



USING AESOP'S FABLE TO TEACH READING COMPREHENSION OF NARRATIVE TEXT AT JUNIOR HIGH SCHOOL

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Abstract

This paper discusses using Aesop's fable to teach reading comprehension of narrative text at junior high school. Based on the writers' experience the students get difficulties in reading, especially reading narrative text. The teacher can use Aesop's Fable to teach reading comprehension in teaching and learning process. Fable is the short stories that happen in the past which is the characteristic by animal. Fable is created by Aesop's, that it is why called Aesop's fable. By applying in media, the students can interest and comprehending reading narrative text. The aim of this paper is to help the students to more understanding narrative text well. Moreover, the teacher also gets effective to teach reading comprehension of narrative text in order to increase the students' ability in reading narrative text. Reading narrative text through Aesop's fable gets the students to new kind of media in teaching reading process. It would help both the teacher and students to improve the students' reading comprehension and made teaching and learning process more fun than the way it used it.

Key words: Reading Comprehension, Aesop's Fable, Narrative Text

A. INTRODUCTION

Reading is one of the important skills that should be mastered by students. Through reading, students will get much knowledge of education, business, politics, science, and technology. That is why reading enables the students to improve their knowledge and get enjoyment. For this purpose, a reader should read a lot of texts with different genres. He/she has to know what the writer has written in the text. It means that the more the reader catches the writer's message, the more he/she understands the text.

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Because of the important of reading for the students, it is put in Indonesian school curriculum at Junior and Senior High Schools. Even, this reading skill is taught at university as special subject, that is, Reading subject. In Junior and Senior High Schools, reading is taught through genres or types of texts. There are some genre types of text taught at Junior and Senior High Schools. The texts which are given to the students of Junior and Senior High School are functional and monologue texts, such as, advertisement, announcement, letter, labels, narrative recount, procedure, descriptive and other texts.

The writer has already informally interviewed some of the teachers from different junior high school. The student's ability reading comprehension of narrative text is still low. It can be seen from reading's score achieved by the students which are the lowest compared with the other language skills. As it is said by the teachers of SMPN 7 Padang on the informal interview, the score of the reading section of the students is very low. This is because some students do not comprehend about the main idea while they are reading to the material. Moreover, when it confirmed to the students of SMPN 7 Padang, they say that it is difficult for them in comprehending of narrative text due to students are less vocabulary, thus the students are lazy to read.

Furthermore, based on the result of research with the entitled "students' difficulties in understanding reading narrative text on the second-grade students of MTsN 3 Mataram in Academic year 2017/2018" by Novia, the writer found the data, the data was analyzed by using the qualitative method. In collecting data, the researcher applied two instruments, test and questionnaire. The finding shows that the 31 students (79, 4%) found difficulties in the information from the narrative text, there were 8 students (20, 5%) had less difficulty in understanding the information in narrative text. On the other words, that difficulties of students' reading comprehension of narrative text happened due to some factors. The factors are the students' less background knowledge, less vocabulary, and lazy to read a text in the English language.

There is something important which has not been paid attention by teachers in English Language Teaching classes, which is the students' reading comprehension. Teaching reading comprehension in English Language Teaching classroom is not something that can be ignored by the students, because when the students read a text, they cannot understand the whole of the text that they read before. As stated in 2013 Curriculum, the students are expected to comprehend the purpose, structure, language features of narrative fable oral and written. Because of that, the ability to comprehend a text has to be gained by the students. Thus, the teacher of the English subject has an important role to teach the students to gain their ability in reading comprehension.

Teaching reading comprehension should have media. Hence, related to the problems above the teacher needs an appropriate a media to get the goals of reading comprehension. Considering how the students learn in classroom

teaching, one of the ways that can be an appropriate media to teach reading comprehension of narrative text by using Aesop's fable. Aesop's fable is a collection of fable credited by Aesop. Meanwhile, a fable is the short animal tale, most often inform or written with a moral tagged on in the form of a proverb. Thus to convey a moral is the aim of most fables and also the fable can teach reading comprehension of narrative text. Based on the curriculum in junior high school students have to know kind of the text and genres, for example, narrative text. The teacher should teach their students about a narrative text, the media can help students' comprehension in reading a narrative text by using Aesop fable. It is expected that the use illustrated Aesop fable will make the students easy to study English actually in reading because the students can enjoy the video with its interesting pictures, sounds, characters, and animations.

As been explained, the students have some problems with reading comprehension, especially in reading a narrative text. They are caused by various factors, such as (a) students had an incomplete vocabulary, (b) students' lazy to improve their reading skill, (c) the student lack of knowledge of words, pronunciation difficulties and also their lack strategies of reading and reading motivation. Thus, using Aesop fable videos can solve students' problem in comprehending a narrative text. Moreover, they can improve their vocabulary that they did not know before. In addition, perhaps the best result is the students can develop the positive attitude towards in reading, especially reading comprehension of narrative text.

There are many teaching media that can be used by the teacher to enhancing junior high school students in teaching reading comprehension of narrative text. But this paper the writer limited the discussion on using Aesop's fable to teach reading comprehension of narrative text at junior high school.

From the formulation of the problem above, the problem was formulated in the following question: "How does the teacher use Aesop's fable to teach reading comprehension of narrative text at junior high school?" The purpose of this paper is to explain how to use Aesop's fable to teach reading comprehension of narrative text at junior high school. In addition, the writer looks forward to this paper will help the teacher in teaching reading, especially teaching reading comprehension of narrative text at junior high school.

B. REVIEW OF RELATED LITERATURE

Reading is the process of the reader has to understand and get the point idea of the text, which has been read before. The writer tries to give understanding through the words, it would be easy to reader understand what is the text tell about. The reader has comprehend of the sentences and words what they are saying and reading. According to Retno& et al, (2013) said that reading is a form communication reader and writer. In other words, reading is the process of getting

information from a text, then combine it with the information that already have in mind.

According to Alderson & Bachman (2000: 13) mention that reading is the same kind of activity as listening, and the process of transformation from print to speech is only specific aspect of reading that we need to concern ourselves with as tester. The basic concept is the reconstructs the information based in part on the knowledge drawn from text by the reader. Moreover, the reader should have available knowledge before the read a text. In learning a foreign language, reading is the meaningful input the sources of learning. This is due to the fact that reading is an active, receptive, and decoding process. Reading is a cognitive action in which the readers deliver part in a conversation with the author through the text (Zare and Othman, 2013).

In short, reading comprehension is a reading activity to get understanding of information that includes a writer and a reader. The reader must interpret some information and messages that are given by the writer. Some media can be applied to chance reading comprehension.

Fable is the short stories that happen in the past which is the characteristic by animal. The fable created by Aesop, he is a storyteller or a slave who is lived in ancient Greece. Thus, that is called Aesop's Fable. There are many kind stories of fables, namely: the ant and the bird, the frogs who desired a king, the tortoise and the hare. Based on the KBI says that fable is kind of story that tell about animals. The main actors of the story can be same as the characters of human. They are able to speak, to sing, to act like human do.

According to (Oxford, 2008: 157) mention that fable refers to short story is intended to teach a moral lesson and is not based on fact and often have animal as character". It means that by using Aesop fable the students get many moral lessons.

According to Mislaini (2015) define that narrative text is the text that is inform something imaginative or just fantasy and purpose is only to entertain the reader.

1. Types of narrative text.

There are many various sources narrative text can be found in the form: fables (stories about animals behave like humans pictured), fairy stories (the story is fantastic, full of wonders), mysteries, science fiction, romance horror stories, legends, historical narrative, personal experience, but in this paper discussing fables.

2. Generic structure of narrative text.

On the narrative text, there are three structure of narrative text:

a. Orientation

In The first paragraph that call introduction the story, they are: what (what is the story tell about), who (who is involved in the story), where (where is the story happened) when (when is the story happened).

b. Complication

While the next paragraph that tells the beginning of the problems which leads to the crisis (climax) of the main participants. These paragraphs which become the point of the narrative text, due to this part show the problem of the narrative text.

c. Resolution

The last paragraph namely resolution, that problem can be solved. In the narrative text, any problems that have the solution of the paragraph can be closed with the happy ending or sad ending.

3. Language features

- a. Lexical grammar: in the narrative text using simple past tense
- b. Usually begins with the adverbs of time. Such as: once, once upon a time, one day, and long time ago, etc.

4. Social function

The purpose of narrative text is to entertain to give the oral value to the listener and reader.

In conclusion, Narrative text is a text retell about story that happened in the past, the story have a characters are human and also non human. The purpose of narrative text is to entertain and to give a moral value for the listener or reader. From the narrative text, the students get the message about attitude, norm, good behaviour, etc. In the narrative text, the students also learn about language feature.

C. The Implementation of Aesop's Fable Media to Teach Reading Comprehension of Narrative Text

1. Preparing Lesson Plan

Before the teacher is coming to the class and beginning the lesson, the teacher has to make a lesson plan (*Rencana Pelaksanaan Pembelajaran*). This will determine the success of teaching and learning process. This lesson plan consists of the following aspects; (a) Schools and subject identity, (b) core competence (KI), (c) basic competence (KD), (d) indicators, (e) instructional objectives, (f) teaching materials, (g) teaching method, (h) teaching and learning activities, (i) source of materials, (j) media, (k) evaluation

2. Teaching Procedure of Using Aesop's Fable

a. Pre-teaching Activity

In pre-teaching activity is the opening of teaching and learning activity. Before going to the main point of the lesson, the teacher needs to do these following activities:

- a. The teacher greets the students
- b. The teacher checks the students readiness to study physically and psychologically
- c. The teacher motivates the students to learn
- d. The teacher makes apperception
- e. The teacher introduces to the students instructional objectives
- f. The teacher tells the concept map of the materials.

b. Whilst-Teaching Activity

In whilst-teaching activity which is the activity the main point of teaching activity. The goal of teaching and learning process is hopefully achieved in this activity. Based on curriculum 2013, there are some stages in whilst-teaching that must be followed by the teacher. They are observing, questioning, collecting information, associating, and communicating.

The first is observing process; the teachers facilitate the students to observe the media that is the media will be used a picture. This activity the teacher will give the students several pictures which are the illustration of the story that will learn. The teacher will show you picture 1 until the picture 5. From the picture, you must be analyzed what is going the text tell about. The picture will facilitate the students need to know about the lesson that will learn about narrative text fable.

The second is questioning process, after the students observe the picture and finish their observation; the teacher motivates the students to ask several questions related to the picture that comes in their mind. The questions related to the topic that comprehended yet. Then, the teacher guides the students to do a discussion with her/his friend.

The third is collecting information process, in collecting information process, the teacher distributes a narrative text that is related with the pictures which has already been given in observing. Before the students read the text, the teacher tells the students that they will watch the video, but before that the teacher will explain to the students what Aesop's fable is. After that, the teacher shows the Aesop fable's video about the narrative text (see appendix 1). The purpose of using Aesop fable's video is making the students more understand the narrative text. And then, to make sure the students' comprehension the teacher asks student to read the text that distribute before to find out information about the text (see appendix 2). After they finished reading text, the students solve the problems about the definition, generic structure, linguistics features, and social function of the narrative text. In this process, the teacher and students tries report the result of discussion from those problems.

The fourth associating process, after the students read the text in collecting information process, the teacher gives mini lecturing for the teacher re-explains the lesson. This stage, the teacher gives a different topic to the students. First, the teacher shows the Aesop's fable video with the title "the Lion and the Mouse", (see appendix 3). After that, the teacher gives the print out the text to the students (see appendix 4). The teacher asks the students to determine the definition, generic structure, and language features of narrative text by individual. And also the students answer the questions based on the text.

The fifth is communicating process, the teacher and the students all together try to find the difficulties in narrative text. The teacher calls students' name with randomly to presents their opinion with read aloud front of the class, then the teacher and other students evaluate it which has been presented. Then the some student can give suggestion and critics about her/his friend presented. It is time to the teacher gives homework to the students that the students have to write the narrative text by their own language.

c. Post-teaching activity

In this section, the teacher will give an opportunity to the students to present their opinion about the lesson. The teacher also provides a feedback and toward to the students in process teaching and learning achievement, it can be like give a reward to one or two students to that they can retell the story by using their own language. Then, the teacher concludes or summarizes the lesson by him/her or together with the students. The last, the teacher tells the students about the next material and also ask the students to prepare the material by reading or searching related that they will be learned in the next meeting.

D. CONCLUSION AND SUGGESTIONS

1. Conclusion

From the discussion above, the writer can conclude that Aesop's fable is a good media in teaching students' comprehension in reading the narrative text. It is very useful and applicable to be used in reading class. It will make the students to interest and motivation to reading text due to by using video of Aesop's fable that makes the students easy to comprehend the text.

Besides that, the students will find easier to identify idea on the text. They will be able to relate information in the text to their own life; they can find the moral value from the text.

2. Suggestions

Through this paper, the writer suggests the teacher to using *Aesop's Fable* in teaching reading comprehension in the narrative text because it has many advantages that can help the teacher in teaching reading comprehension in reading the narrative text. Moreover, by using it, the teacher has thought some things. The teacher must prepare fun and interesting topic to the students thus the students will be interested in the learning and teaching process. Hence, using Aesop's fable video or another educational strategy will be more effective. The writer also suggests the next writer do further study the effectiveness of using Aesop's fable media to teach reading comprehension of narrative text or other English subjects.

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