
The Use of Fable in Developing Reading Comprehension

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Abstrak

Penelitian ini bertujuan (1) Untuk mengetahui bagaimana penggunaan dongeng dalam mengembangkan kemampuan membaca pemahaman berdasarkan artikel-artikel penelitian yang direview dan (2) Untuk mengetahui seberapa efektif dongeng dalam mengembangkan kemampuan membaca pemahaman. Penelitian ini dilakukan melalui metode penelitian kepustakaan. Sumber data dari dua data yaitu data primer diambil dari (Mislaini 2015) dan data sekunder diambil dari dokumen yang didasarkan pada artikel ilmiah dan dua tesis antara tahun 2015-2024. Berdasarkan hasil metode penelitian kepustakaan, ditemukan 5 peneliti yang menggunakan dongeng untuk meningkatkan pemahaman membaca, yaitu, Nurafni (2020), Alisah (2024), Romdoni (2020), Aisyah (2024), dan Sari (2018). Hasil analisis menunjukkan bahwa implementasi metode Fabel dalam pengajaran membaca pemahaman dilakukan dalam tiga langkah. Teknik fabel digambarkan sebagai kumpulan analisis data yang berkelanjutan untuk membantu siswa memahami, belajar, dan menikmati kemampuan membaca pemahaman. Penerapan teknik ini tidak hanya dilakukan dengan mengandalkan teknik ini saja, tetapi juga dengan bantuan berbagai media dan teknik pendukung, seperti video, buku fabel digital, dan teks naratif. Analisis terhadap sumber-sumber primer juga menunjukkan bahwa, setelah penerapan teknik fabel, ditemukan bahwa semua siswa dari berbagai tingkat akademik mengalami peningkatan dalam pemahaman membaca mereka. Temuan ini menyiratkan bahwa penggunaan fabel dalam pengajaran pemahaman membaca berdampak positif pada siswa. Dengan demikian, penggunaan fabel merupakan metode yang efektif untuk mengembangkan pemahaman membaca siswa.

Kata kunci: pengembangan; pemahaman membaca; teknik fabel

Abstract

This study aims (1) To find out how the use of fables in developing reading comprehension skills is based on the research articles reviewed and (2) To find out how effective fables are in developing reading comprehension skills. This study was conducted through the library research method. The data sources from two data that are primary data were taken from (Mislaini 2015) and secondary data were taken from documents based on scientific articles and two theses between 2015-2024. Based on the results of the Library research method, 5 researchers were found who used fables to improve reading comprehension, namely, Nurafni (2020), Alisah (2024), Romdoni (2020), Aisyah (2024), and Sari (2018). The analysis results show that the implementation of the Fable method in teaching reading comprehension was conducted in three steps. The fable technique is described as a collection of ongoing data analysis to help students understand, learn, and enjoy the ability to read comprehension. The implementation of this technique is not only done by depending on this technique itself but also with the help of various supporting media and techniques, such as videos, digital fable books, and narrative texts. Analysis of the primary sources also showed that, after the implementation of the fable technique, it was found that all students of different academic levels experienced improvements in their reading comprehension. This finding implies that the use of

fable in teaching reading comprehension positively affects students. Thus, the use of fables is an effective method to develop students' reading comprehension.

Keywords: *developing; reading comprehension; fable technique*

Introduction

Reading is a basic skill of all learning, along with speaking, listening, and writing. Reading is one of four language skills taught in the English language learning process. Reading also implies reading, receiving, and understanding written material. Reading is one of the ways to get information, so reading becomes an important part of our lives to find any information. Richardson and Schmidt (2010) state that reading is the process by which the meaning of 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. Reading is a dynamic process in which information from the text and knowledge possessed by the reader interact to enable the reader to construct meaning before, during, and after reading.

Reading comprehension is the level of understanding of a text or passage. According to Taringan (2008), reading comprehension is a type of reading that aims to understand reading. Reading comprehension means studying reading material that is read more carefully so that you can assess the situation, value function, and effect of reading. Reading comprehension is the process of reading to build understanding (Tarchi, 2017). Reading comprehension consists of two words. Read and understand. It is a complex process in which the reader must apply his skills to understand the passage he has read. As we know, reading is not just about reading but also about understanding (Muzna, 2015).

The government created a new curriculum, the Merdeka Belajar Curriculum, which was established as the new curriculum in 2022. Based on the result of the interview with the English teacher at SMPN 5 Palu. The students are required to be active in the teaching and learning process, especially with the new Merdeka Belajar curriculum, which must be linked to core competencies and curriculum competencies. Teachers are also required to develop a more practical teaching process by using several learning media such as LKS. Reading English texts continues to be a challenge for many Indonesian students because the Merdeka Belajar curriculum's goal for the teaching and learning of reading is to understand the meaning of the text. Therefore, students lack vocabulary and motivation because they are unfamiliar with the language stated and offered in a book, and most students are unable to understand its meaning. As a result, students only read without fully understanding the context of their reading material. Furthermore, they discover they are disinterested in English classes since they

think the subject is dull. As a result, students who are not motivated to learn English lack vocabulary. Teachers are another source of this problem. Students often assume that learning English, especially reading, is not interesting because teachers only provide texts for them to read in class without giving prior notice or the opportunity to prepare for interesting experiences.

For the problems that occur above, many strategies can be used to help improve students' reading comprehension, one of which is by using fable materials. Fables are stories that tell about the lives of animals that behave like humans. Fables are works of fiction or fantasy (imaginative). Sometimes, fables choose small characters in human form. Fables are also often called moral stories because they have messages related to morality. The researcher chose fable texts to teach moral messages while improving students' reading comprehension. Given some of the problems, the researcher investigated the use of fables in reading instruction because fable narrative texts are fun to read. This kind of material can also improve vocabulary acquisition and comprehension ability and make it easier for students to understand English texts.

In addition, some factors can be interesting for students when reading fables, such as the use of animal characters or objects with human traits, which can make the story more interesting and make it easier for students to imagine the situation of the story. Fables that contain elements of surprise or wit in the storyline can keep students engaged and curious. Fables that can be connected to students' daily experiences or situations can motivate them to understand and relate moral lessons to their own lives. If the fables are illustrated, interesting pictures or illustrations can help students understand the concepts of the story better (Nurafni, 2020). The use of rich and descriptive language can increase students' appeal to fables. Fables that provide space for students to use their imagination and creativity in interpreting the moral message.

Based on the new curriculum, Merdeka Belajar, the students are expected to be able to read and identify the main ideas and information based on the text. So, the students should improve their reading comprehension. Reading activity is one of language acquisition, communication, and sharing information and ideas. The goal of this learning is to teach students to understand basic text information, recognize ideas and thoughts both directly and implicitly, gather detailed knowledge about the text, and summarize it in their own words. Therefore, students are expected to achieve these goals.

Methods

In this research, the researcher used a qualitative research design, which is the Library Research method, to obtain and analyze data. According to Mirzaqon and Purwoko (2018), library research is a study conducted by collecting data with the help of various reading materials found in a library, such as documents, books, articles, etc.

The researcher used primary and secondary data to collect the data for this research. The primary data is taken from Arikunto (2010). The secondary data are collected from the implementation of the use of fables in developing reading comprehension and taken from research in 2015-2024. The researcher used a qualitative approach in which the form of data is utterances. The technique used in this research was a survey through the existing library on the internet. The necessary steps for collecting data are as follows: (1) searching and browsing some literature/theories, (2) Reading and understanding the literature/theories, and (3) taking notes about the literature/theories chosen. After the data collection techniques, the next step was to analyze the data. The information collected was organized and analyzed using the content analysis method. Following their acquisition from data sources, the data were examined through the following process: (1) reading the data, (2) analyzing the data, (3) filtering and classifying based on the theories needed to support this research, (4) connecting to support this research, (5) making the conclusion.

Results

The researcher focused on analyzing five scientific writings as suitable representations of the use of fable in developing reading comprehension. The five scientific writings are categorized into two theses and three articles. The theses were used by Nurafni (2020) and Nur Alisah (2024). Meanwhile, the articles used by Ulfah Romdoni & Salamun (2020), Nur Aisyah, St Asrianti AM & Maharida (2024), and Della Puspita Sari & Jufri (2018). After collecting data and analyzing data, provide a discussion of the findings.

Table 1. Findings

No	Researchers	Title	Teaching procedure	Result
1	Nurafni (2020)	Using Fable in Developing Reading Comprehension of Grade VIII Students at SMP Negeri 15 Palu	The teacher explained the material that would be taught. In this part, the teacher would teach and explain narrative text. The teacher gave time or permission to students to ask if some students did not understand or had problems. The teacher divides them into some groups. In this part, the teacher gave a test to groups. The students worked in groups, the students underlined difficult words, and then the students answered the question based on the text. The students and the	The study concluded that grade VIII students at SMP Negeri 15 Palu benefited from the usage of fables in improving their reading comprehension. The experimental group employing fables had a higher average post-test score (87.24) than the control group (80.57), according to the data. Furthermore, the statistical analysis revealed that the research hypothesis was approved since the t-count value (2.14) was higher than the t-table (1.684) at the 0.05 significant level. As a result, using fables as teaching tools can help kids become more proficient readers.

				teacher answer together.	
2	Nur Alisah (2024)	Using Fable in Developing Reading Comprehension of Grade VIII Negeri Balaesang	2	<p>The instructor begins the class with a greeting and an introductory activity. Call each person individually to verify the attendance list. The students are then given homework in English that is related to a fable narrative called "The Little Red Hen." The students were required to answer the questions and translate the fable story into Indonesian. One of the pupils is asked to disseminate the fable story text by the English teacher. The English teacher engages the class by posing some questions about the images before introducing the first fable story text. The English teacher asks them about the moral of the story after they have all read it. The English teacher then asks them to complete a task. The students pay attention once the English teacher clarifies and corrects their error. By answering a few questions, the English teacher assists the pupils in translating the material.</p>	<p>the results of this study show that fables are effective teaching materials because students enjoy reading stories and do not feel bored. The reading material can be understood by students, and they are able to identify specific information in the text. Thus, the results of data processing with SSS version 23 show that the sig (2-tailed) of (0.000 < 0.05). With degree of freedom (dr) = N-1. Where N= (27-1 = 26) df = 26, where t-count = 10.992 and the value (2-tailed) = 0,000.</p>
3	Ulfah Romdoni & Salamun (2020)	Improving Students' Reading Comprehension Skill Using Fable Story Text (A Study of First Grade of MTS Miftahul Ulum GondangRejo GondangWetan Pasuruan)		<p>The English teacher greets the class and looks over the attendance list before beginning the session. One of the pupils was invited to present the text of a tale called "The Goose that laid golden eggs" by the English teacher. Pupils comprehend language, pinpoint details, identify the primary idea, and synthesize ideas. Some students are asked to read the fable story text and translate it into Indonesian by the English teacher. After completing the task, students collaborate to choose the right response.</p>	<p>The responses of students of MTs Miftahul Ulum Gondangrejo Gondangwetan Pasuruan are interested in the implementation of fable stories as the source of learning reading comprehension skills. Finally, the research can support further research. It is recommended for the English teacher to apply fable stories as a source in teaching reading comprehension skills. Moreover, students can comprehend simple text easily.</p>

				After asking the students about their difficulties understanding the text and providing a summary of the lesson they had learned, the English teacher assigns homework	
4	Nur Aisyah (2024)	The Use of Fable Story Through STAD Technique to Improve Students Reading Comprehension at Junior High School	The information that will be given to the students is first described by the researcher. Second, following a review of the material, students are assigned fable stories to read and complete independently. Following a second review of the material, the three researchers divided the class into groups of four or five students each to complete the topic through discussion using the STAD technique. Students are given fable stories and asked to answer individual test questions after finishing one or two class presentations and working and practicing in groups.	Based on the results of the previous investigation, the researcher came to the conclusion that junior high school students' reading comprehension was successfully enhanced by the employment of fable stories and the STAD approach. The conclusion's primary points about score improvement are as follows: The average reading comprehension score of the pupils rose from 57.65 on the pre-test to 73.53 on the post-test. Statistical significance: A significant difference between the pre-test and post-test findings was indicated by the t-test value (9.024) being higher than the t-table value (2.119).	
5	Della Puspita Sari & Jufri (2018)	Using AESOP's Fable to Teach Reading Comprehension of Narrative Text at Junior High School	The instructor welcomes the pupils and assesses their physical preparedness for learning. In order to help the pupils understand the story, the teacher will show them a few pictures. The teacher encourages the students to pose questions about the images after they have seen them. After that, the instructor helps the pupils talk to their peers about various topics. In relation to the photographs provided during the observation phase, the instructor disseminates narrative text. Aesop's fables are explained by the teacher, who also plays a video of them discussing a narrative text. In order to answer	Based on the previously mentioned research, the researcher came to the conclusion that junior high school students might learn to read and comprehend narrative texts through the use of Aesop's Fables. These tales may capture students interest and encourage them to read because they make it easier for them to recognize concepts in narrative texts and connect what they read to their own experiences. It helps students in identifying moral lessons in the narrative text..	

questions based on the narrative text, the teacher asks each student to define the general structure and linguistic features of the text on their own. Together, the instructor and students look for the text's challenges.

This part explains the use of fable in developing reading comprehension technique applications and the strengths of each author's findings.

1. Nurafni (2020)

This study aims to increase students' reading comprehension skills by utilizing fables as a teaching tool. Teachers stand to gain the most from the study since it is anticipated that it will assist them in creating efficient teaching methods that would enhance their pupils' reading comprehension. Second, it is anticipated that kids will be able to comprehend reading materials more readily, expand their vocabulary, and become more interested in reading. Third, for researchers, this study sheds light on how well learning materials—especially fables—work when used in secondary school English language instruction. As a result, this study may improve the way that students learn to read in the classroom.

This study's implication is the first enhancement of instructional strategies: using fables as learning materials can help students become more proficient readers. To enhance students' learning results, educators might implement this strategy in the classroom. Second, the study's findings can be used to update or expand the English language learning curriculum by adding more narrative materials, like fables, to aid students in understanding the subject matter. Third, heightened interest in reading: it is anticipated that employing captivating tales would increase pupils' motivation to read, which can enhance their reading abilities in general. Fourth, teachers should incorporate a wider range of texts into their lessons, according to the report. Five, the value of vocabulary: This study demonstrates that fables can aid children in expanding their vocabulary, which is a crucial component of language acquisition.

2. Nur Alisah (2024)

This study aims to ascertain whether using fables to improve eighth-grade students' reading comprehension abilities at SMP Negeri 2 Balaesang is beneficial. Additionally, hypothesis testing demonstrates that fables are a valuable tool for improving kids' reading comprehension abilities. According to the study's findings, using fables can help children become more literate, enjoy learning, and become more engaged and active in the process.

The researcher came to the conclusion that fables were employed to assist pupils in comprehending the text's overarching subject and identifying the key point of each paragraph. Furthermore, the study's findings demonstrate that fables are useful teaching tools since they keep students engaged and happy while they read stories. Students are able to recognize specific facts in the text and comprehend the reading material.

3. Ulfah Romdoni & Salamun (2020)

This study aims to describe the implementation of the use of fable stories to improve reading comprehension skills in class VII MTS Miftahul Ulum Gondang Rejo Gondang Wetan Pasuruan, as well as to find out students' responses to the use fable stories. The researcher adapted the reading strategy procedure MA (2008). The procedure is still related to the proposer. However, the reviewed paper used the adopted teaching procedure. The result remains the same: the application of fables in reading instruction makes students progress in reading skills.

In the teaching sequence for guided reading, the activities are divided as follows: pre-reading, during reading, and post-reading the text. The researcher concluded that the students' reading ability can be improved through fables. The use of fables makes students learn more with teacher guidance. With a good story, students will be interested in following the lesson. In the classroom, students are very enthusiastic about following the activities and are actively involved in the teaching and learning process. So, by using fable narrative text, students' reading ability can be improved.

4. Nur Aisyah, St. Asrianti AM, Maharida (2024)

The purpose of this study was to determine the improvement of students' reading comprehension skills, which focused on determining the main idea and conclusion in fable stories on narrative text. The usage of fable stories in conjunction with the STAD approach is the aspect that influences the improvement of pupils' reading comprehension. Through group discussions and collaborative learning, this approach helps students interact with fable stories more successfully, which improves their understanding and memory of the subject matter.

Effectiveness of Using Fables: Students' capacity to identify the primary concept and conclusion of narrative texts was enhanced by the use of fable texts as instructional materials. Student engagement: Following the use of this strategy, students demonstrated improved reading comprehension and engagement. Furthermore, this study demonstrates that incorporating fable stories into instruction can improve students' comprehension of narrative literature.

5. Della Puspita Sari & Jufri (2018)

The method of this study focused on the use of Aesop's fables as a medium to teach reading comprehension of narrative texts in junior high school. The purpose of

this paper is to help students to better understand narrative texts. In addition, teachers also get an effective way to teach reading comprehension of narrative text to improve students' ability in reading narrative text.

In this study, the researcher focuses on teaching procedures involving several stages, namely observing, questioning, gathering information, associating, and communicating.

The use of these fables can attract students' interest and motivate them to read: students more easily identify ideas in narrative texts and can relate the information they read to personal experiences. This helps them find moral values in the story. Learning strategies: the implementation of learning strategies involving videos and discussions on Aesop's fables can improve students' comprehension of narrative texts.

Conclusion

Based on the research questions that have been fomulated previously, it is explained that first, from the data sources on the use of fables in developing students' reading comprehension conducted in the period 2015-2024. The results of the research articles that have been reviewed by five different researchers show that the use of fables is important to improve students' reading comprehension. Not only that, fables can improve students' character, morals, and culture during the teaching and learning process in class. Second, the application of fables as a reading comprehension strategy has shown significant effectiveness in improving students' understanding and engagement with texts. Five researchers showed that structured activities around fables not only improved reading comprehension but also increased students' vocabulary and fostered a positive learning environment, which ultimately led to increased academic achievement among students. The use of varied teaching strategies and supporting media strengthened students' ability to understand and connect with the reading text. Thus, the use of fables is an effective method to develop students' reading comprehension.

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