Improving The Eleventh Grade Students' Reading Comprehension Achievement by using Folklore at MAN 2 Palembang

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ABSTRACT

The objectives of the study were to find out (1) whether there was significant improvement of students' reading comprehension achievement after being taught by using folklore (2) to find out whether there was significant mean difference of reading comprehension achievement between the students who were taught by using folklore and those who were not. The method of the study was quasi-experimental design, non-equivalent control design. The population was all the eleventh grade students' at MAN 2 Palembang. Sixty-eight students were purposively selected and equally divided into experimental and control groups. The data were analyzed by using t-test (Paired Samples t-test and Independent Samples t-test). The findings revealed that by using folklore significantly improved the students' reading comprehension achievement (t=17.158). The mean score of post-test in experimental group was75.06, meanwhile the mean score of post-test in control group was 59.59. The result in experimental group was better than control group. It means the use of folklore improved students' reading comprehension achievement.

Keyword : improving, folklore, reading comprehension achievement

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui (1) apakah ada peningkatan yang signifikan dari prestasi membaca siswa setelah diajarkan dengan menggunakan cerita rakyat (2) untuk mengetahui apakah ada perbedaan rata-rata yang signifikan dari prestasi membaca antara siswa yang diajarkan dengan menggunakan cerita rakyat dan mereka yang tidak diajarkan. Metode penelitian menggunakan desain quasi-experimental, non-equivalent control design. Populasi didalam penelitian aadalah semua siswa kelas XI (Sebelas) di MAN 2 Palembang. Enam puluh delapan siswa dipilih secara purposif untuk menjadi sampel dalam penelitian ini dan dibagi rata ke dalam kelompok eksperimen dan kontrol. Data yang didapat dianalisa dengan menggunakan uji-t (Paired Samples t-test and Independent Samples t-test). Hasil dari penelitian mengungkapkan bahwa dengan menggunakan cerita rakyat dapat meningkatkan prestasi membaca siswa secara signifikan (t = 17, 158). Nilai rata-rata posttest pada kelompok eksperimen adalah 75,06, sedangkan nilai rata-rata pada kelompok kontrol adalah 59,59. Hasil pada kelompok eksperimen lebih baik daripada kelompok kontrol. Ini berarti penggunaan cerita rakyat meningkatkan prestasi membaca siswa.

Kata kunci : Peningkatan, cerita rakyat, prestasi membaca pemahaman

1. Introduction

English is one of the communication languages to speak with other people in other countries. English is used by people throughout the world. The language is used world-widely in science, knowledge and technology, education, business, transaction, and other activities. Angraini (2016) states that English is strongly demanded not only for teacher and learners but also for every people around the world. According to Patel and Jain (2008), English is one of the most widely used International languages. It's been widely taught in schools, start from the Elementary Schools (as a local content) and at Junior and Senior High Schools (as a compulsory subject) up to universities level. Patel and Jain (2008, p. 6) further says that international English is the concept of the English language as a global means of communication in numerous dialects, and also the movement towards an international standard for the language.

Reading is one of the important skills which must be learned. It is a constructive process that can help students to acquire new knowledge of language and experience about life. According to Harmer (2007, p. 99), reading is useful for language acquisition. Provide that students more or less understand what they read, the more they read. In this case, reading also is a positive effect on student's vocabulary knowledge, on their spelling or on their writing. Reading consist two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to ones spoken language.

Dealing with reading, there are two major factors affecting students' comprehension in reading. They are internal factor and external factor. Sadeghi (2007, p. 199). Internal factor means factor coming out from the personal learner as a reader. It includes students' cognitive abilities, strategies, background knowledge and effective characteristics. It means, an external factor is factor appearing from the outside of personal learner as a reader. It includes text variable, context variable, and author variable. This study stresses on the internal factor influencing students' reading comprehension achievement, in other words, the personal learner as a reader.

PISA (Program for International Student Assesment) in 2015 revealed that Indonesian students had low quality. The report showed that Indonesia ranks 62nd out of 70 countries with 403 mean score. Meanwhile, our neighborhood country Singapore is the first range with 556 mean score. It can be categorized that Indonesia student's English ability is still low. Indonesia has a low level in reading and people's problem of understanding the reading English texts.

In line with that, the problem also comes up in South Sumatera in terms of reading comprehension. Diem (2011) conducted a study of 3-Ls (libraries, literacy, and literature) in Palembang found that the total mean score of students reading achievement was 54.77. It was under the standard score. She further revealed that reading was still low in Sumatera due to lack of facilities or limited reading materials and reading places to meet students' needs, both in the schools and public libraries. Furthermore, the results of the other study done by Diem about the accreditation status of 486 schools consisting of Kindergartens, Elementary Schools, Junior High Schools, Senior High Schools, and Senior Vocational High Schools in South Sumatera showed that the school facilities standard were only at the 7th rank out of eight parameters with a mean of 63.38 and contribution of 7.1% in determining school accreditation in South Sumatera.

Those problems were also found in MAN 2 Palembang. On the preliminary study in the form of direct test which was done on March, 03 2018, it was found most of the eleventh students' score in reading comprehension was under the mastery score level of the school. Furthermore, from informal interview with english teacher at MAN 2 Palembang, the students had low skills in comprehension english text, had low participation in the teaching-learning process, and lacked of interest and motivation in reading

According to Dundes (1995, p. 4), folklore can make someone imagine about an event in a story, and also folklore helps readers to respect with traditions, because in folklore there are moral values and advice. Meanwhile, folklore passing down from generation to generation and is kept active by the people in the culture. According to Wilson (2006, p. 87), folklore is transmitted through time and space, not just by old, rural, uneducated, and ethnically different people, as is often believed to be the case, but by the doctor next door, by the fellow computer programmer at work, by the members of your religious congregation, by your younger brothers and sisters, by friends at a dinner party, and often by yourself.

The result of this study is expected to give many contributions to English teaching in senior high school especially for the teacher of English, the students, the readers of MAN 2 Palembang. In addition, this study could be valuable for researcher because the result of the study provided some informative input to conduct another investigation in the same field in different contexts.

The problems of the study were formulated as follows: (1) was there any significant improvement on students' reading comprehension achievement after being taught by using folklore? (2) was there any significant mean difference on reading comprehension achievement between the students who were taught by using folklore and those who were not?

A. Literature Review
1. The concept of reading

The term of reading may not be strange in our life; everywhere we can get information from reading, even less in school every day we cannot separate with these activities. Teacher always asks the student to read and understand the text. Most of them do not know what reading means is. Patel and Jain (2008, p. 113) state that

reading is not only the source of pleasure and information, but also extending someone's knowledge. It means by reading, the students can get a lot of information from a lot of books because the book is a storehouse of knowledge, the more students read the information and knowledge the more they will obtain.

According to Johnson (2008, p. 3), "Reading is the practice of using text to create meaning". It means, reading is process of understanding and comprehending text material to get knowledge and information."

Based on some definitions of reading by some experts above, the writers concluded that reading is an activity to get information, increasing, perception through written text and also interpreting and analyzing.

2. Concept of reading comprehension

Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated word or sentence on understanding read text information children develop mental models or representations of meaning of text ideas during the reading process (Woolley, 2011, p. 15).

Reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. Following the strategies, Brown (2010, p. 306) states that there are strategies for reading comprehension, such as:(a) identifying the purpose in reading, (b) using graph emic rules and patterns to aid in bottom-up decoding, (c) using efficient silent reading technique, (d) skim the text for main idea, (e) scan the text for specific information, (f) use semantic mapping or clustering, (g) guess when you are not certain, (h) analyze vocabulary, (i) distinguish between literal and implied meaning, and (j) capitalize on discourse markets to process relationship

Based on the explanation above, the writer concludes the reading comprehension is the skills of the students to understand the text of reading material.

3. Folklore

Musfiroh (2008. p. 69) asserts that folklore is one of the oral literatures related to the environment, both community and natural environment. It means, sometimes folklore influence behavior, so they become a reflection of their culture and ideals. It also folklore can be interpreted as a cultural expression of a society through speech language that is directly related to various aspects of culture and social structure of society.

According to Brunvand sited in Dananjaya (1984, p. 21-22), folklore can be classified into three major groups based on their type, namely verbal folklore, partial verbal, and not verbal.

a. Verbal Folklore

Folklore whose form is purely oral. The forms (genres) of folklore which belong to this large group include: 1) folk speech such as accent, nickname, traditional rank and nobility title, 2) traditional expressions, such as proverbs, proverbs, and adjectives, 3) traditional questions, such as puzzles, 4) traditional poetry, such as pantun, gurindam and poem, 5) stories of prose of the people, such as myths, legends and fairy tales, 6) folk songs.

b. Partly Verbal Folklore

Some of folklore form they were a mixture of verbal and non-verbal elements. Forms of folklore that belong to a large group other than people's trust are people's games, folk dances, customs, ceremonies, folk parties, and others.

c. Non- verbal Folklore

Folklore is not oral form even though the method of making is conveyed orally. This group is divided into material and non-material. Material forms include: folk architecture (the shape of the original house area, the shape of the rice barn, etc.). Folk handicrafts, traditional clothing and body jewelry, folk foods and drinks traditional medicines. Which are not material are: traditional gesture, the sound of cues for popular communication.

In addition, folklore is basically an oral story that has long lived in the tradition of a society. Folklore is parts of folklore belong to an oral folklore in the form of prose. The spread of folklore is generally traditional, oral and contains many clichés. Folklore grows and develops and spreads verbally from one generation to the next generation in a society, and they realize it is their own recognized identity of the common. Folklore is usually a phenomenon of the story of a person who is considered "supernatural" by the community supporters, or stories about the origin of a place or area.

4. The hypotheses of the study

The hypotheses of this study were proposed in terms of null hypotheses (Ho) and alternative hypotheses (Ha). They were as follows:

(HO1)   : There was no any significant improvement on students' reading comprehension achievement after being taught by using folklore?

(HA2)   : There was any significant mean difference on reading comprehension achievement between the students who were taught and who were not taught by using folklore?

(HO1)   : There was no significant mean difference on reading comprehension achievement between the students who were taught and who were not taught by using folklore?

(HA2)   : There was any significant mean difference on reading comprehension achievement between the students who were taught and who were not taught by using folklore?

B. *Methods and procedures*

1. Methods of the study

In conducting the study, the writers used a quasi-experimental one using pretest-posttest non-equivalent control group design. Fraenkel and Wallen (2008, p. 266) state that non-equivalent control group is an experimental design which is involving at least two groups, both of them were pretested; one group received

the experimental treatment, and both groups are post-tested. The writers assigned existing groups as the experimental and control groups, administered a pretest to both group, conducted experimental treatment activities with the experimental group only, and then administered a posttest to assess the differences between the two groups.

2. Variables of the study

This current research has two kinds of variables, namely: independent and dependent variables. In this study, variables: (1) Folklore as independent variable, and (2) reading comprehension achievement as dependent variable. The use of folklore was the independent variable. On the other hand, the dependent variable which was affected by the independent variable in this study was the students' readong comprehension achievement.

3. Operational definitions

This study was entitled "Improving the Eleventh Grade Students' Reading Comprehension Achievement By using Folklore at MAN 2 Palembang". For the purpose of the study, some terms used in the title were defined operationally to avoid misinterpretations.

In this study, there were two variables that need to be defined: reading comprehension and folklore. The writer used folklorefor test reading comprehension. In this research, the writer choosestenfolklore to teach reading comprehension for students, entitles *entitles Malin Kundang, Tangkuban Perahu, Kemaro Island, Color Lake, Nyi Roro Kidul, The Curse of Jokko Bandung, Sura and Baya, Toba Lake, The legend of Tengger Bromo, Name of Singapore.* These folklores were randomly selected based on the curriculum used in MAN 2 Palembang.

In this test, the writers used handout contains interesting story, local folklore, and foreign folklore. They were useful for them to comprehend the material, and for folklore test.

4. Teaching procedures

There were three main procedures of teaching reading comprehension by using folklore:
a. Pre-activities (15 minutes):
1) Opening
    The writers greeted and invited the students to pray together.
2) The brain storming
    The writers asked some questions to students related to reading material (warming up).
3) Motivation
    The writers asked some questions to students related the functions or the benefits of teaching reading comprehension using folklore.

b. Whilst-activities (60 minutes)
1) The writers gave the students some texts of folklore related to the material that they are going to learn.
2) The writers explained to students what folklore is.

3) The writers presented general knowledge about the t opic on folklore.
4) The writers gave the students some short story of folklore.
5) After reading the story and opening dictionaries to translate, the students answered the questions about the story.
6) The writers asked the students to translate the text.
7) When the students had miss pronouncation, the writer told them to correct one.
8) The writers asked the students to find out the main ideas, main character, setting of time, setting of place and plot.
9) The writers asked the students to made the summary.
10) The writers asked the students to retell about the text they have read.
11) After answering about the story, the writers collected the text.

c. Post-activities (10 minutes)
1) Conclude the material (Closing)
a) The writers asked the students of what the folklore is, moral of the story and made the example of word orally on whiteboard.
b) The writers made summary from the whole stories
2) The writers and the students discussed what they have learned.
3) The writers dismissed the class

5. Population of the study

The population of this study was the students of the eleventh grade of MAN 2 Palembang in academic year 2017/2018. The total number of population this research is shown in the table 1 below:

Table 1. *The population of the study*

No	Class	The total number of students
1.	XI MIA1	36
2.	XI MIA 2	34
3.	XI MIA 3	45
4	XI MIA 4	45
5	XI MIA 5	51
6	XI IIS 1	34
7	XI IIS 2	38
8	XI IIS 3	37
9	XI IIS 4	36
Total		356

6. Sample of the study

The writers chose the sample by means of purposive sampling. Fraenkel and Wallen (2008, p. 106) point out that a purposive sample consists of individuals who had special qualifications of some sort or are deemed representative on the basis of prior evidence. In choosing the sample, the writers used some criteria such as the students were in the same grade, the students who had the problem in reading comprehension achievement and the students are taught by the same teacher.

Table 2. *The sample of the study*

No	Class	Number of students
1.	Exp Group	34
2.	Cont Group	34
Total		**68**

7. Technique of data collection

Creswell (2014, p. 157) mentions that there are four types of quantitative data collection procedures which are observation, interview, documentation, and test. The writer administered pre-test and post-test. The pre-test was given to students at the very beginning of teaching and learning process then post-test was given after the students received the treatment from the writer. The writer administered the test twice, the first was pre-test which was given before the treatment and the second one was post-test which was given after treatment by using folklore.

The test was given before teaching (pretest) to know the extent to which students' reading achievement, while the post test was given after teaching (posttest) to know improvement of students' reading comprehension. In this test, the students answered 50 multiple choice tests of ten folklores texts about the idea of pas safe (answer and recognize of ideas correctly), find the moral lesson, identification of word and make a summary of folklore.

8. Techniques of data analysis

The writers compared and calculated the results of pretest and posttest by using SPSS (Statistical Package for Social Science). To apply SSPS the writers used this following direction such as first, input the data in Microsoft excel or word. Second, copy file from excel or word to SSPS.

Table 3. *Score range*

Score Range	Category
85-100	Excellent
75-84	Very Good
65-74	Good
55-64	Poor
<55	Very Poor

To analyze the data, the writers used t-test. T-test was used to know how significant difference between two groups. In answering the research question number one, the researcher used paired samples t-test. Paired samples t-test was used to see the significant improvement of students' reading comprehension achievement after being taught by using folklore. Meanwhile, in answering research question number two, the writer used independent samples t-test. Independent sample t-test was used to see the significant difference of reading comprehension achievement between the students who were taught by using folklore and those who were not. In this case, the Statistical Package for Social Science (SPSS) for windows was employed.

2. Findings and interpretations

A. The findings of the study

The results of students' Reading Comprehension Achievement (RCA) in the experimental group. In experimental group of pre-test, it was found that there were 33 students (97.1%) in *very poor category* and 1 student (2.9%) were in *poor category* with the mean score 38.41. Based on the category presented in table 9, it could be concluded that the students' reading comprehension achievement of the experimental group in pre-test was *poor and very poor category*. Meanwhile, in experimental group of post-test, it was found that there were 17 students (50%) in *good category* and 17 students (50%) were in *very good category* with the mean score 75.06. Based on the category presented in table 9, it could be concluded that the students' reading comprehension achievement of the experimental group in post-test was *very good category*.

The results of students' Reading Comprehension Achievement (RCA) in the control group. For the control group of pre-test, it was found that there were 34 students (100%) in *very poor category* with the mean score 27.29. From the results, it could be stated that the students' reading comprehension achievement of the control group in pre-test was *very poor category*. And then for the control group of post-test it was found that there were 5 students (14.8%) in *very poor category*, 27 students (79.5%) were in *poor category* and 2 students (5.8%) were in *good category* with the mean score 59.59. From the results, it could be stated that the students' reading comprehension achievement of the control group in post-test was *poor category*.

The mean score of experimental group in pre-test was 38.41, meanwhile the mean score of experimental group in post-test was 75.06. The mean difference of reading comprehension achievement between the pretest and posttest within the experimental group was 75,0588 and the significance level of students' reading comprehension achievement in experimental group was .000 which was lower than .005.

The mean score of control group in pre-test was 27.29 meanwhile the mean score of control group in post-test was 59.59. The mean difference of reading comprehension achievement between the pretest and posttest within the control group was 59,5882 and the significance level of students' reading comprehension achievement in control group was .001 which was lower than .005.

B. The interpretations of the study

The interpretations of the study based on the findings above. The writers made interpretations based on the analysis related to the results of the test during the research. This treatment was given to the experimental group for 12 meetings included pre-test and post-test administration. Pre-test was given before the treatment and post-test was given after the treatment. But the writer just gave the treatment to the experimental group. The topics of folklore were about: Malin Kundang, The

Legend of Mount Tangkuban Perahu, Kemaro Island, Color Lake, Nyi Roro Kidul, The Curse of Jokko Bandung, Sura and Baya, Toba Lake, The legend of Tengger Bromo, Name of Singapore. The writers chose the folklore because students can read the folklore text and share the main idea and moral message of the folklore text with their friends. When the media of folklore was applied to the students, the students' reading comprehension improved. It could be seen from the score in pre-test and post-test, the score in pre-test was 38,41 and it improved to be 75,06.

Furthermore, during the teaching and learning process, the writers gave a handout contains interesting story, local folklore, and foreign folklore, it was useful for them to comprehend the material, and do not need to write on their paper. With provided handouts, students do not need to write without focusing on the concepts. Therefore, they hadmore time to listen and focus on the educational content (Avval, Jarahi and Ghazvini, 2013). The handout consisted of the text and the questions, so the students read and answered the text directly and did not need to write the questions on the paper or their books. During the teaching and learning process, the writer allowed the students to open their dictionaries if they got difficulties of unfamiliar words.

During this research, the writers gave some treatment and did some activities to improve the students' reading comprehension, such as:

First, why the students reading comprehension improved, it was due to the folklore which has different discussions such as the story of talking animals, the humor and magic of traditional stories. Folklore has many special characteristics that make them excellent for language teaching. According to Dundes (1965), folklore is an oral tradition including myths, legends, folklore, jokes and their rich vocabulary. Therefore, the writers applied folklore to improve students reading comprehension because most folklore consist moral lesson and culture. Furthermore, the students understood the moral lesson in their daily activities, and the students knew the history of the terriority. In this research, the writers explained the story of folklore clearly in every meeting. When the students did not understand some words the writers asked the students to open their dictionary to see the meaning of the word. At the end of meeting, the students made summary and told the moral lesson. So, the students were more active in class and they were not busy with themselves.

In the second meeting with the title The Legend of Mount Tangkuban Perahu, at the beginning of the material the writer asked the students who had ever gone to Bandung Lake and the Mountain of Tangkuban Perahu. After that, the writers checked the students' knowledge about tangkuban perahu by asking them, almost all students knew the stories about Tangkuban Perahu such as a child who liked his own mother, made a mountain in one night, and a son who killed a dog and turns out to be his father. As stated by (Brno, 2006) that is way; folklore are popular with young children. Therefore, folklore is describe about human behavior

consist good or bad things. It could be concluded, folklore improve reading comprehension with the procedures of feeling and culture. Generally folklore signify geographic locations and identities such as land, river and on rather than using names of exiting countries and region.

In this case, the writers used folklore to make it easier for students to understand the reading text by focusing on characters, settings, and story plots. Folklore is used for reading process in learning to understand folklore. Therefore, this is oriented towards information processing during learning. The steps in learning to use folklore include understanding, identifying elements of the story, mastering information that supports, and students' ability to summarize folklore. Thus, using folklore has the advantage of making students think actively and critically, making it easier for students to get specific information from a text, as well as providing opportunities for students to improve their ability to understand reading texts.

Forth, third meeting with the title Color Lake, the students were more active because almost students liked this story. By using familiar story it can help the students recall what the content of the story that they have known. Furthermore, if the students rememberred the story, it was easier form them to read and understand the story. As stated by Sasson (2007) gives them best idea that young children like stories read by their parents or teacher to them. It means, students can be provided by good models to practice and increase students reading comprehension through story which contains beautiful language, and their familiar story. The writers found out that the use of incomplete or unclear question was decreasing significantly.

Fifth, in the eighth meeting with the title was The Legend of Tengger Bromo, this story had shortest text then the other text was given by the wtiter. It was found that short folklore story could improve the students' reading comprehension. Additionally, short folklore story made the students more interested and could encourage their willingness of the students to eager to read the english text. After the writers used this way for the students it was successful to improve the students' reading comprehension. At the end of the lesson, the writer asked some questions. Basides, the writers let the students ask what they did not understand and gave them feedback.

Sixth, in the last meetng with the title Name of Singapore (Gerilman of Singapore), the story is not local story, this story made the students passive because this is the students' first time and the first experience to read the story of nam of singapore (gerilman of singapore). Since the students had that problems the writers explain the story more detail clearly. This technique effective improved the students reading comprehension.

The writers found that by using folklore students works well from experimental groups to improve their understanding of how to get key ideas, details, sequences, causes and effects, inference and vocabulary. In folklore writer used four stages, (1) predicting, it

means that the writer predicted the folklore could improve students reading comprehension achievement in MAN 2 Palembang, (2) questioning, it means in this research the writer asked the students about the materials then the students answered the questions after that the writer gave them feedback, (3) clarifying, before start the lesson the writer explained the story that would be learn at that time, and (4) summarizing, at the post activities the writer asked the students to make summary and then disscused it together which could supported students to handle their reading.

It's like everyone is telling a story about themselves in their own head. Always, all the time, the story makes you what you look like. We built ourselves from that story. Rothfuss (2007).

3. Conclusions

The results of reading comprehension achievement by using folklore as the media, the uses of folklore was able to improve the students' reading comprehension achievement. The use of folklore in the classroom made the students very interested because with this folklore they were not shy when they wanted to read in front of the class about grammatical error. And also they could show and share their idea about the moral lesson, the main idea ofthe story, the main character and etc.

In addition, the result of observation showed that 34 students were active during the teaching and learning process in experimental group. It can be said that folklore as reading material had as significantly to improve the eleventh grade students' reading comprehension achievement at MAN 2 Palembang.

Suggestions

Based on the conclusions of the study, the writers want to suggest to the English teacher, she should use more folklore frequently as the reading text when teaching reading comprehension since folklore is interesting and motivating, to the students are suggested to read more reading folklore in other types in learning reading comprehension to help their reading ability which may improve their comprehension, and this research can be used as a guide for teachers to increase students' reading interest and can help facilitate the process of teaching and learning activities. Therefore, learning by using folklore can become a source of reference and motivation for teachers to make innovations so that the learning process can be followed and liked by students.

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