# IMPROVING READING COMPREHENSION THROUGH FOLKLORE STORY AT MAN 1 PALU

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#### Abstract

This research aims to determine whether students' reading comprehension can be improved by using the Folklore Story. The participants were 20 eleventh grade students. The researcher had carried out research during the pandemic, the number of students was limited by the school. The research employed true experimental and need pre-test and post-test to both experimental class and control class. The population of this research is students in the eleventh grade of Man 1 Palu. The students were selected randomly. They are 20 students of class XI MIA 1 as the experiment class and XI MIA 4 as a control class. The research analysed the data statistically data collection. The result of data analysis shows that the experimental class (86) is higher than the mean score of the control class (69). The deviation score of experimental class (8.75) is higher than of the control class (5.37). So, the result of t-counted (1.644) which is higher than t-table (0.081). in analyzing the data, the researcher used 0.05 level of significance and the degree of freedom (df=10+10-2) it means that the hypothesis of the research was accepted. Therefore, the Folklore Story can improve students' reading comprehension.

**Key words**: Improving, Reading Comprehension, Folklore Story.

#### 1. Introduction

Reading is one of the English skills which are essential to be mastered by the students. Reading skill is necessary for students in acquiring knowledge and new information. According to Brown that reading is the most essential skill in the educational context as it can be the assessments for students' general language ability. Reading comprehensions is one aspect of language skills that must be mastered by the student. To be able to interpret and absorb information from reading material, students should have understanding ability. Reading comprehension is required in each subject, because each lesson is inseparable from the act of reading. Therefore, students are required to have good understanding capabilities.

In the fact, there are still many problems in the learning process of reading comprehension. Sometimes students are only required to read the text in the heart, and then answer questions related to the content of the text. It is a way that does not involve the process of thinking students so that students are not involved in active reading process. Indeed, each lesson will not be separated from the communicative method. But if in any learning simply use communicative method the students will be visible only be passive and just as an object of learning do not as a subject of learning so that will be difficult to develop students' thinking process. The used of suitable strategies that will be one of the determinants in teaching learning. Even in terms of learning reading comprehension. The method or strategy used should be able improve students' reading comprehension. The lack using of method or learning strategies become one of the bottlenecks achievement of learning goals. The selection of methods for each learning the teacher must pay attention to the character of the students. Methods or strategies used is not only one, but also can be varied by other methods so that students do not feel tired or bored in learning process. When students are motivated to learn well and it will facilitate in providing instruction to students so that learning becomes conducive and pleasant. Therefore, the goal of learning will be achieved. Folklore is a collection of fictional stories about animals and people, of cultural myths, jokes, songs, tales, and even quotes. It is a description of culture, which has been passed down verbally from generation to generation, though many are now in written form. Folklore is also known as "folk literature," or "oral traditions. "Folklore depicts the way main characters manage their everyday life events, including conflicts or crises. Simply, folk literature is about individual experiences from a particular society.

The study of folk tradition and knowledge is called folkloristic. Although some folklore depicts universal truths, unfounded beliefs and superstitions are also basic elements of folklore tradition. Based on the reason above, the researcher aims to determine the developing reading comprehension through folklore stories on the students' reading comprehension. The reading level and learning strategy hence the impact of materials can facilitate as a learning Regarding tool. students' difficulties in reading comprehension to achieve the base competence. Therefore, the researcher interested in conducting a research on the tittle "Improving Reading Comprehension Trough folklore story at MAN 1 Palu".

# 2. The Meaning of Reading

Carnie states, reading is defined as getting information from the text and interpretation. In other words, reading is the ability to draw from the printed text and interpret the information appropriately. Carnie says that reading is the ability to getinformation from the text. <sup>1</sup> According to Daiek in AnterNanci,

<sup>&</sup>lt;sup>1</sup>Carnie. 1990.Instruction *Reading*. Columbus Ohio: Meril Publishing Company,p. 30

reading is an active process that depends on both an author's ability to convey meaning using words and your ability to create. Carnie. "Instruction Reading" Columbus Ohio: Meril **Publishing** Company, 199. meaning from them. Based on theory of Daiek, reading is a process that depends on the skill of author to explain or convey the meaning in a text by using the words and how the author delivers the opinion to create new word or meaning of sentence and then explore it to be sentences or paragraph<sup>2</sup>

According to Burns, reading is a way of sharing another person's insight, joys, sorrow, or creative endeavors. Being able to read can make it possible for a person to find places he or she has never visited before (through maps, directional signs), to take advantage of bargains (through advertisements), or to avert disaster (through warnings signs).<sup>3</sup>

Furthermore, according to Clark et. al in Gloria Edithia Simanjuntak, define reading as an active, primarily cognitive process of interacting with print or monitoring comprehension to establish meaning which means that the brain does most of the work.<sup>4</sup>

From those opinion above it can be concluded that reading is a process of founding meaning in the text. When someone is reading means that he tries to understand the text and found the main idea. So, reading can be said as the process of comprehending the text and finding the meaning.

It is important to apply to principles of learning to the student's mastery of the reading skills. Some principles of learning that will be applied to reading according to Shepherd are.<sup>5</sup>

- 1) Reading requires purpose and motivation (interested, need).
- 2) Reading requires the meaning for the learner.
- 3) The teacher must bring much background information to any reading task.
- 4) Reading is an active process that requires the learner to be active in his learning to read
- 5) Reading skills to need the forming of habits.
- 6) Knowledge of syntactic structure and vocabulary is important.
- 7) Reading requires practice-time on task.
- 8) Favorable attitudes are important for effective reading.
- 9) Reading capabilities are different for each student.And
- 10) Reason for reading is important to be an effective reader.

It is important to apply these principles of learning to the students" mastery of the reading skills in order to make learning process to be efficient and effective. Grabe and Stoller states reading as the ability to draw meaning from the printed page and interpret the information appropriately. They mention seven purposes of reading:<sup>6</sup>(1) Reading to search for simple information. (2) Reading to skim quickly. (3) Reading to learn from (4) Reading to integrate the information. (5) Reading to write (search information needed for writing). Reading to critique texts. And (7) Reading for general comprehension.

<sup>&</sup>lt;sup>2</sup> Anter Nancy, "Critical Reading for College and Beyond"New York: McGraw Hill, 2004.

<sup>&</sup>lt;sup>3</sup>Burns (et.al) "Teaching Reading in Today's Elementary School (3nd edition)" New York: Longman, 1984.

<sup>&</sup>lt;sup>4</sup>Gloria Edithia

Simanjuntak "Developing Reading Skills for EFL Students" Jakarta: Departement Pendidikan dan Kebudayaan, Direktorat Jendral Pendidikan Tinggi, Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan, 1998.

<sup>&</sup>lt;sup>5</sup>Ibid., 18

<sup>&</sup>lt;sup>6</sup> William Grabe and Fredricka L Stoller "*Teaching and Researching Reading*" New York: Longman, 2002, p.11

There are many different purposes of reading. Sometimes people read a text to learn material, sometimes people read for pure pleasure, and sometimes they need to follow a set direction. If a reader wishes to get a general idea of text content, they will pay less attention to the detail of the text and he may read in very different ways than if he is studying a text in order to identify key information. Thus, it becomes inevitable to say that the reason he is reading a text will influence the way he reads it. Reading short story at bedtime is likely different from reading a hand out for an examination to the next morning of course. A reader purpose determines the way in which he treats a passage and which comprehension skills he uses. Because, according to Hennings, what the readers get from reading also depends on what they bring to the reading of selection and the purpose for reading it. On the other hands, it is clear to say that reading purpose will influence the skills required or used. Skill is not only to learn knowledge, but also abilities to process information.

# a. The Meaning of Comprehension

Comprehension is an active process that involves the child integration of prior knowledge with information the text in order to comprehend that text. Among the major goals of reading instructions today is the development of learners who understand. Students need these abilities to understand concept presented in print, to think about materials, read, and to use, that which is read for relevant purpose.

Comprehension is as the process by which a person understands the meaning of the written or spoken language. It means that someone can understand the meaning of written or spoken language through the process of listening seriously, and it can make him to be understood the meaning of the written or spoken language.<sup>7</sup>

Comprehension is the relationship among the elements of reading skills; they are competence, reading techniques, and good comprehension. It means it is dependent on several cognitive processes, including decoding, word recognition, and knowledge. Comprehension means different things to different people. Indeed, comprehension is not a unitary phenomenon but rather a family of skills and activities. The different types of comprehension share a common core set of processes. A general component in many definitions of comprehension is interpretation of the information in the text, the use of prior knowledge to interpret this information and, ultimately, construction of a coherent representation of picture in the reader's mind of what the text is about

#### b. The Definition of Folklore

A. Taylor, an eminent American Folklorist has succeeded to great extent in defining the term folklore. His definition according to Mazharul Islam is the only one

which seems more rational than all others, though this also does not cover all points and lacks in my respect. He defines:<sup>8</sup>

"Folklore is the material that is handed on by tradition, either by word of mouth or by custom and practice. It may be folk song, folk tales, riddles, proverbs or other materials preserved in words. It may be traditional tools and physical objects like fences or knots, hot cross buns, or Easter eggs; traditional ornamentation like the walls of troy; or traditional symbols like the Swastika. It may be traditional procedures like throwing salt over one's shoulder or knocking on wood. It may be traditional beliefs like the notion that elder is good for the ailments of the eye. All of these are folklore".

Linguistics" Harlow, Essex, England: Longman,1998.

Jack Richards, John Platt, and Heidi Weber" Longman Dictionary of applied

<sup>&</sup>lt;sup>8</sup>Taylor, Archer "Folklore and the Student of Literature" quoted by Mazhar-ul-Islam, Op.Cit

After studying the definitions of folklore, it may be plausible to express that folklore is the creation of civilization, the creation of the people who live in particular geographical area, share the same language, culture, mechanism or livelihood and living conditions, hose way of life and traditional heritage is bound by a common identity. It is transmitted orally or through one written process from one generation to other and from one century to other.

It exchanges its position from oral to written traditions with the advancement society. of knowledge in that knowledge in folklore is the result of experience, experienced by community or society as a whole. The knowledge individual gains through experience and when experience and knowledge is combined together it voices the same feeling of the society. This feeling gets its expression in the elements of folklore.

In other words, the creation of an individual when accepted by the society as its own wealth, it becomes folklore. The elements of folklore are social products. They are created, retained and transmitted by the folk and such it stands as the mirror of the people and the society not dead like a piece of glass but a living one.

As we know that Indonesia has many cultural traditions like folklore, folk art, and people ceremony. When the people passed down from generation to next generation, they chose the folklore to infuse ethics. They believed that from the folklore so many values they get. The values will be used to next generation as life guidelines such as honest, responsible, discipline, religious and so on.

# 3. Research Method

In this research, the researcher was used the experimental method. Experimental research is a scientific approach to research, where one or more independent variables are manipulated and

applied to one or more dependent variables to measure their effect on the latter. The effect of the independent variables on the dependent variables is usually observed and recorded over some time, to aid researchers in drawing a reasonable conclusion regarding the relationship between these 2 variable types. The experimental research method is widely used in physical and social sciences, psychology, and education. It is based on the comparison between two or more groups with a straightforward logic, which may, however, be difficult to execute.

#### 4. Result and Discussion

To know the result of the test, the research presents both the sample of pretest and post-test, and has made the table of students' scores of the pre-test and post-test, and table of its comparison as well.

# 4.1 Finding of Pre-test

Before giving the treatment, the researcher administered a pre-test ability of the XI Mia students of Man 1 Palu in folklore story. After calculating the total score, the researcher analyzed the mean score of pre-tests of the experimental class by using formula:

$$x = \frac{\Sigma x}{N}$$

$$x = \frac{550}{10}$$

$$x = 55$$

Based on the analysis, it can be seen that the mean score of pre-tests of experimental class was 55. After calculating the total score, the researcher analyzed the mean score of pre-tests of the control class by using formula:

$$x = \frac{\Sigma x}{N}$$

$$x=\frac{580}{10}$$

$$x = 58$$

Based on the analysis, it can be seen that the mean score of pre-tests of control class was 58. Based on the second table above, it is clear that the lowest score of pre-test Experimental Class is 55 and the highest score of pre-test Control Class is 58 which indicates that the pre-test Experimental Class scores are higher than the pre-test Control Class score.

#### **4.2 Finding of Post-test**

After giving the treatment, the researcher administrated post-test After calculating the total score, the researcher analyzed the mean score of post-tests of the experimental class by using formula:

$$x = \frac{\Sigma x}{N}$$

$$x = \frac{860}{10}$$

$$x = 86$$

Based on the analysis, it can be seen that the mean score of post-tests of experimental class was 86. After calculating the total score, the researcher analyzed the mean score of pre-tests of the control class by using formula:

$$x = \frac{\Sigma x}{N}$$
$$x = \frac{690}{10}$$
$$x = 69$$

Based on the second table above, it is clear that the lowest score of post-test Control Class is 69 and the highest score of posttests Experimental Class is 86 which indicates that the post-test Experiment Class scores are higher than the post-test control Class score.

#### 4.3 Deviation and Square Deviation

The deviation of the students' score of pre-test and post-test can be seen as follows Experimental Class:

$$My=\frac{310}{10}$$

$$My = 31$$

$$s = \sqrt{\frac{ss}{N}} - 1$$

Where 
$$SS = \Sigma x = \frac{(\Sigma x^2)}{N}$$

$$SS = 10300 - \frac{(310)^2}{10}$$

$$SS = 10300 - \frac{9610}{10}$$

$$SS = 10300 - 9610$$

$$SS = 690$$

$$SO_{I}$$

$$SD = \sqrt{\frac{SS}{N}} - 1$$

$$SD = \sqrt{\frac{690}{10}} - 1$$

$$SD = \sqrt{\frac{690}{9}}$$

$$SD = \sqrt{76.666}$$
  
 $SD = 8.75$ 

Deviation and square deviation of controlled class.

$$Mx = \frac{120}{10}$$

$$Mx = 12$$

$$SD = \sqrt{\frac{SS}{N}} - 1$$

Where 
$$SS = \Sigma x^2 = \frac{(\Sigma x)^2}{N}$$

$$SS = 1.700 - \frac{(120)^2}{10}$$

$$SS = 1.700 - \frac{14.400}{10}$$

$$SS = 1.700 - 1.440$$

$$SS = 260$$

$$SO_{I}$$

$$SD = \sqrt{\frac{SS}{N}} - 1$$

$$SD = \sqrt{\frac{260}{10}} - 1$$

$$SD = \sqrt{\frac{260}{9}}$$

$$SD = \sqrt{28,88}$$

$$SD = 8.75$$

$$SD = 5.37$$

The different of mean score between pre-test and post-test by calculating the value of the test applying for non-independent sample t-test formulating:

$$t = \frac{Mx - My}{\sqrt{\frac{SS1 + SS2}{N1 + N2 - 2})(\frac{1}{N1} + \frac{1}{N1})}}$$

$$t = \frac{12 - 31}{\sqrt{\left(\frac{690 + 260}{10 + 10 - 2}\right)\left(\frac{1}{10} + \frac{1}{10}\right)}}$$

$$t = \frac{-19}{\sqrt{\left(\frac{950}{18}\right)\left(\frac{2}{10}\right)}}$$

$$t = \frac{-19}{\sqrt{(52.77)(0.2)}}$$

$$t = \frac{-19}{11.554}$$

$$t = 1.644$$

-counted was 1.64

# **4.4 Testing hypothesis**

The researcher had to test the hypothesis after analyzing the data. The hypothesis can the use of folklore story improve reading comprehension at Man 1 Palu. To notice that the hypothesis was accepted or rejected, the researcher tested the hypothesis. There are two criteria that the researcher used in making the hypothesis of the research as follows: If the value of t-counted is higher than value of t-table, means that the research hypothesis is accepted. In other words, the use of folklore story can improve reading comprehension at Man 1 Palu. If the value of t-counted is lower than the t-table, it indicates that the research hypothesis is rejected. In other words, the use of folklore cannot improve comprehension at Man 1 Palu. However, before deciding whether the hypothesis is accepted or not, the researcher needed to know the critical t-table using 0.05 level significance and the degree of freedom (df) Nx + Ny -2 = 10 + 10 - 2 = 18. The researcher used the interpolation as follow:

$$\frac{a}{b}xc$$

Where: The result of the degree of freedom obtained from the students' number in sample and the degree of

freedom whose figure precedes right before the df obtained on the table of critical values of student' distribution. The subtraction of two degree of freedom whose figure precedes and comes after the degree of freedom on the table of critical values of the students' distribution. The subtraction of values of degree of freedom. The computation of interpolation formula can be seen below:

Degree of freedom

(df) = N1 + N2 - 2  
= 10 + 10 - 2  
= 18 (between 10 dan 30)  
Level of significance = 0.05  
a: 18 - 10 = 8  
b: 30 - 10 = 20  
c = 10 (2.228)  
= 30 (2.024)  
= 2.228 - 2.024  
= 0.204  

$$\frac{\mathbf{a}}{\mathbf{b}} \times \mathbf{c} = \frac{8}{20} \times 0.204$$
  
= 0.081

The result of the data analysis showed that the t-counted was 1.644. By applying 0.05 level of significant with the degree of freedom (df) Nx + Ny - 2 = 18, the researcher found that t-counted (1.644) was higher than t table (0.081). It means that the researcher hypothesis Hi was accepted and Ho was rejected. In other words, the use of Folklore Story can significantly improve reading comprehension students at Man 1 Palu.

# **5. Conclusion and Suggestion**

#### 2.1 Conclusion

Based on the result of the research, stated that the value of t counted is higher than t-table, it means that t- counted= 1.644 and t table = 0.081. Indicate that there is a significant difference between the result of learning reading comprehension by using Folklore Story and without using Folklore Story.

The researcher concluded that the students' post-test scores in reading comprehension taught by using Folklore Story are higher than the student's post-

test score that taught without using Folklore story. This media solves the difficulties that happened that most of students did not know the correct reading comprehension. So, based on the data analysis, the result of the research showed the improvement of the students' reading comprehension in narrative text by using Folklore Story.

# **5.2 Suggestion**

The result of this research showed that the application of Folklore Story could improve the students' reading comprehension in narrative text. Therefore, the following suggestions were offered: Selecting the appropriate media in learning is very important, because each media has the advantages disadvantages.

For the English teacher, it is useful to apply Folklore Story as one of the alternative ways in teaching reading in narrative text to make variation in teaching reading so that the students do not get bored in learning English especially in reading in narrative text.

For the students, they feel more interest and motivated in learning reading in Folklore Story because they can enrich their knowledge and helps stimulate their thoughts in reading.

For the other researchers, it is very useful as the information in conducting in depth research which is related to this research.

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