruan and with the English teacher. The purpose of the interview with the students was to get the responses from all of the students in MTs Miftahul Ulum Gondangrejo Gondangwetan

Pasuruan. The researcher will acquire data reduction by interviewing some teachers.

2. Data Display

For the interview with the English teacher redacted until the researcher could describe how the implementation of using fable story text in reading comprehension skill and discussion with the students, the researcher redacted the entire data interview. From 20 students until eight students had interviewed by the researcher. And then the redacted data was redisplayed by the researcher to be easily understood.

3. Conclusion Drawing/Verification

The last of analysing qualitative data was conclusion drawing or verification. The outcome in qualitative research was the new find in study. The conclusion drawing or audit involved the researcher in interpretation drawing meaning from displayed data. After analysing the data, the researcher did the data analysing. It means that the researcher could analyse the data and then could reduce the data if the data was unimportant. The parsing of the data could be done in the last activity after all the data collection finished to be collected.

After analysing, the research data should be carried out to the investigation that was verification to validity her finding. The result is a reliable verification technique to validity data that was based on the criteria were used. There were (*Readability*), (*Transferability*), (*Dependability*) and

(*Conformability*) in this verification to validity data the researcher used belief degrees along with scarcest that contain:

The techniques of including extension were that the researcher stayed in the object of research until being satisfied to collect the data. In this matter, the researcher followed the process of teaching that was held in MTs Miftahul Ulum Gondangrejo Gondangwetan Pasuruan.

Diligences of supervision was searching interpretation consistently with many methods in the link with constant analyse a process or tentative. Searching any influence effort, limiting, searching could be counted on and what could not be counted on.

Triangulations with the source were comparing and rechecking the information gotten through time and different tool in qualitative researcher by comparing the result of observation data with the outcome of interview data. Mathison state that the value of triangulation lies in providing evidence-whether convergent, inconsistent, or contradictory. By related documents, in this matter, the researcher reset right the information that got through data, the researcher's observation and document list from MTs Miftahul Ulum Gondangrejo Gondangwetan Pasuruan.

IV. RESULT AND DISCUSSION

1. The Implementation of Using Fable Story Text in the First Meeting and Second Meeting

The implementation of fable story text is done for two observations. Fable story text is used to make the students interested in learning and make them be able to read well and comprehend the text easily. The view is conducted on April 24th until April 29th 2019 in MTs Miftahul Ulum Gondangrejo Gondangwetan Pasuruan with 20 students in first grade in academic 2018-2019. The light is given during the teaching-learning process. The researcher uses checklist observation.'

a. Pre Reading Activity

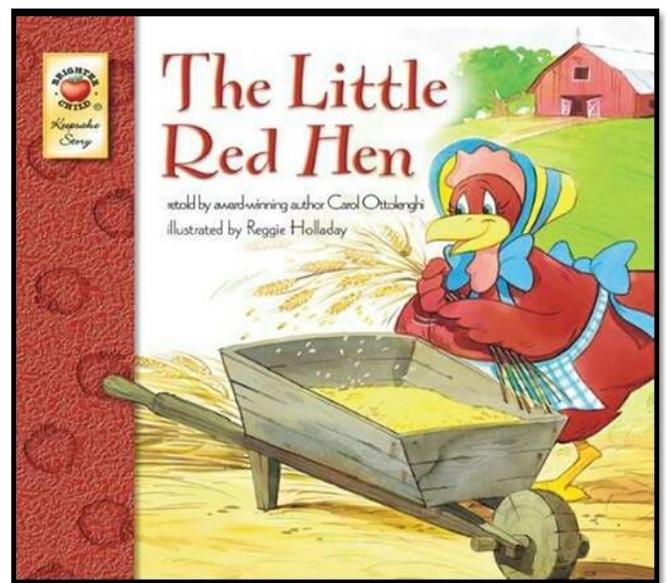
Before the class began, the English teacher starts the lesson with an opening session consisting of a greeting. The students look enthusiastic in learning English; it can be known from how the students answer the teachers are greeting, and all of them also give a good response.

After giving a greeting, the English teacher also introduces the researcher to the students and explains to her students that the researcher joins in their class for some purpose. Then, the English teacher checks the attendance list by calling them one by one. In the first meeting, all of the students can join the class without any absent.

The English teacher gives homework to the students about fable story text entitled "the little red hen" (see appendix 5). In this fable story text, the students must translate this story in Indonesia language and answer the question about an account (see appendix

6) and through this story, the students making mini books. The English teacher remembers to students about homework. Have you done the homework in the last week? After that, the English teacher asks the researcher to give value and correct the fable story text. And the students make group, so came forward in front of the class to read the book and translate in Indonesia language.

Figure 1 Fable story text entitled "the little red hen" Taken from accessible fable story text <https://www.amazon.com/little-Red-Hen-Book>.



b. While-Reading Activity

After doing pre-activity, the English teacher asks one of her students to distribute the text of fable story text entitled “The goose that laid golden eggs” to her friends. (See appendix 8) the fable story text is simple text and full of colours, so it looked interesting. The fable storey entitled “The goose that laid golden eggs” then, the English teacher implements the fable story text in front of the class. The fable story is simple text and also can be seen clearly. So, it can make the students can discovering the main idea, identifying detail, understanding vocabulary, summarising concepts and the students comprehend the fable story text in more easily. The fable storey text adapted from the famous storybook.

Figure 2 Fable story text entitled “*the goose that laid golden eggs*” Taken from popular fable story text ©www.kids-pages.com.



The English teacher ready with the reading text and this fable story text actually,

it is not the first time for the teacher uses fable story text as a source to teach English, especially in teaching reading comprehension skill. It is expected to help the students to increase their vocabularies and of course, understand the reading text easily.

Before the first fable story text is implemented, the English teacher stimulates the students by giving some questions related to the topic. She provides some questions about “The goose that laid golden eggs” to the students. Do you know this story? Do you like this story? And this story has been displayed on the television because of many children like it.

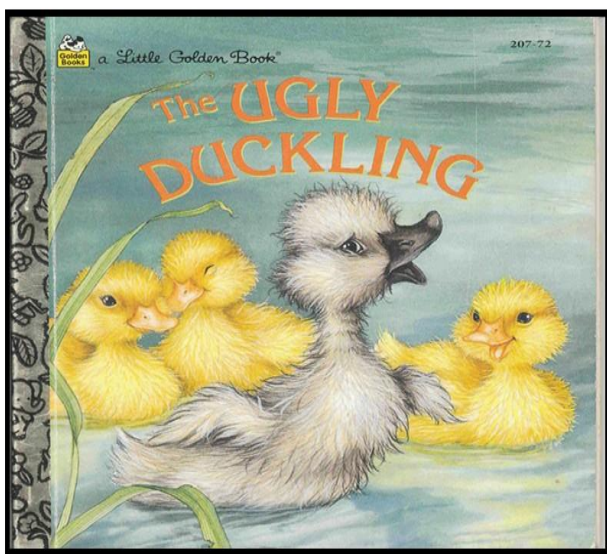
The English teacher then asks some students to read the text. And translate to Indonesia language. After that, if they don't know the meaning of the words, they guess the meaning of those words by looking at the picture (fable story). However, if they still don't know the meaning of those words, the teacher helps them to get the meaning of those words. Besides, at that time, some of them find difficult concepts, and then the English teacher only gives them the clues of those words so that they try to guess the meaning of those words and the English teacher asks another student who may know the meaning of those words. After all of them have done to read the text, the English teacher asks them about the moral story.

After that, the English teacher asks them to do exercise. After they have finished doing their practice, the English teacher asks them to submit their work and discuss it together to know the correct answer to the questions.

c. Post Reading Activity

At the end of the first meeting. The English teacher asks the students about their difficulties in comprehending the text and also gives a conclusion about the lesson that they have been learned at that time. Before the students left the classroom, the English teacher gives homework to students. To translate in Indonesia language and do exercise, Entitle “the ugly duckling” (see appendix 11) and do exercise (see appendix 12) through this story, the students make mini-book. After that, the English teacher said good-bye and left the classroom.

Figure 4 Fable story text entitled “*the ugly duckling*” Taken from accessible fable story text <https://www.amazon.com/Ugly-Duckling-Little-Golden-Book>



In the second meeting, the result of observation is the same as the first meeting but different topics, the fable story text and the implementation in every session.

The teaching material, which gives about the narrative text and the English teacher shows fable story text. The first meeting the fable story text entitles “The goose that laid golden eggs” and the second meeting entitles “The lion and the mouse” It’s narrative text, and the story text engaging and makes fun to the student. So it can motivate them to read it, the materials are about human animals, the lion and the mouse.

During observation in MTs Miftahul Ulum Gondangrejo Gondangwetan Pasuruan, the source story which used in teaching reading comprehension skill is implemented well. Because the researcher means that the fable story text can make the students interested, because the story text is full colours, and can motivate the student to read. So in this story source, they could share each other’s to comprehend it.

According to Miss Puji Astutik as English teacher, the improving students reading comprehension skill using fable story text in MTs Miftahul Ulum Gondangrejo Gondangwetan Pasuruan is good, because the students are looked enthusiastic and give attention in learning English. It can be known from how the students answer the teachers are greeting,

and all of them provide a good response. The English teacher uses fable story text as a source and gives some opening question related to the topic. So the students answer the English teacher and provide seriously. Besides that, they also ask when they don't understand the explanation. After explaining, the English teacher asks the students to read the fable story text, which has been distributed, and the researcher means the entire student looked happy and fun. As a good teacher, the English teacher gives motivation to the students to be enthusiastic about reading and active in the teaching-learning process. So, the students are not bored.

After the students read the fable story text, then the English teacher corrects and explains their mistake, and the students give attention. The students are ordered to repeat to read the book, and the English teacher helps the students to translate the text by responding to some question.

2. The result of the second observation:

a. Pre Reading Activity

The English teacher starts to begin the lesson with the opening session. As usual, the English teacher greets the students and then checks the students' attendance. In the second meeting, one of the students is absent because she is sick, so there are 19 students left in the class. After checking the students' attendance, shortly, the teacher asks the students about the previous lesson that they

have studied. It means that the English teacher wants to know whether their students still remember the material in the last experience or not. Fable story text, the students must translate this story in Indonesia language and answer the question about the story and through this story, the students making mini books. The English teacher remembers to students about homework. Have you done the homework in the last week? And please collect in front of the class! After that, the English teacher asks the researcher to give value and correct the fable story text.

b. While-Reading Activity

Like the first meeting, in this activity, the English teacher asks one of the students to distribute the text of fable story entitled "The lion and the mouse". The teacher has prepared the story that is still a fable story. But it is a different topic. The title is "The lion and the mouse" (see appendix 14). It is a little bit more complicated than before. And she gives some questions about the "The lion and the mouse" To the students, for example: "who has ever seen a lion?", "who has ever



listened to this fable story?” etc. .the English teacher uses bilingual language at that time.

The fable story is simple text and the picture, so it looks funny and exciting. The fable storey text tells about everyone has talent and abilities. In this case, the English teacher shows the fabled story in front of the class. The English teacher asks the students to give an opinion about the situation of the picture. The fable story is adapted from the famous storybook. After all of the students have got it, the English teacher reads the text sentence by sentence loudly with proper pronunciation and expression. The students are asked to listen while looking at the reading text that has been gotten, and then they are asked to repeat the sentence what the English teacher read. So the students can follow readings and understand the text.

Then the English teacher helps the students to translate the content of the text sentence by sentence. After that, the English teacher asked them to do exercise. But in this case, she helps her students to comprehend and translate the questions together because some of them still don't understand yet about the problems. The students then do the exercise. After they have finished doing their practice, the English teacher asks them to submit their work and discuss it together to know the correct answer to the questions.

c. Post Reading Activity

Because the time was limited, so the English teacher directly gave a conclusion

about material shortly. After that, the English teacher said goodbye and left the classroom.

3. The Students' Responses to the Teaching by Using Fable Story Text

The researcher uses the interview as the instrument to get the data for finding the answer of the second research question that is to find the students' responses to the teaching reading comprehension skill using fable story text. The interview is held on the last day of observation. At that time, the researcher interviews the English teacher and students.

Firstly, the researcher does unstructured interviews with English. The items of the interview sheet show and describe the response of the students to the teaching reading comprehension skill using fable story text. The English teacher says that the students fell enjoying the class by using fable story. The students are motivated to read by using fable storey text which can be seen when they know that the English teacher brings some story text. The English teacher then says that the students can comprehend the text easily using fable story text because when they don't know the meaning of some words in the book, they can see the story so understand the meaning of those words or they can find the meaning of words in the dictionary.

Secondly, interview the students. It shows that most of the students say that they

love to study English, especially reading comprehension skill by using fable story text.

Ria Ariyani As one of the students from the first grade of MTs Miftahul Ulum says that “fable story is one of the stories that has full of entertainment elements. Some of the stories are funny and interesting presented in these tales. By doing so, fable story is one of their entertainment for the reader and makes the reader can feel happy”.

Diana Wakhidatul Kholidah, She says that “if the English teacher uses fable story text for teaching reading comprehension skill. Fable story will be outstanding in helping improve the understanding and knowledge of the students with new vocabularies. The vocabularies which are might not be found on the subjects in the school curriculum”.

The researcher also interviews with Siti Mutmainah; she says that if we can understand the contents of a fable story genuinely and thoroughly, we will find a variety of moral values and guidances to the goodness. Hence, fable story, as bedtime activities are essential to bringing lessons in comfort ways”.

According to Eliya, says that “One the important aspect of fable story is emotion. Almost all stories on the fabled story require deep emotions, such as sadness, anger, and also happy. With the many reading fable story, this will increase the ability of one’s

affection and emotional sensitivity. Thus, telling a fable story to a kid will bring out the sense of sympathy, which brings the feeling to be more sensitive and capable of feeling what is perceived by others ”.

Shinta Dwi Nurriya Also says that “fable story is as one method or act as vessels for one’s hobby. Especially for those who have reading and writing hobbies, fable storey considered as one of the things that are important to their hobby as making up fairy tale, storytelling, etc. While for those who have a hobby of reading, they can be, of course, spend their time reading fable story.”

So, Wardatun Nafisa says that reading is a key to a better future since it has so many knowledge for those who are doing it. And by telling a fairy tales is one way to stimulate the hobby of reading. Eventually, as they grow up, they’ll love to read since the very early age. Hence, the benefits of telling fairy tales to students will bring the next generation to be better generation by default.”

And Siti Muzillah Says that she is not too like English, but she like if the English teacher applies fable story text in teaching reading comprehension skill, during the English teacher applies fable story, all of the students are interested with the story.

The last student who was interviewed by the researcher is Zumrotul Faidah, says that improving students reading comprehension skill using fable story text makes all of the students of the first grade of

MTs Miftahul Ulum Gondangrejo Gondangwetan Pasuruan enthusiastic with this story. So, the researcher can conclude that all of the students of MTs Miftahul Ulum are happy and have much spirit and motivated to study reading comprehension skill by using fable story. It means that the students like fable story text very much. So the student's responses towards the use of fable story text to be the source learning in reading comprehension skill are good.

4. The Students' Reading Work after the Use Fable Story text is Applied to the Students as Documentation

Students' reading work in teaching reading comprehension skill as documentation. To know the result of the students' reading work by using fable story text, the English teacher gives them an exercise consisting of some questions in every meeting and modify existing material. From that, the English teacher tries to analyse the students' reading work that is submitted at the end of class. And the analysis is focused on their understanding and the grammatical. The English teacher asks them to answer the questions by the complete answer. Most of them understand the text. But some of them cannot answer the questions by the correct grammatical and uncompleted answer. So, this study tries to describe the result of the students' reading work when the use of fable story text is applied to the students as documentation. It

is scored based on the scoring criteria. Besides, the result of the students' reading work is presented into a table consist of their scores from the first until the last meeting.

In the first meeting, the exercise is the form of question-answer in the form of easy based on the text, including fable story text. Based on the first students' reading work of the first meeting, some students are making some mistakes in grammatical. Here are the examples of the students' reading work that categorised bad, good, outstanding and excellent reading comprehension skill.

The following is one of the examples of the students' reading work gets the "bad" category. The students reading work above is one of the results of two students who get a terrible score in the first meeting. Here, the student can answer question number one, three, four, five and number six. Most of them almost answer completely and well grammar. It influences their score.

But she is wrong to answer eight numbers. It may be she does not understand the questions and the mean of it so that she does not get the score in those numbers. So, it shows that her comprehension of the text given by English teacher by poorly categorised.

The student's reading work above shows that the student comprehends the text and of course, the questions very well. So, her reading work is categorised "very good". In this case, she answers all of the

items, and no one does not respond. But most of them were the almost unperfected answer, number two and eight. One of the examples of the students' reading work gets "excellent" category is the *Zumrotul Faidah* reading work above which is analysed by scoring method, it is categorized "excellent" because almost all of the questions are answered thoroughly and correct grammatically.

So in this the first students' reading work, it can be concluded that the students actually understand and comprehend the story text well. It is showed that most of them get "excellent" score. Some of them are "very good" and "good" rating. And only a few of them, two students get a "bad" score. It means that they have a good comprehension of the Text, although they often make mistakes in grammatical, their understanding is good enough.

It is the last students' reading work that is done in the previous meeting. The topic of the reading text is different from the previous ones; the item in the last session is "the lion and the mouse". After that, the students are asked to do the exercise. And it is still same as the first and the second exercise that is consisted of some questions.

In the last meeting, 15 students have got excellent, three students very good and two students have got right. The mistakes made by most of the students are still about logical and uncompleted answer although the English teacher has told the students about

it to answer all of the questions by using complete response which could influence their score. But, the result still shows that they get an excellent rating. It means that their comprehension skill is always outstanding.

Here, the third simple narrative text was the longest one entitle "the lion and the mouse". Then, one of the examples of the students' reading work who get the first category, some of the questions answered, but they are used uncompleted sentence and incorrect grammatical. So, the student is categorised "very good" in comprehending the text and also understanding the questions.

Based on Khoiriyah's reading, work shows that the student almost gets the perfect score. Most of the questions are answered correctly. It means that they answer the questions by using complete sentence and correct grammatical. It can be categorised "excellent". So the student has excellent in comprehending the text and the also understanding the questions. Thus it can be concluded that fable story text is suitable for teaching reading comprehension skill to the first grade of MTs Miftahul Ulum Gondangrejo Gondangwetan Pasuruan, especially young learners in improving their reading ability. According to the unstructured interview with the students, informal conversation with the English teacher and the students' reading work when

the user of fable story text is applied as documentation are very significant.

5. DISCUSSION

1. The Discussion of Implementation of Using Fable Story Text to Teach Reading Comprehension Skill

In this section, the researcher would like to discuss the implementation of using fable story text in reading comprehension skill. To describe the application of the fable story text, the researcher uses the observation checklist as an instrument. Before the lesson began, the English teacher prepares since the fable story text, tools and other need. When the English teacher explains about all of the material, she read the book loudly with excellent pronunciation, while, other students listen to the passage carefully. Therefore, it can be concluded that use fable story text here, help the students to comprehend the text easily. From the story text, they can understand the meaning of the problematic word, when they do not understand the book. All of the methods that have to apply with the English teacher, usually in fable story text are difficult and fell as one of the useful visual aid which can help the students to understand the lesson quickly, and it can make the student active in teaching and learning process.

2. The Discussion about Students' Responses to the Teaching Reading Comprehension skill by Using Fable Story text

In the result of students' responses are taken from the unstructured interview. Most of them give a positive response in teaching reading comprehension skill by using fable story text. It means that most of the students are interested in using fable story text as a source in teaching reading comprehension skill. When the English teacher explains about the fable story text, many students are enthusiastic, and all of them give a good response, but some students give an inadequate reaction, it is just four Students.

From it, the researcher can conclude that many students of MTs Miftahul Ulum Gondangrejo Gondangwetan Pasuruan are happy and have much spirit and motivated to study in reading comprehension skill. The students' response toward the use of fable story text to be learning in reading comprehension skill is excellent. According to the result of the unstructured interview with the English teacher and students, it shows that fable story text is useful in teaching-learning to read.

3. The Discussion about Students' Reading work that Using fable story as Documentation

The result of students reading practice, it can be seen from the score good by the students in every meeting. It shows that most students get excellent, bad and also excellent rating in their exercises. In the first meeting, 13 students get excellent, three students get excellent, two students are

good, and two students get bad. In the last session, 15 students get excellent, three students get attractive, and two students are exceptional. It means that responses of students of MTs Miftahul Ulum Gondangrejo Gondangwetan Pasuruan are interested in the fable story text to be the source of learning reading comprehension skill. Finally, the responses are higher than in the first meeting. Although some of the students get weak/bad score is that less than 50. So, by looking at the scores of the students, the researcher can say that the fable story text is useful to increase the students' reading ability. Fable story text is a good source for MTs Miftahul Ulum Gondangrejo Gondangwetan Pasuruan, especially the first grade in learning reading comprehension skill. In conclusion, fable storey texts are beneficial for the students in understanding the material and motivated the students to learn reading comprehension skill.

V. CONCLUSION

In this study, two findings are obtained from the results of the study of the observations in MTs Miftahul Ulum Godangrejo Gondangwetan Pasuruan. They are described as follows:

From cycle 1, the implementation of fable story text is a useful source to improve students reading comprehension skill. The English teacher gave them ways of reading. The English teacher also explained how to use fable story text in the process of reading

comprehending of a passage in the reading activities. The English teacher invited the students to get involved in reading activities so that they understand more how to solve their reading problem.

From the cycle 2, the implementation of fable story text could improve the students' reading skills. They grasp information from a book they read and understood. They identify the primary and details ideas of the text. The fable storey text also improved the students' creativity and vocabulary mastery. The exciting ways of making fable story could make the students read documents effectively and efficiently. They also became good in paraphrasing a sentence which represented their understanding of information within the sentence.

The conclusion about the students' responses is different between using fable story text and without using fable story text. The students' answers are all of student MTs Miftahul Ulum Godangrejo Gondangwetan Pasuruan are excellent and enthusiastic about teaching reading comprehension skill by using fable story text. While some students give poorly respond. All of the students provide good responses toward the use of fable story text in teaching reading comprehension skill. Because when using fable story texts, the students more understanding about the version when the English teacher began to explain about the material. It means that the responses of

students of MTs Miftahul Ulum Godangrejo Gondangwetan Pasuruan are interested in the fable story text to be the sources of reading comprehension skill.

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