



**THE EFFECTIVENESS OF USING ILLUSTRATED FOLKTALE “THE PRINCESS FARMER” TO TEACH READING COMPREHENSION OF NARRATIVE TEXT**  
**A Quasi Experimental Research at the Tenth Year Students of SMK Diponegoro Juwana in the Academic Year of 2015/2016**

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**Abstract**

*This article is about the use of illustrated folktale “The Princess Farmer” as a strategy to develop the students’ reading comprehension. In order to achieve the objectives of this research, the writer adopted a quasi-experimental research design. The subjects of this research were class X-AK 1 and X-AK 2 of SMK Diponegoro Juwana, in the academic year of 2015/2016 which consisted of 20 students in each class. In this study X-AK 2 was selected as the control group and X-AK 1 was selected as the experimental group. There were 5 meetings in this study. In the first meeting, there was pre-test, in the second, third, and fourth meetings there were treatments, and in the fifth meeting there was post-test. In order to collect data about students’ reading comprehension of narrative text, the writer used pre-test and post-test to know the students’ differences. Besides used test, this study also used questionnaire. The result of this study showed that the use of illustrated folktale “The Princess Farmer” can measure students’ reading comprehension of narrative text well. Based on the result of this study, the writer concluded that the use of illustrated folktale “The Princess Farmer” gave a good contribution in English teaching and learning, especially in the area reading comprehension of narrative text.*

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## INTRODUCTION

In this modern world, we are expected to have international education and we have to master English as an international language. Language is one of the most important tools of communication among the nations all over the world. Language plays as an essential role in thinking and interacting. It has an important role in the intelligence, social, and students' emotional development. In Indonesia, English is considered as the foreign language and taught formally from elementary school up to the university level. It is so important since we should encourage relationship with all people in the world. We have to learn it to go international; to have a job in an international company, to study in an international college, etc. So, English is taught as one of the compulsory subjects in Elementary School, Junior High School, and Senior High School.

In Senior High School, English is taught as a compulsory subject which functions as a medium of student self-development in the area of knowledge, art, and culture. Senior High School students are prepared to master English through the selected themes.

According to Departemen Pendidikan dan Kebudayaan Nasional (2006: 277), the teaching and learning of English in Senior High School is expected that the students be able to achieve the functional literacy level, which they can communicate in spoken and written form to solve the daily problem. In this literacy level, students are expected to be able to use language in simple communication, such as reading newspaper, signs, etc.

In teaching reading, the students tend to use their own ways of reading. They read sentence by sentence to understand the meaning of a text. However, reading in English as a foreign language is not the same as reading in the students' mother tongue that is Javanese and Indonesian. It makes the students encounter difficulties in vocabulary, structure, pronunciation, etc. Those difficulties sometimes make them bored to read. So, reading should be enjoyable; otherwise, the exercise would not be worth teaching.

For our students who study English as a foreign language, learning English is not easy. It needs more effort for the teachers and their students. The students see that English is completely different with their native language. In reading an English text, they have to know how to pronounce the words and what the text tells about.

It is hard for the students to read a text or a book. They think that reading English is not interesting and boring since they do not know the meaning of the words and do not find an interesting book. Ideally, the students also need to have individual time to read outside of the class besides studying in the class. They can do the activities of reading after school, and it will not disturb their school time because the allocation of time for English at school is very limited. So, the students should be active both in the classroom and at home. The students also need many kinds of interesting materials so that they feel happy to learn English.

The teachers also need to use some interesting techniques to achieve the objectives of the study and to attract the students in teaching-learning process. The teachers as persons who know the problems of teaching have to choose an appropriate method to teach a theme to their students.

In Senior High School Curriculum, Senior High School students have to know various of text types or genres. One of them is narrative text. The teacher should introduce narrative text to their students in the tenth grades of Senior High School.

By reading folktales and other literary texts and passages regularly, it is expected that students will develop their understanding in narrative. In this study, the writer discussed reading skill by using an illustrated folktale book "The Princess Farmer", since folktale is one of the interesting reading materials for the students. The writer chose this book because this book contains of pictures and it is also not difficult to get the book. It is hoped that the students will be more interested in reading English materials.

Considering the reason above, the writer would like to study the method of using

illustrated folktale “The Princess Farmer” in teaching reading of narrative text. It is expected that the use illustrated folktale will make the student easy to study English actually in reading, because the student can enjoy the video with its interested pictures, sounds, characters, and animations. Based on the description above, the writer is interested in choosing the title “The Effectiveness of Using Illustrated Folktale “The Princess Farmer” to Teach Reading Comprehension of Narrative Text at The Tenth Year Students of SMK Diponegoro Juwana in the Academic Year of 2015/2016”.

## REVIEW OF RELATED LITERATURE

The study that I examine is a combination of some related studies that have been done before. The previous studies are concerned with the use of pictures, stories and songs as tools for constructing situational interest and finally helping them to understand English better. Cathlena Anna Martin in her journal confirms that “most picture books follow a conventional, continuous narrative pattern presenting one strand of a tale in linear sequence with pictures illustrating the written text.” A handful of picture books deviate from the traditional narrative style to produce visually engaging multiple narratives. Multiple narratives can be, as Maria Nikolajeva describes, either counterpointing with two or more mutually dependent narratives, or sylleptic with narratives independent of each other. So, when the narrative text is made by illustrated pictures, it can make the readers more interested to read and understand it.

Styasih (2009) in her study, *The Use of Indonesian Fables to develop students’ reading comprehension skills in Junior High School: The Case of the Eighth Grade Students in SMP N 1 Prembun, Kebumen in the Academic Year of 2009/2010*. She held a research on eighth grade students of junior high school class VIII-4. The result of her study is that after she conducted her study, she found out that her students became better after the use of fables upon them along the study. She stated that fable is an effective tool for mastering reading skill, because it is easy to be understood and it is quite interesting for anyone. The previous study

concerned about the illustrated folktale was conducted by Rahma Mustikarini (2009) in her study, *The Use of Illustrated Folktale “The Careless Jaka Tarub” to Improve the Students’ Ability in Understanding Narrative Reading Text (An Experimental Research at the Eight Year Students of MTs Abadiyah Gabus-Pati in the Academic Year of 2009/2010)*. The result of her study is she found out that the experimental group’s understanding of narrative text was better than the control group. The students were interested and understood the story easily from the illustrated picture, so it can make them enjoyed it.

The other studies conducted by Intan Permatasari (2012), *Improving Students’ Reading Skill of Narrative Text by Using Story Mapping Strategy In Junior High School*. She held a research on eighth grade students of SMP N 1 Undaan Kudus. The result of her study is that after she conducted her study, she found out that her students became better after the use of story mapping upon them along the study.

Besides in another studies, there are interesting methods use to increase reading skills. According to Harmer (1998:79), by far the most important reason for teaching reading, of course, is that it is a basic language skill. When students are doing the process of reading, they do not only have to keep their minds, but also develop their knowledge and feeling in understanding ideas and meanings in the text.

The study concerned about the technique reading was conducted by Fanny Kartikasari (2011) who studied about *Improving Students’ Reading Comprehension in Narrative Text through Jumbled Texts (an Experimental Research of the Second Grade Students of SMA N 3 Pati in the Academic Year of 2010/2011)*. The objective of this study was to describe how to extend jumbled text can improve the students’ reading comprehension. The other was from journal article by Rudi Hermanto (2009) concerned in *The Use of Cloze Procedure in Teaching Reading Narrative Texts (An Experiment Research in the Case of Year Tenth Students’ of SMA N 1 Bangsri Jepara)*. The objective of this study was to describe how the influence of cloze procedure in teaching reading narrative text. In addition, this study

aims to see a separation social skills a group that has received special treatment by giving method of cloze procedure with who do not get treatment. In conclusion, he found out that there was significant different for those who taught using cloze procedure and those without cloze procedure. The experimental class got better development in increasing point whereas the control class.

Those researches also produced results in which pictures, games, and stories were effective media for attracting students' interest in lesson. All of above researches used experimental research as the method for solving the problems. Those materials are needed to help students in increasing their interest toward English. Although the writers of those studies used different media, the result of the studies showed that the subjects of the researches were more motivated and they made better achievement because they engaged to the teaching process and did the tasks given by the teachers.

## **METHODS**

This study was a classroom quasi-experimental research with two classes at tenth year students of SMK Diponegoro Juwana as the subject of this study. In order to collect data about students' reading comprehension of narrative text and responses toward the use of this technique and media, the writer used pre-test, post-test, and students' response questionnaire as instruments. In this study, there were five meetings, the first meeting to deliver a pre-test, the second, third, and fourth meetings for giving treatments, and the fourth meeting to give post-test and questionnaire.

## **RESULT**

This study was conducted to investigate the students' reading comprehension of narrative text after learning using illustrated folktale "The Princess Farmer". Below are the research findings.

The average score of experimental group in post-test was 90.25, the average score of control group in post-test was 82.75. This implies that there was significance difference achievement

between students who were taught using illustrated folktale "The Princess Farmer" and students who were taught using non-illustrated folktale "The Princess Farmer". From the result enclosed that the mean of the experimental group was higher than the control group. It means that teaching narrative reading text applying illustrated folktale "The Princess Farmer" was better than teaching narrative reading text with non-illustrated folktale "The Princess Farmer".

## **DISCUSSION**

The aim of this study is to find out whether or not the use of illustrated folktale "The Princess Farmer" is effective to teach reading comprehension of narrative text at the tenth grade students of SMK Diponegoro Juwana in the academic year 2015/2016. In conducting the research there were two classes, X-AK 1 as the experimental group and X-AK 2 as the control group.

In order to collect data during this research, the writer used pretest and posttest. There were 20 items in both pretest and posttest. The difficulty level of pretest and posttest was equal. Before the instrument of the study implemented in the two classes, the try-out test was held on September, 3<sup>rd</sup> 2015. The class that chosen was different from the object of the research itself. Here, the writer chose X-AV of SMK Diponegoro Juwana.,

In the first meeting, pretest was given to both experimental and control group in order to measure students' ability before treatment. The results of the tests showed that the average score of experimental and control group was equal although there is slight difference, but it is not significant.

The treatment was given after pretest. There were three times of treatment given on both experiment and control class. The treatment of experimental class was held on September, 9<sup>th</sup> 2015, September, 14<sup>th</sup> 2015, and September, 21<sup>st</sup> 2015. The treatment of control group was held on September, 10<sup>th</sup> 2015, September, 17<sup>th</sup> 2015, and September, 22<sup>nd</sup> 2015. The control group was taught by non-illustrated folktale "The Princess Farmer".

In learning process, it can be seen that in experimental group the students were more active and enjoy the class than the control group. It means that the use of illustrated folktale “The Princess Farmer” succeeded in attracting students’ attention.

After the treatment, the result of students’ reading comprehension of the experimental group was higher than the result of the control group. The difference result can be seen when the writer reviewed all the material given in the end of the class, they answered correctly. It showed that the use of illustrated folktale “The Princess Farmer” made materials easier to be understood.

At the last meeting, the posttest was given. For both the experimental group and the control group were held on September, 25<sup>th</sup> 2015. The result of the posttest showed that the average score of experimental group was 90.25 and the average score of the control group was 82.75. It can be seen that the average score of experimental group was higher than the average score of control group.

To determine the significance of score between two groups, t-test was done. The result of the t-value was 3.02 and the critical value of the t-table was 1.68 since the t-value was higher than the t-table, it showed that there was significant difference between the two means of pre-test and post-test. It means that the use of illustrated folktale “The Princess Farmer” to teach reading comprehension of narrative text was more effective.

The result of the data analysis showed that illustrated folktale “The Princess Farmer” can be used as an alternative way in teaching narrative reading text for the tenth grade students of SMK Diponegoro Juwana in the academic year of 2015/2016. Teaching narrative reading text using illustrated folktale “The Princess Farmer” can make students easier to understand the story. It also makes students more active, even silly students. It was more effective than using non-illustrated folktale “The Princess Farmer”. So, based on the result of data analysis, the writer concluded that there is significant effect of using illustrated folktale “The Princess Farmer” in teaching narrative reading text.

## CONCLUSION

The result of this study concluded that the use of illustrated folktale “The Princess Farmer” in teaching narrative reading text to tenth grade students of SMK Diponegoro Juwana was very useful and effective.

Learning narrative reading text through illustrated folktale “The Princess Farmer” made learning process more interesting. Students study with pleasure. It made students participate actively. Since the students study with pleasure, it will be easier for them to understand and memorize the learning material.

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