

USING FAIRY TALE ILLUSTRATED VERSION TO IMPROVE STUDENTS READING COMPREHENSION

***Nurindah Hairunnisyah¹⁾, Darmawan²⁾, Wahyudin³⁾**

^{1,2,3)} English Education Study Program, Faculty of Teacher Training
and Education Tadulako University, Indonesia

[*nurindahhairunnisyah@gmail.com](mailto:nurindahhairunnisyah@gmail.com)

ABSTRACT

The research aims to find out whether using Fairy Tale Illustrated Version can improve students reading comprehension of the tenth grade students of MAN 2 Kota Palu. The researcher applied quasi-experimental research design. The samples of this research were 64 students, which were divided into 33 students of class X MIPA 2 as the experimental group and 31 students of class X MIPA 1 as the control group. The samples were selected use purposive sampling technique. The data were collected through the reading test that consisted of pre-test and post-test. The result of the pre-test shows that the mean score of the experimental group is 45.33 while the mean score of the control group is 49.68. This demonstrated that the pre-test mean score of the experimental group were lower compared to the control group. After conducting the treatment, the result of the post-test shows that the mean score of the experimental group is 71.76 while the mean score of the control group is 59.87. It indicates that the experimental group has shown improvement in their reading comprehension compared to the control group. By applying 62 degree of freedom (df) and 0.05 level of significance, it can be seen that the t-counted (9.20) is higher than the ttable (1.999). It means that the hypothesis was accepted or Using Fairy Tale Illustrated Version can improve students' reading comprehension of The Tenth Grade of MAN 2 Kota Palu.

Keywords: Improving; Reading Comprehension; Fairy Tale Illustrated Version

INTRODUCTION

Reading is one of the important skills in English and gives us many benefits. Reading is the process of looking at a series of written symbols and getting information from the text that we have read. According to Said & Weda (2018:21) Nowadays, someone who masters English as an international language can get information easily. In English, reading becomes the most important thing in international communication. By reading, people can get more knowledge and information from books, magazine, newspapers, and others.

Based on the 2013 curriculum, English is an important subject. The general objective of teaching English in senior high school is to develop the communicative competence of the students. The aim of reading in the curriculum is to make the students able to comprehend the meaning of written language, both interpersonal and transactional. Students are directed to understand many kinds of texts, such as recount, descriptive, analytical exposition and narrative texts. Based on syllabus of the 2013 curriculum the students have to acquire the competence in reading monolog text. Thus, to reach that stage, they must have deeper understanding.

Reading is something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. If their reading skill is low, they are very likely to fall in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will get a better chance to success in their study. Those are essential aspects or elements to comprehend information in reading text. Reading is a part of four basic skills of English. It means that reading has its role as the successor part in English. However, there are still many students who lack of understanding and interest in learning English. The students unable in getting the message from the text and they will failure in answering the question real to the text.

According to Petel and Jein (2008) reading is the most important activity in any language class, it is not only a source of information and pleasure able activity but also as a means of consolidating and extending one's knowledge of the language. Snowing and Hulme (2005) define that reading is information processing: transforming print to speech, or print to meaning. Richardson and schmidt (2010) state the reading is the process by which the meaning in a written text is understood, it employs many different cognitive skills, including letter and word recognition, knowledge of syntax and recognition of text types and text structure. Furthermore, Stephanie (2007) defines reading is a dialogue between the reader and the author. It means reading is a learning process of transferring information from writer to the reader by using written form.

Reading comprehension is a complex cognitive process that cannot be understood without any a clear description of the rule that vocabulary development and vocabulary instruction play in the understanding of what has been read. Comprehension is an active process that requires an intentional and through interaction." It means that the ability to understand the information which has been read (Chard 2008:7). In teaching reading activities, a good method, technique, media, and strategy are needed in this research. A good media can support students'

reading ability to be better. In this research, the writer focused on reading comprehension because many students had problems in understanding this subject, one of them was always got confused to master reading text. In the reading learning process, the students must understand what the content of the text is to get the information. Other problems in reading were lack of vocabulary and the understanding of the text content.

When the researchers made observations during the PLP practicum, the researchers has seen the difficulties that arose when some students in the teaching and learning process of reading narrative text of the Tenth grade students of Man 2 Kota Palu. In that school, the problem are students got difficulty to understand the content of reading text, most of the students had the problem to understand the meaning words in the text and the teacher does not give interest strategy to students. The teachers just asked students to read and answer the question. Therefore, some students just read fluently the text but they did not comprehend the text. Absolutely, the students cannot enjoy the text its self.

Relating to the effective way to teach reading comprehension, use Fairy Tale Illustrated version as a media can be alternative way. Through Fairy Tale Illustrated version, the students can comprehend and analyze the main idea and specific idea in the reading passage and find some information from the reading texts. In short, The Illustrated version can be called as an alternative media to make students understand the text easily and feel happy to read it, thus they will be interested to study.

Based on the background above, the researchers will conduct research on the teaching of reading through Fairy Tale Illustrated Version in order to improve students' reading comprehension. The reason is that the tenth grade students of MAN 2 Kota Palu did not get effective way of teaching from their teacher. Because of their teacher's technique does not effective way to teach the students. So that, the students have lack of skills and the researchers realized that the students are more interested in Fairy Tale Illustrated Version than Other Story without an Illustration. The Illustrated Version can be an interesting media for students to read, it will not make the students get bored.

METHOD

In this article, the researchers wanted to prove whether The Use of Fairy Tale Illustrated Version Can Improve Reading Comprehension of The Tenth Grade students of MAN 2 Kota Palu. In conducting this research, the researchers used quasi-experimental research as there search design. Quasi-experimental research is a research design where two classes will be compared to prove the hypothesis. Those classes are the control class and the experimental class. Both classes are distributed pre-test and post-test. The experimental class gets a treatment through Fairy Tale Illustrated Version, while the control class received the conventional method as teacher given. The two classes will get the same form of pre-test and post-test. The design of the research proposed by Cohen, Manion and Marrison (2007:283) as follow:

Experimental group	O1	X	O2
Control Group	O3		O4

Population is a group of people, things or events which are going to be investigated, Cresswell (2005:145) defines, "populations is group of individual who have the same characteristic" The researchers took the Tenth grade students of Man 2 Kota Palu as the population of this research. It has 22 class and consisted of 30 to 36 students of each class.

The sample must be selected correctly in order to get right sample that can represent the population of research. The sample must represent the condition of the population. Gay (1996: 128) points out, "Sampling is the process of selecting number of individual for a study in such a way that the individuals represents the larger group from which they were selected. The researchers used purposive sampling technique. The researchers choose two classes as the sample for this research. The researchers choose Mia 2 that consisted of 33 students as the experimental group and Grade Mia 1 that consisted of 31 students as the control group.

Variable is the object of the research that becomes the concern of the research. There are two types of variables: dependent variable and independent variable. Variables refer to anything that has a quantity or quality that varies. The quality or quantity of each individual was different from one another. Instead, two or more beings could have same characteristics. In experimental research, there are two variables. They are dependent and independent variables. The dependent variable is a variable that a researchers is interested in while the independent variable is a tool to influence the dependent variable. The dependent variable is students' reading comprehension while the independent variable is the use of Fairy Tale Story Illustrated Version.

In conducting this article, the researchers used test to collect the data. Two tests were administrated for the experimental and control in this research. The first test was pre-test to know the preliminary data about the students' reading comprehension in narrative text. The second was the post-test to determine the progress in reading comprehension. The researchers made the tests and the material of the tests was taken from students' handbook, other related book, and internet. The test is in the form of narrative questions with the following scoring system:

Table 1:
The Scoring System of the Test

No	Kinds of test	Number of items	Score of each items	Total score
1	Multiple choice	15	1	10
2	Essays	5	3	15
Total		15		25

After giving pre-test to the students, the researchers applied treatment. The researchers conducted treatment six times excluding pre-test and post-test, While teaching the students, the

researchers followed some procedures; the researchers grouped the students into several small groups before delivering the topics to the students. Before going to the while activities, the researchers gave the students some brainstorming. The brainstorming is aimed at stimulating the students' thinking towards the material that will be learn. After giving apperception, the researchers led the students to read the fairy tale illustrated version and did some task related to fairy tale story. After reading the texts and doing some tasks, the teacher guided the students discuss about what they have just read.

To evaluate the teaching and learning process, the researchers gave the students tasks and quiz. The researchers also evaluated the students by asking them some questions. At the beginning and the end of the class, the researchers motivated students by telling the students the importance of English especially reading comprehension. After giving the treatment, the researchers gave the students post-test. The test kind and difficulty level used in the post-test was the same with the test used in the pre-test, but the question was different. In deciding the level of the test, the researchers gave an illustration in the post-test. To know the results of the data, the researchers used formula proposed by Arikunto (2006).

FINDINGS AND DISCUSSION

FINDINGS

In order to obtain the data, the researchers used the reading test as the research instrument. There are two kinds of test in the research, which are pre-test and post-test. Each test consists of 10 items of multiple choices and 5 items of essays. The pre-test was examined to ascertain students' reading comprehension so that the researchers could measure their level of comprehension and prior knowledge. After doing the treatment, the researchers conducted the post-test in order to determine whether The Fairy Tale Illustrated Version as a media can improve student's reading comprehension.

In the first meeting, The pre-test was given to measure students' reading comprehension and prior knowledge. The test was conducted before the researchers using the treatment to the experimental group. In the pre-test, the researchers gave students a task in the form of multiple choice and essays. The test was given to the experimental group (X MIPA 2) and control group (X MIPA 1) on February 21, 2023. Then, the researchers conducted the treatment using Fairy Tale Story Illustrated Version about six meetings. The topic was given based on the students' handbook on the school and other related sources from internet. After administering six treatments to the experimental group using Fairy Tale Illustrated Version and teaching the control group using conventional method, the researchers gave post-test for both groups. Then, the result of the pretest and posttest of the students in experimental group is presented on the table 2 below:

Results of the Pre-test and Post-test of the Experimental Group

NO	INITIAL	Pre-Test	Post-test
1	AZA	36	64

2	AFS	48	76
3	ASA	32	56
4	EPP	40	60
5	FT	56	80
6	FP	40	76
7	F	24	60
8	FDI	80	92
9	HR	44	72
10	H	32	56
11	HD	56	76
12	HN	44	76
13	I	56	68
14	K	32	56
15	LR	44	72
16	MA	32	68
17	MP	76	80
18	MFU	36	68
19	MMA	56	88
20	MK	48	80
21	MNR	40	80
22	MKH	56	84
23	MRA	36	64
24	MDR	52	76
25	MRF	32	52
26	MN	44	76
27	NA	72	96
28	RA	32	60
29	SP	36	72
30	VR	48	76
31	WO	40	80
32	ZKP	28	56
33	Z	48	72
		1496	2368

Looking at the table above, the result of the students' pre-test showed that the highest score was 80 while the lowest score was 24. The total score of students in the pre-test was 1496. Then, the mean score achieved by the experimental class in the pre-test was 45.33. After that, the researchers gave the treatment to the experimental group, and the post-test results of students in the experimental group significantly changed. The table above indicates that the experimental group's highest score on the post-test was 96, and the lowest was 52. Furthermore, three students passed the minimum passing grade. The result of the pre-test and post-test of the control group is presented in Table 2.

Results of the Pre-test and Post-test of the Control Group

NO	INITIAL	Pre-Test	Post-test
1	ARM	48	52
2	AJ	40	48
3	A	56	68
4	ARDM	84	88
5	AAZ	52	56
6	AK	32	52

7	AAW	36	44
8	AND	44	52
9	FD	60	64
10	GAF	48	56
11	MA	52	56
12	MN	72	80
13	NCF	56	72
14	NE	52	52
15	NH	36	44
16	NYT	32	56
17	NRM	52	60
18	NA	48	64
19	NGM	44	48
20	PSJB	76	84
21	RV	52	60
22	RKAM	56	64
23	R	28	48
24	RA	76	88
25	RH	48	52
26	SN	44	60
27	SNA	40	52
28	SRHD	52	76
29	SSNA	48	52
30	SCS	40	68
31	TS	36	40
		1540	1856

The data analysis above showed that the researchers found that the experimental and control groups' mean scores different. The mean pre-test score in the experimental group was 45.33, and the control group was 49.68. The mean score post-test in the experimental group was 71.76, while the mean score of the post-test in the control group was 59.87. Furthermore, the highest post-test score in the control group was 88, and the lowest was 40. The data indicated that sixth of the students passed the minimum passing grade. Thus, the mean post-test score in the experimental group was higher than the mean score in the control group. The researchers concludes that the improvement of the experimental group is more significant than the control group. It means that The Use of Fairy Tale Illustrated Version can improve students' reading comprehension.

After getting the mean score of the pre-test and post-test, the researchers calculated the deviation and square deviation of both classes, experimental and control groups. Based on the calculation, the total deviation score of the experimental group was 892, and the square deviation score of the experimental group was 26096. On the other hand, the total and square deviation scores of the control group were 316 and 4697. The result can be seen in Table 3.

Result of Deviation Score and Square Deviation

Group	Deviation Score	Square Deviation Score
Experimental	892	26096

Control	316	4697
---------	-----	------

Then, the researchers computed the t-counted values of both groups to find out the significant difference between the pre-test and the post-test using formula from Arikunto(2006). Based on the computation, the t-counted value was 9.20. After that, to determine whether the hypothesis is accepted or rejected, the researchers counted the t-table by applying the degree of freedom $(df) = N_x + N_y - 2 = 33 + 31 - 2 = 62$ with a level of significance of 0.05. The researchers found that the t-table value was 1.99. Based on the results, the researchers concluded that the hypothesis of this research was accepted because the t-counted value (9.20) was higher than the t-table (1.99). The Use of Fairy Tale Illustrated Version Can Improve Students Reading Comprehension of The Tenth Grade Students of Man 2 Kota Palu.

DISCUSSION

In order to find out whether or not the Fairy Tale Story Illustrated Version is effective to improve the students' reading comprehension of the tenth grade students of MAN 2 Kota Palu. The researchers focused on literal comprehension as it was part of students' problem in doing reading activities; finding specific and general information of reading text. In this article, the researchers using Fairy Tale Illustrated Version as the media. The researchers used pre-test and post-test in collecting data. The advantages of this method are the students' interest to read more text and they can easy to find out the main idea in the text. Story Illustrated Version also can stimulate students' sense to process information that presented through setting and story information. Meanwhile, the disadvantage of Story Illustrated Version is that the picture only emphasizes the perception of the eye senses. Therefore, the students only guess the situation based on the expressions of the characters in the illustration.

Before giving the treatment, the researchers gave pre-test to the class. Pre-test was given in order to measure the students' ability before getting the treatment. To prove the objective of the research, the researchers used Quasi-experimental research design consisted of two classes which X Mipa 2 as The Experimental group and X Mipa 1 as the control group. The experimental group consisted of 33 students and the control group consisted of 31 students. The Pre-test contained two type of item, which were multiple choices and Essays related to narrative Text. The pre-test was given on 21th February, 2023. The result of Pre-test almost all the students were poor in reading. It indicates that when the students work on the worksheet, some students are still confused, and some even answered questions randomly. There were several factors that influence students to do the pre-test is still not good. First, there were some students who felt confused with the English word, it was the first time for them to learn English. Second, the students felt bored, they were not interested in the text. They did not read the text, only focused on the questions, and pick the item in multiple-choice that they thought was the answer. It means that the students rarely practice reading English words, therefore they need to practice a lot.

To improve the students' reading comprehension, the researchers gave the treatment

using Fairy Tale Illustrated Version as the media for sixth meetings. Each meeting took 3x45 minutes. Each meeting the researchers gave the different story. The first was about Beauty and The Beast. The second was about Aladdin. The third was about Rapunzel. The fourth was about Snow White. The fifth was Alice in A Wonderland. The last was Poccahontas. It means there were six topics in each meeting. After explain about the story, the researchers trains the students to find out the specific information from the text and asked to discuss it together as pairs. The researchers chose Fairy Tale Story Illustrated Version as an appropriate solution for this matter because it could build students' motivation to reading more. The Fairy Tale Illustrated Version has many pictures and color that interest to read. It can help the students to practice reading a lot. By giving the students The Fairy Tale Illustrated Version as the media, the students were required to be a good reader. The students must be able to find out the specific information in the text and identify the information from the illustration of the story.

After applying the treatment to the students, the researchers gave the post-test to the students to test them. The purpose of this test is to know the students comprehension in reading text after the application of the treatment. Most students had good improvement after the treatment was given. However, there were view students who had a slight improvement. It is caused by the lack of interest in learning English. The mean score of The Experimental group increased from 45.33 to 71.76. The result of post-test showed that students' reading comprehension was improved after using Fairy Tale Illustrated Version. In the final analysis, the result of t-test computation showed clearly that t-counted value (9.20) was higher than the value of t-table (1.999). It indicates that after being given the treatment using the illustrated version, the improvement in students' reading comprehension better than before. This is related to Putra (2012) Illustration in a book aims to explain or decorate a story, writing, poetry, or other written information, with the help of visual the writing is easier to understand. As the researchers know, when the researchers teaches the narrative text using the illustrated version of the Fairy Tale, the students shows their interest in learning. Explain or explain a good written text to be readings, stories, news, articles and others so that the meaning is easy to understand it's contents (Sumanto, 2006).

The teaching and learning process using the illustrated version in the narrative text is very effective, as explained by Anderson (1997) Narrative can be defined as textual content, telling a story and, thus, entertaining or informing the reader or listener. Meyers (2005) argues that narrative is one of the most effective approaches in talking to other Anderson where photo organizer techniques are used to train narrative text content in senior universities, need to inform about an event or target market, can be found interesting.

This technique is also supported by two previous studies, conducted by Hidayah (2007) and Pratami (2021), in which they have used Story Illustrated Version for high school students. The researchers has succeeded in using the story Illustrated Version as a media to improve the reading comprehension. In teaching reading comprehension, we need to make sure that we use

the suitable media of teaching. Using Fairy Tale Illustrated Version in narrative text can be an interesting media in stimulating the students to be interested in reading. It also makes the students more enjoyable to read, easily understand and improve their reading comprehension.

CONCLUSION & SUGGESTIONS

Regarding with the research question accepted, Fairy Tale Story Illustrated Version can be applied to improve students' reading comprehension. It was proven by the result of the t-counted 9.20, which is greater than the t-table 1.999. In addition, the mean score of the experimental group has improved from 45.33 to 71.76 after getting the treatment. Hence, it means that the hypothesis is accepted. In this research, there are procedures in collecting data which is tests. The test includes pre-test and post-test that are in different questions but in the same level of difficulty. In other words, using Fairy Tale Illustrated Version of Narrative text was effective in teaching reading comprehension at the tenth grade of Man 2 Kota Palu, using Fairy Tale Illustrated Version could improve the students' reading skill especially in reading comprehension.

At the end of this chapter, the researchers would give some suggestions which hopefully be useful for English teachers and other researcher. For English Teacher, teacher should pay attention to the students' needs to select the media of learning process. Fairy Tale Illustrated Version can be one of the solutions in teaching reading; it can attract the students' interest. Because, they will not only read but also know the meaning of the illustrations in the text. In addition for the teacher can ask the students, they should bring and use the dictionary that can help them to find out the meaning of the story. The students should pay attention when teacher present material during class, because it will help them to added a new knowledge or information then, they can share it in the group. If students find difficulties during understanding the material, they can ask friend in their group or ask the teacher to help them. For other Researchers who will do the same research, they can use the result of this research as a reference for their research. They have to observe students' problems before knowing the problem of students then, they can solve it. In another option, the reader can do the research at the school where they did the teaching practicum before. Because it will affect the time, they can do the observation while the teaching practicum

REFERENCES

- Anderson, M & Kathryn. (1997). *Text Type in English 2*. South Yarra: MacMillan Education Australia.
- Arikunto, S. (2006). *Procedure Penelitian: Suatu Pendekatan Praktek*. (Edisi Revisi v). Jakarta: PT Rineka Cipta
- Chard, D. J. (2008) *What is reading comprehension and why is it important?*. New York: US department of education

- Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education*. New York: Routledge
- Cresswell, J. (2005). *Education Research, Planning, Conducting and Evaluating Quantitative and Qualitative Research*. (2nd Ed). Lincoln: University of Nebraska
- Gay, L. R., and P. L. Diehl. (1996) *Research Methods for Business and Management*. International Edition. New jersey: Prentice Hall.
- Hidayah, N. (2007). *The Use of Beauty and the Beast Illustrated Version as Narrative Reading Material*. Under Graduates thesis : Universitas Negeri Semarang.
- Meyers. (2005). *Gateways to Academic Writing: Effective Sentences, Paragraphs, and Essays* New York: Pearson Education, Inc.
- Patel, M.F. and Jain, P.M. (2008) *English Language Teaching (Methods, tools & Technique)*. Jaipur: Sunrise Publishers and Distributors, Bangalore.
- Pratami, K.K.W. (2021). *The Use of Alice in Wonderland Illustrated Version as Narrative Material to Improve Student's Reading Comprehension*. Journal : Muhammadiyah University of Makassar
- Putra & Lakoro. (2012). *Perancangan Buku Ilustrasi Musik Keroncong*. Jurnal Teknik Pomits, 1(1), 1-6. Desain Produk Industri Institut Teknologi Sepuluh Nopember, Surabaya.
- Richards, J. C. & Schmidt, R. (2010). *Longman Dictionary of Language Teaching and Applied Linguistics*. Great Britain : Pearson Education Limited.
- Said & Weda. (2018). *English language anxiety and its impacts on students' oral communication among Indonesian students*. TESOL International Journal: Tadulako University and Universitas Negeri Makassar.
- Snowling, M. J., & Hulme, C. (Eds.). (2005). *Blackwell handbooks of Development psychology The science of reading: A handbook*. Blackwell Publishing.
- Stephanie, M. (2007). *Reading Strategies for Science*. Shell Education. United State of America.
- Sumanto. 2006. *Pengembangan Kreatifitas Seni Rupa Anak SD*. Jakarta: DirjenDikti