
**THE EFFECT OF USING ILLUSTRATED FOLKLORE SERIES IN READING
COMPERHENSION ABILITY OF THE SECOND GRADE STUDENTS'
AT SMP NEGERI 24 KOTA JAMBI IN ACADEMIC YEAR 2018**

Kartika Dewi

Dosen Universitas Batanghari Jambi
Email : Kartikadewi_107@yahoo.co.id

ABSTRACT

This study was discussion about ability reading comprehension and the purpose of the study is to find out the application of *Folklore series* illustrate in improving the ability of students; reading comprehension of the Second Grade Students at SMP 24 Kota Jambi in Academic Year 2018 . The research is designed by using pre and post-test design. This research design is chosen referring to its superiority in controlling for extraneous factors that may influence the outcome though random assignment procedure. The pre-test result showed that the mean score of data was 53.66. From the pre-test result, it could be seen the lowest score was 36.66 and the highest score was 70. The post-test result in this group shown that the mean score of post-test result is 74.32 test result with the lower score was 43.33 and the highest score was 90. The analysis the mean score of students; reading comprehension by using illustrated Folklore it effect of using ore Series was higher than mean score of students; reading comprehension not using illustrated Folklore Series. It means the effect of using comprehension at SMP Negeri 24 Kota Jambi was accepted.

Kata Kunci : Illustrated Folklore Series, Reading Comprehension

INTRODUCTION

In learning English, there are four kinds of skills: listening, speaking, reading and writing. Reading means of language acquisition, of communication and sharing information and ideas (Aronson in Saputra, 2011:1). This skill must be mastered by students because it can increase their knowledge, inform, interpret and find Reading needs students' understanding and commending. The skill to read English text has become a priority target to be achieved by students beside other English language skills. It can be learned from every change in curriculum. It has become the main purpose in learning English as foreign language. Students are exposed to many kinds of written text various reading strategies which can help them understand those texts.

The role of a teacher is important to help students in determining how much and: what subject the students should read he/ she must stimulate students interest in reading for books or other reading objects .English teachers should provide materials that are appropriate with the curriculum an may be find suitable methods in teaching and learning process. Reading a story using illustrated version can enrich the students; new vocabulary, the structure of English sentences or improve their reading development in simple , it can improve students; reading comprehension

Some linguists give some definitions of reading that may help us to get clearer description. One of them is stated by Harris and Sipay (in Nurul Hidayah, 2010:12)”

Reading may be defined as the act of responding with appropriate to print a or writing verbal symbol From that statement we know the author; s idea. So, we absorb the information from the text .

In line with this idea, Callahan et.al (in Nurul Hidayah, 2007:12) state that : reading is an active process in which people attempt to extract ideas, concepts thoughts or images from the pattern of words set forth on the printed page.

In this regard, Petty .et.al (in Nurul Hidayah, 2007:10) states:

1. Reading is a complex process.
2. Reading means to get information from printed page.
3. Reading is the ability to pronounce and comprehend the printed words.
4. Reading is interpreting sign, letters, symbols, by assigning meaning to them.
5. Reading is receiving ideas and impression from an author via the printed page.

Reading is one of the best ways to learn a new language. Students learn to read, and to read better, by reading. There is reading tend to be effective when they have a purpose and a motivation to learn first “A student who does not because of lack of motivation does not get the practice he needs in reading skills (Shepherd, in Nurul Hidayah, 2007:14).

Shephred, as quoted by Nurul Hidayah (2007:15) states when a student does not have and know his purpose in reading, any instruction he may get in the skills of reading will be useless to him, and it makes him unsuccessful in the text

From definitions above, the research to summarize those in some elements. First, the object of reading activity is graphic symbols. Second, reading is an interpreting of graphic symbols, which involves an interaction between the researcher and the reader. Third, in reading process, there are two essential aspects involved, i.e. word recognition and comprehension. The first one refers to the ability to give meaning to printed symbol. The second refers to the ability to understand and apply the material. To achieve the maximum result, teacher should build the students' ability in reading and makes appropriate reading materials so they will want to read.

RESEARCH METHOD

The researcher is used the experimental research. The experimental research involves a study of the effect of systematic manipulation of one variable on another variable (Ary et al 2002:27). The type of this research is quasi-experimental research. By using pre and post-test design is chosen referring to its superiority in controlling for extraneous factors that may influence the outcome though random assignment procedure. Here, the researcher randomly assigned individuals to groups and equally distributes any of individuals between or among the groups or conditions in the experiment. Individuals in experimental class received the experimental treatments while those in the control class did not. After the researcher administered the treatment, he compiled average (mean) scores on a post-test score, he also compared net score (the differences between the pre and post-test). The treatment that is used by the researcher is *Folklore series Illustrated*.

Table 1. Pre and Post Design of Experimental Research

Group	Pre-test	Treatment	Post-test
Experimental	VIII C	VIII C	VIII C
Control	VIII B	-	VIII B

The instruments of this research are objective test through reading test, they were pre-test and post-test. The material taught to both experimental and control class was taken from the Text Book entitled “Look Ahead an English Course for SMP Grade VIII” written by Drs. Th.M. Sudarwati and Eudia Grace, published by Erlangga.

Table 2. The Specification of Test Items

NO	Specification	Indicator	Number of Test Items
1	Finding topic and main idea	The students know finding the main idea from the text	1, 6,17, 26, 27
2	Finding detail	The students know finding the details from the text	2,4, 7, 8,9 ,10,12, 14, 15,18,22,29,30
3	Finding factual Information	The students know finding information from the text	19,21,24
4	Finding reference Word	The students know finding reference word from the text	13, 16,20, 23, 25,28
Total of Numbers			30

Source : Look Ahead an English Course for SMP Grade VIII

Table 3. The Score Interpretation for the Students Achievement

Score	Category
81-100	Very Good
61-80	Good
41-60	Fair
21-40	Weak
0-20	Poor

The score of post-test from both groups were tested by using t-test formula. It was done to see the differences between the experimental and control classes.

RESULTS AND DISCUSSION

In this research, the try-out was administered to one class which was not taken as sample of the research; it was class VIII C. There were 40 students following the test. Besides, there were 30 items of test should be accomplished by the students. In experimental class, there are 40 students' Score taken for pre and post test data. The pre-test result showed that the mean score of data was 53.66. From the pre-test result, it could be seen the lowest score was 36.66 and the highest score was 70. The post-test result in this group shown that the mean score of post-test result is 74.32. There were 40 students; score of post test result with the lower score was 43.33 and the highest score was 90.

Table 4. Distribution of Pre-test Score in Excremental Class

Score	Category	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
81-100	Very Good	-	-	10	25 %
61-80	Good	1	27.5 %	26	65 %
41-60	Fair	7	67.5 %	4	10 %
21-40	Weak	2	5 %	-	-
0-20	Poor	-	-	-	-
Total		40		40	

From Table 7, it show than in experimental class ther were mo student; score were in very good category, 11 students (27.5%) were in good category, 27 students (67.5%) were in fair category, 2 students (5 %) were in weak category and there was no student in poor category.

For post-test result, it could be seen from the table 8, in experimental class there were 10 students (25%) are in very good category, 26 students (65%) were in good category, 4 students (10%) were in fair category. There were no student belong to weak and poor category.

Table 5. The Distribution of Pre and Post-test Score in Control Class

Score	Category	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
81-100	Very	-	-	3	7.5 %
61-80	Good	12	30 %	30	75 %
41-60	Fair	24	60 %	5	12.5 %
21-40	Weak	4	10 %	2	5 %
0-20	Poor	-	-	-	-
Total		40		40	

From Table 8, the pre-test result in control class shown that there were no Students' score were in very good category, 12 students (30%) were in good category, 24 students (60%) were in fair category, 4 students (10%) were in weak category and no student was in poor category.

It could be seen that the result of post-test in Table 8, there were 3 students (7.5%) were in very good category, 30 students (75%) were in good category, 5 students (12.5%) were in fair category, 2 students (5%) were in weak category and no student was in poor category.

The intervening of *Illustrated Folklore Series* was faced by the students when the researcher did the treatment are:

1. At the first meeting students' still confused about the application *Illustrated Folklore Series* and the class was crowded. So the result of the first meeting was sufficient.
2. The second meeting, some of students began understand in the application of *Illustrate Folklore Series*. But, the class situation was still crowded because the *Illustrated Folklore Series* lets student discussed with the group
3. The third meeting, most of students had clearly understood about the application of *Illustrated Folklore Series* and the student began active.

The analysis it is found that there is better improvement of group who were taught by *Illustrated Folklore Series* and those who were not. This can be seen from the pre-test result before treatment and post-test result after treatment in both of groups.

Teaching reading by using *Illustrated Folklore Series* in experimental class was more effective than using conventional method in control class. It also can be seen from the difference between pre-test and post-test from both group experimental and control as follows:

CONCLUSION AND SUGGESTIO

After conducting the research, some conclusions about the study of the effect of teaching reading by using *Illustrated Folklore Series* were presented:

1. The result of the analysis indicated the mean score of students' reading comprehension by using *Illustrated Folklore Series* was higher the mean score of students' reading comprehension not using illustrated Folklore Series
2. The researcher has computed these two means score by using t-test formula; the value of t-test was higher than the value of t-table. It indicated that ther was a difference on the students' comprehension that was taught using Folklore series technique. It means that the effect of using *Illustrated Folklore Series* comprehension at SMPN 24 Kota Jambi was accepte

Based on the conclusion above, it is suggested for English teacher at Junior High School

1. Especially English teachers of SMPN 24 Kota Jambi to consider *Illustrated Folklore Series* as one of strategy to improve the ability students reading comprehension . They can create it based on sub-topic of discussion.

-
2. The English teachers should be creative in explaining the material in order to stimulate the student's interest to learn English especially reading

BIBLIOGRAPHY

- Arikunto, Suharsimin.2007. Dasar-Dasar Evaluasi pendidikan. Jakarta. Bumi Aksara.
- Ary,Donald Et.Al.2002.Introduction to Research Education.Holt, Rhienhart and Winston, USA.
- Gay,L.1987.Education Research.Columbus:Merrill Publishing Company.
- Hariato.1996. The Effect Of Using Pictures In A Reading Text on A Reading Comprehension Test Of The Main Idea Of The Second Years Students at SMU Muhammadiyah 7 Malang. Skripsi. FKIP MALANG.
- Harmon, Peri. 2010. The Effect of Using Buzz Session Technique to Increase Studnts; Skill in Reading English Text at Second Grade of SMPN 30Sarolangun. Skripsi.FKIP UNJA.
- Heilmann, Arthur. W. 1981. Principle and Practice of Teaching Reading. Charles E. Meril publishing Co: Ohio.
- Hornby,A.S.1985.Oxford Advanced Learner Dictionary Of Current English:Rivised and Unpadded Britoil Oxford University Press.
- Isjoni. 2010. Cooperative Learning : Efektivitas Pembelajaran Kelompok. Bandung :Alfabeta
- Ulyus, Franky. 2010. The Effect of Using Stick Figures *on Students'* Achievement in Reading Comprehension at Sekolah Menengah Pertama Negeri 22 Jambi. Skripsi.FKIP
- Kustaryo,Sukirah.1988.Read Techniques For College Students. Jakarta: Proyek Pengembangan Lembaga Pendidikan.
- Kirn,Eline.1985. Interaction I: A Reading Skills Book San Fransisco.Random House,Inc.
- Mc Keachie.1986.Method, Approach, and Technique. (Online).
Availabe:<http://www.jstor.org/stable/807872>.(Accesceed From The Internet On 19 March 2010)
- Nuttal,C. 1988. Teaching Reading Skills in a Foreign Language. London : Oxford
- Raygon,Alton L.R.1979.Reading For Main Idea.USA:Mc Graw
- Salkind, N.J.1991. Exploring Research. New York: Mac Millan Publishing Company.
- Sudarwati,M and Eudia Grace. 2010. Look a Head 1 an English Course for Senior High School Students Year Ten. Jakarta : Erlangga
- Sudjana. 2005. Metode Statistik. Bandung: Alfabeta
- Sugiyono. 2008. Memahami Penelitian Kuantitatif. Bandung : Alfabet
- Tewsbury,Barbara.2009.JigsawTechnique (Online)
Availabe:<http://www.jstor.org/jigsaw/807872>.(Accesceed From ThInternet On 19 March 2010)
- Wiener,Harvey.1988.Reading Skills Handbook.USA:Meriam-Wenster-Inc. Widayani, G. 2008. The Effect of Whisper Game on Vocabulary Recalling of the Sixth Grade at SDN 28/IV Kota Jambi in Academic Year 2008/2009. Unpublished thesis. Jambi: Jambi University.