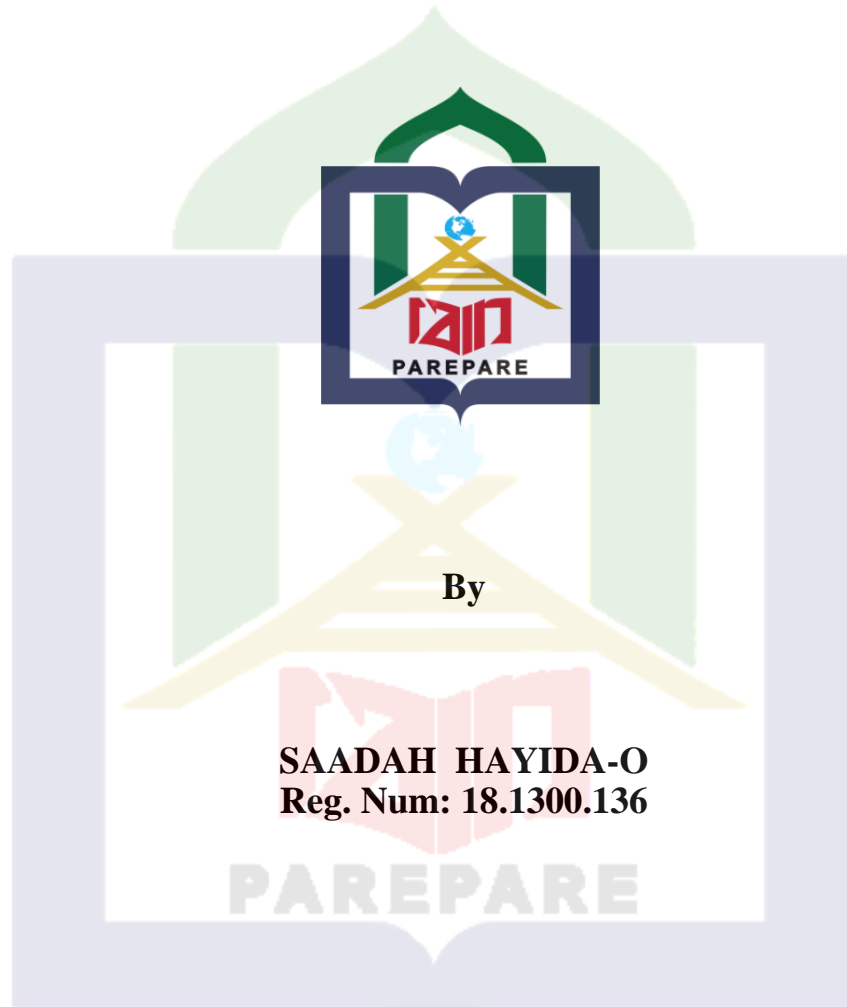


A THESIS

**THE EFFECT OF AESOP'S FAIRY TALE ON READING
COMPREHENSION OF THE ELEMENTARY 6th GRADE
STUDENTS OF BAN THANAM SCHOOL THAILAND**



By

**SAADAH HAYIDA-O
Reg. Num: 18.1300.136**

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfilment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)

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To

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وَعَلَى آلِهِ وَالصَّحْبِهِ أَجْمَعِينَ أَمَا بَعْدُ

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Parepare, February 1th, 2023

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DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

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Stated that herself conducted their skripsi, if it can be proved that is copied, duplicated or complied by other people, The degree that has been gotten would be postponed.

Parepare, February 1th, 2023

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ABSTRACT

Saadah Hayida-o. *The Effect of Aesop's Fairy Tale on Reading Comprehension of the elementary 6th grade students of Ban Thanam School Thailand.* (Supervised by Zulfah and Hj. Nurhamdah).

Aesop's Fairytale is a story that has a variety of different story themes and has exciting story content, is short and easy to understand, and has pictures. besides that there is also a moral of the story. To achieve the goal of this research is to provide a population of students to read and understand reading by using the media "Aesop's Fairytale" at Ban Thanam School. The results of this study are beneficial for teachers and students because they get accurate information about students' abilities in reading comprehension.

This study used a pre-experimental design with 22 students in total sampling. Researchers conducted research by distributing multiple choice reading tests and conducting treatment in class. The procedural is done by pre-test/treatment/post test.

The results of students' reading comprehension content scores after being taught using Aesop's Fairytale at Ban Thanam School are better at improving reading comprehension. You can see that the data shows an average pre-test score of 55.45 which is included in the Poor category. This result can be a valid indicator before arriving at research conclusions and the results of student scores can be seen in the results category, the data shows the average value for the post test 89.09 which is included in the Very Good category. From the above results it is known that from the t-test results the sig. is lower than 0.05. As a result, the H_A (Hypothesis Alternative) stated that Aesop's Fairytale improves students' acceptable reading comprehension competence. Then, H_0 (Hypothesis Null) states that Aesop's Fairytale does not improve students' reading comprehension competence is rejected. In conclusion, the use of Aesop's Fairytale is effective in improving students' reading comprehension.

Keywords: Reading Comprehension, Aesop's Fairy Tale

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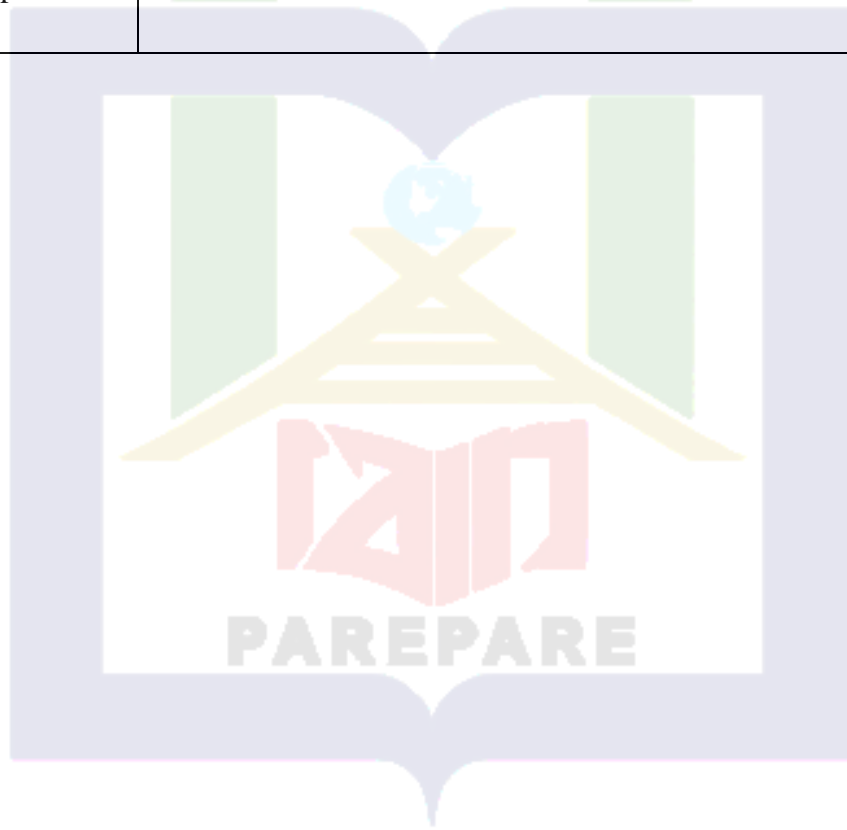
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CHAPTER I INTRODUCTION

A. Background

Anderson states that reading English is a very important capital for people of all ages. Those who have the ability to read English will have an advantage in learning new knowledge both in terms of getting information, academic knowledge, and life especially Books and articles such as textbooks, newspapers, magazines, announcements, advertisements, labels, and product instructions, mostly published in English and everything needs to be understood while reading it, therefore, in study and seeking more knowledge or keeping up with world situations, effective English reading skills are also required. Therefore, it can be said that reading is the heart of development.¹ However, the use of English for communication allows us to access the body of knowledge easily and widely. and have a vision of life, so learning English is very important for us.² Because at this time English is needed in everyday life. Learning English requires practice in all four skills: listening, speaking, reading and writing.

From this information, we can see that reading English is a very important skill for the development of learning, both academic and other skills. However, reading skills among Thai youth continue to be reflected as a problem. From the results of the Ordinary National Education Test (O-NET) for 6th grade elementary school students for the 2017-2019 academic year, it is known that the average score of students in English is 36.34, 39.24 and 34.42, respectively. it was found that students under the Education Office Region 7, which comprises the regions of Yala, Pattani and Narathiwat Provinces, had lower average scores

¹Sawitri Madoma, "The Development of English Morality Tale Series in Local Contexts to Improve English Reading Skills for Upper Elementary School Students in Yala Province", Vol. 16 No.3 (September-December 2021), 387.

²Suwanna Pansaeng and Benjapon Nualprasert, "The Development of English Reading Skill by Using the Critical Thinking Process of First Year Students Majoring in Computer Science, Faculty of Information Technology, Thepsatri Rajabhat University", Lawarath Social E-Journal Vol. 3 No. 2 (May – August 2021), 81.

than the national average and showed significant declines at 32.65, 31.59 and 27.80 percent, respectively. the indicators reflect students' English skills in exchanging information, express opinions and interpret unsatisfactory.³ This is in accordance with the research of Mayusoh & Karawee which states that mastery of English includes reading comprehension and interpretation of grade 6 elementary school students In the southern border province, the level is very low and needs to be developed strongly and urgently.⁴ Teaching and learning conditions in the three southern border provinces are generally managed by English teachers who focus on teaching content, language structure and core needs. The teacher becomes the main speaker by using one book and the students are the listeners, because the teacher's workload is heavy in teaching at several levels and many other tasks are also very responsible, teachers also do not have time to design language teaching activities and teaching materials that are in accordance with the context of the actual learner so that learning becomes boring and uninteresting, as well as other supporting factors such as the lack of libraries and laboratories. Language which is a critical learning resource, insufficient availability of books and books that are inconsistent with the context of regional content that are fabricated and do not meet needs.

The 2019 study focused on developing students in the Special Region of the Southern Border Province to have qualities that are in accordance with a multicultural society, where teachers must adhere to the principle of students, encouraging students to develop themselves naturally and to their full potential. Modify the management of learning, learners and regional contexts by focusing on educational management that emphasizes morals and ethics, creating an

³ Regional Education Office No.7, 2020, p. 3

⁴ Mayusoh & Karawee, 2014, pp. 459-466

atmosphere of learning English and designing language activities that meet the interests of learners to have language communication skills.⁵

So that researchers believe that students can learn effectively, have a positive attitude toward learning, and comprehend the language's culture by reading texts set in familiar contexts and cultures. Having prior knowledge and motivation is important and can affect the learning efficiency of students. Therefore, encouraging students to read stories with narrative content that students know and have prior knowledge of will help students to improve their English reading, memorizing, and understanding skills. Based on these interests, the researchers chose to conduct research on The Effect of Aesop's Fairy Tale on Reading Comprehension of the elementary 6th grade students of Ban Thanam School.

B. Research Question

Based on the above background, the researchers formulated the problem in this study as follows:

1. Is Aesop's Fairy Tale effective to improve reading comprehension of the elementary 6th grade students of Ban Thanam School?

C. Objective of the Research

Based on the research questions, the researchers formulated the following objectives:

1. To examine the effect of Aesop's Faity Tale on reading comprehension of the elementary 6th grade students of Ban Thanam School.

D. Significance of the Research

The significance of this research is theoretically and practically.

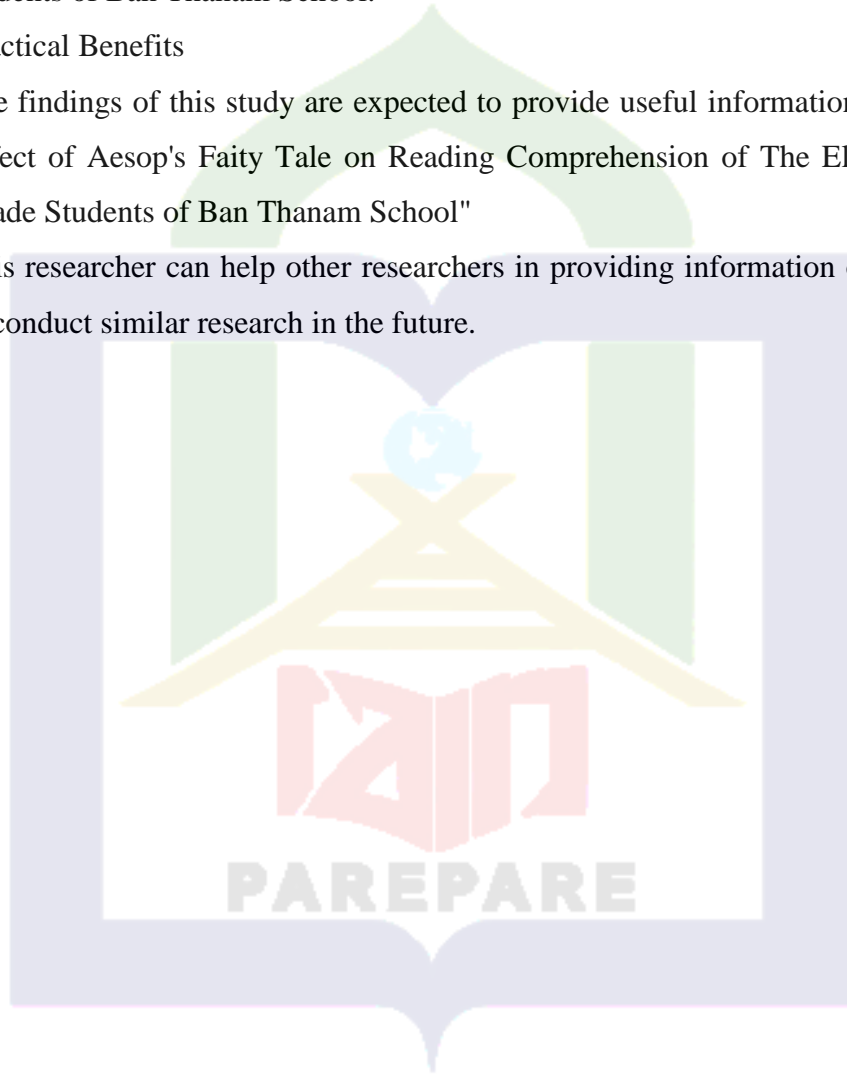
⁵Sawitri Madoma, "The Development of English Morality Tale Series in Local Contexts to Improve English Reading Skills for Upper Elementary School Students in Yala Province", Vol. 16 No.3 (September-December 2021), 388

1. Theoretical Benefits

This research has several benefits, both practical benefits and theoretical benefits. This research has theoretical benefits, namely providing an overview of the effect of Aesop's Faily Tale on reading comprehension of the elementary 6th grade students of Ban Thanam School.

2. Practical Benefits

- a. The findings of this study are expected to provide useful information about "The Effect of Aesop's Faily Tale on Reading Comprehension of The Elementary 6th Grade Students of Ban Thanam School"
- b. This researcher can help other researchers in providing information or references to conduct similar research in the future.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

Many researchers have conducted research on the development of English reading skills by using fairy tales in identifying students' reading competence. Their findings are sequentially presented below:

"Development of Reading Comprehension of Students at Rajamangala University of Technology Lanna Phitsanulok Using English Storybook Entitled Parachute Rice Growing" written by Kannika Pratumtone and Siriporn Bunprakob, 2020.⁶ It was concluded that using fairy tales could improve students' reading skills for the better. After studying according to the lesson plan and doing group activities together. Student satisfaction with these activities is at a very satisfactory level. This is because students have the opportunity to exchange knowledge and understanding of what they have read. In addition, this storybook has appropriate content and beautiful illustrations. This makes students easy to understand in the content of reading and more fun. The similarity of previous research with what the researcher will do, as well as in using fairy tales to develop English reading skills.

"The Development of English Morality Tale Series in Local Contexts to Improve English Reading Skills for Upper Elementary School Students in Yala Province" written by Sawitri Madoma, 2020.⁷ It was concluded that most students had difficulty in reading English because the texts were quite difficult and most of the textbooks used in schools were not in accordance with the local context of the

⁶Kannika Pratumtone, and Siriporn Bunprakob, "Development of Reading Comprehension of Students at Rajamangala University of Technology Lanna Phitsanulok Using English Storybook Entitled Parachute Rice Growing", Humanities and Social Sciences Journal of Graduate School, Pibulsongkram Rajabhat University Volume 14 No.2 (July- December 2020).

⁷Sawitri Madoma, "The Development of English Morality Tale Series in Local Contexts to Improve English Reading Skills for Upper Elementary School Students in Yala Province", Vol. 16 No.3 (September-December 2021).

three southern provinces, including another problem, namely that the teacher did not have enough time to create teaching materials that were appropriate to the context. real students. Therefore, fairy tales are used to develop students' English skills. It has proposed to use content that is common in everyday life, there is an insert of goodness, and ethical morality. This can make students feel more familiar and able to understand the story better. In addition to fairy tales can improve students' reading skills, by using fairy tales as a medium of learning can increase students' learning motivation in learning English and can help teachers in the teaching and learning process whose results are very satisfying. The similarity of previous research with what the researcher will do, as well as in using fairy tales to develop English reading skills. The difference is that researchers used Aesop's fairy tales to improve students' English reading skills, while previous researchers developed a series of English moral stories that integrated local contexts to develop English reading skills. The similarity of previous research with what the researcher will do, as well as in using fairy tales to develop English reading skills. The difference is that researchers used Aesop's fairy tales to improve students' English reading skills, while previous researchers developed a series of English moral stories that integrated local contexts to develop English reading skills. The similarity of previous research with what the researcher will do, as well as in using fairy tales to develop English reading skills. The difference is that researchers used Aesop's fairy tales to improve students' English reading skills, while previous researchers developed a series of English moral stories that integrated local contexts to develop English reading skills.

"The Development Of English Reading Skills Using Aesop Fables To The Students Of The Faculty Of Humanities Department Of English Mahamakut Buddhist University Lanna Campus" written by Phramaha Veradech Ahipanyo,

et. al, 2019.⁸ It was concluded that using Aesop's fable could improve students' English reading ability because Aesop's fable had uncomplicated content, had a short storyline so that students could understand the story easily and were also more interested. Even though they have different genders and GPAs. This may be because the knowledge base is not different and the knowledge acquired in classroom learning is at the same time, resulting in similar learning skills. The similarity of previous research with what the researcher will do is both use Aesop's fables in developing English reading skills. While the difference is that previous researchers made a comparison of the English reading skills of students who have different genders and GPAs.

"Teaching Reading Comprehension Using Fairy Tale At The Second Grade Of SMPN" was written by Fifi Desmiyati, Muhammad Sukirlan, and Sudirman.⁹ It was concluded that students who had difficulty in reading comprehension such as understanding texts with foreign words, determining conclusions and finding the main idea of the text. They are confused to identify text information. It is difficult for them to answer questions from the text. The use of fairy tales can improve students' reading comprehension achievement because there is a significant difference in students' reading comprehension before and after being taught using fairy tales. This study has similarities with what researchers would do about using fairy tales to improve reading skills. While the difference is that previous research focused on aspects of reading comprehension and reading comprehension level.

"Improving Students' Reading Skill Through Short Story At The Eleventh Year Of SMA PMDS Putra Palopo" Written by Yuliana, 2016.¹⁰ It was concluded that the use of short story texts was effective in improving students' reading skills.

⁸Phramaha Veradech Athipanyo, et. al., "The Development Of English Reading Skills Using Aesop Fables To The Students Of The Faculty Of Humanities Department Of English Mahamakut Buddhist University Lanna Campus", Journal of MCU Nakhondhat Vol.6 No.10 (December 2019).

⁹Fifi Desmiyati, Muhammad Sukirlan, and Sudirman, "Teaching Reading Comprehension Using Fairy Tale At The Second Grade Of SMPN".

¹⁰Yuliana, "Improving Students' Reading Skill Through Short Story At The Eleventh Year Of SMA PMDS Putra Palopo", SKRPSI, IAIN PALOPO, 2016.

This is evidenced by the results of the study showing a significant increase between the students' average pretest and posttest scores. The similarity of this research with what the researcher will do is the same thing in researching the development of students' English reading skills, the difference is that previous researchers used short stories while researchers used Aesop's fairy tales.

From the discussion of previous research that has been presented above. So it can be seen that many researchers have conducted research on the development of reading skills by using various forms of stories such as short stories, fairy tales, and moral stories. Using these media can result in an increase in the development of reading skills which is quite satisfying because one of the factors of the media can attract students' attention and not bore students in learning to read. Therefore, the researcher decided to conduct research on the development of reading comprehension by using Aesop's fairy tales because Aesop's fairy tales are fairy tales that are usually well-known among children at school, they usually hear, watch, and read. and read Aesop's fairy tales at home or at school. This makes them usually famous about the fairy tale and can make them understand the story more quickly. This will be able to make them fast in improving their reading comprehension skills. At the same time, the researcher wants to examine whether Aesop's fairy tales can influence students in improving their reading comprehension.

B. Some Pertinent Ideas

1. The Concept of Reading

a) Definition of Reading

Reading is an important and fundamental need for humans in the era of globalization, who must compete for survival and self-development in living an equal life with others in society. Therefore, reading is an important means of studying, seeking, researching information and knowledge. Reading is also useful for developing to be knowledgeable, wise, and understand other people and the

surrounding environment more and be ready to stick together to follow changes in community movements. There are several related definitions of reading as follows:

Reading is a process that is carried out and used by readers to get the message that the writer wants to convey through the medium of words or written language. Or it can also be said that Reading is a process of communication between readers and writers with written language.¹¹

Reading refers to the ability to translate the meaning of letters into words, thoughts and being able to make good use of the idea. In other words, reading is recognizing text in one's own or other's writing, including recognizing the meaning of signs and symbols such as traffic signs, signs displayed on maps, etc. Recognition of the text, understanding the story or getting a sense of entertainment according to the author's purpose.¹²

George D. Spache and Paul C. Berg (1955: 3-4) say that reading is a combination of many skills to create understanding in accordance with the intended purpose and way of the reader. Goodman (Goodman, 1970:5-11) also defines that reading is a complex interaction process between thought and language. Because the reader must try to create meaning from the letters. Reading is a process that requires continuous thinking. Readers must pay close attention to what appears in the text they read. to be used as an aid in choosing the most appropriate meaning of the text read.

There are Thai and foreign educators have given the meaning of reading is divided into 2 types as follows:

- 1) Bottom-up model of reading: is an approach to teaching reading that has been conceptualized from learning psychology theory, behaviorism or habit formation.

¹¹Tamrin, "Improving the Reading Comprehension of English Texts for Middle School Students through the Application of a Communicative Approach", JPD: Pedagogiana Journal, Volume 8, No. 84, (January 2021), 93-94.

¹²Suksawan Phusamart, et, al., "Developing Exposure Skills", Rajamangala University of Technology Isan : Khon Kaen.

It is assumed that reading should teach teachers simple or basic skills such as seeing letters, publications, then gradually learning more complex and difficult skills. When readers have the same knowledge and experience about the stories they read, understanding will occur.

- 2) Top-down model of reading: This is an approach to teaching reading that emphasizes the process of reading at a high level to the process of reading at a basic level. This teaching approach has been conceptualized from cognitive psychology theory. By reading like this, the reader can understand the story being read. because the reader interacts with the reading directly This is a personal process that depends on linguistic knowledge. It also depends on the composition of physical readiness, brain systems, cognitive, and situations that affect reading and teaching methods.¹³

From the above definition it can be concluded that reading is a conversational behavior between a reader and a writer, reading is also a process of recognizing and understanding written material, a collection of thoughts, interpretations, and understanding of what has been read. To develop oneself in terms of intelligence, emotion and society.

b) The Importance of Reading

Reading is one of the human learning behaviors. which uses eyes and brain to understand meaning including understanding of what is read If humando not record their own history. Moreover, humans will not know the meaning of the language used by certain groups to record. this will lead to a lack of learning and mutual understanding. So reading is very important for human life and prosperity. Reading is very important for human life today. Because changes in material, science and thought are so fast. Reading makes it possible to track movement and progress. It helps to enhance the experience of knowledge, thinking and judgment

¹³Kamonwan Kottong, “The Development Of English Reading Exercises Based On Asian Folktales Through The Storyline Method For Prathomsuksa Six Students Of Banpao (Samranchaiwittaya) School, Chaiyaphumi”, (2014).

to make people have the beauty of maturity. More intelligence and competence promote the process of improving the quality of life and the spirit of the reader in a way that is good for himself and can benefit society as well. Reading is like a bridge that connects the knowledge and understanding of people from all nations and languages to express the same truth and to be able to do various activities together very well. In addition, reading is important for educational career development and is at the heart of the teaching and learning process. Reading is needed to practice skills in order to gather experience in order to create broad thinking and understanding of what is read quickly and accurately. Reading regularly helps sharpen the brain and sharpen the mind. At the same time, people who cannot or do not read it will be very difficult to live happily in this world and will be taken advantage of in many ways. Therefore, reading is very important for everyone and is the key to success.¹⁴

Thapanee Nakornthap, et, al., discusses the importance of reading and can be summarized as follows:

1. Reading is a means to acquire knowledge, especially those who are at school age. Reading books is necessary for various educational purposes.
2. Reading is a tool for career success, because they can use the knowledge gained from reading to develop their work.
3. Reading is a means to pass on one's cultural heritage to the next generation.
4. Reading is one way to encourage people to read to be smart, because the experience gained from reading when collecting more and more for a long time it will lead to ideas, wisdom, to be wise and knowledgeable.
5. Reading is an activity that creates a sense of pleasure. This is one of the easiest and most rewarding ways to find happiness for yourself.

¹⁴Waraporn Phrominthorn, "The development of English reading comprehension skills of Mathayom Suksa 5 students by using cooperative reading strategies. Collaborative strategic reading", (July 2018), 24-25.

6. Reading improves quality of life. Make a perfect person both mentally and personally. because when you read, you will know a lot that you can apply knowledge to live a happy life
7. Reading is a means of developing politics, government, religion, history and society.
8. Reading is a method for developing communication systems and using various electronic devices.¹⁵

In conclusion, reading is very important for human life. It facilitates lifelong learning and satisfies the natural curiosity of all human beings. which is present in all sources of information, especially the curiosity of information.¹⁶ Especially in today's society where we have to look for information science, economic, social and cultural movements. Reading encourages readers to develop knowledge and thinking. see the wider world, understand the problems that arise in society through teaching materials. This will help them make the right decisions, be smart, have a career and become good citizens.

a) **Purpose of Reading**

Reading has goals that are set according to the needs of readers, who may want to study and research information for academic purposes or read for recreation. Everyone's readers have different goals, which can be broadly classified as follows:

1. Read to gain knowledge. This is knowledge from academic textbooks, academic documentaries of various types of research or reading through electronic media, reading from books with the same subject matter, Must be read by many authors to check its correctness, content accuracy. Knowledgeable readers will get various ideas. This reading is to gather the knowledge and experience of the readers.

¹⁵Thapanee Nakornthap, et, al., "Basic knowledge of reading", (2003), 55-56.

¹⁶Kanchana Chonkrikirat, "Developing reading and writing skills in Thai language by using the Thai language learning skills practice form of students in grade 1", (2018), 15.

2. Read to find out news, ideas, and understand concepts. For example, reading news reviews, meeting minutes. Readers never choose to read books according to their ideas and preferences. they should choose to read variations will make for a wider angle This will allow us to have another reason to criticize and analyze more deeply.
3. Read for pleasure or for entertainment, and admiration. This reading is a heart-warming meal. Read and enjoy the pleasure that comes from reading fiction books such as novels, short stories, translated stories, cartoons, or reading plays. Read poetry, songs, comedy, etc. Apart from enjoying the language and fun stories, you can still gain knowledge and ideas.
4. Read to develop judgment and grades. Reading to develop assessment and grades This involves developing students' reading skills at a higher level. and there has been a mass increase in worldly experiences and a more sophisticated life. Students will understand the moral message that is inserted in the literary works they read. with a reasonable analytical process able to select and apply valuable things to develop themselves into quality human resources and live in a valuable society, able to serve the nation's society to advance in accordance with increased intelligence As a result of students gaining knowledge, understanding , and the environment in the field of truth and truth (Kusuma Raksamanee et al., 1993: 79).
5. Business reading or other benefits, is reading for a specific purpose, such as reading various types of forms, reading loan, mortgage and trade agreements, reading applications and regulations.¹⁷

In conclusion, everyone's reading goals will be different according to their needs. Readers determine the purpose of reading to meet their own specific needs, each reading will bring benefits to all readers. The consideration for those who are of school age is that they must use wisdom in choosing what to read and know how to differentiate between them, effectively applying what is beneficial from

¹⁷Thapanee Nakornthap, et, al., "Basic knowledge of reading", (2003), 55-56.

reading in activities related to every aspect of life. Therefore it is considered as an important factor in improving reading achievement to achieve each of the above objectives.

b) Benefits of Reading

A good book always provides value to the reader. whether it's an academic book or fiction. Once he picks up a book and reads it, even for just a few minutes, the reader will “get” one side or the other. How useful reading a book is depends on how "readable" it is, which requires regular reading practice to gain understanding, appreciation, analysis, and ideas for reading books.

There are several benefits of reading as follows:

1. Have knowledge in a variety of academic fields, possibly general knowledge or special knowledge, such as reading books in a variety of fields, such as textbooks, handbooks, and journals, etc.
2. Has made the world aware and up-to-date by reading newspapers, reading from various information media in the community both at home and abroad. You will also get to know sports news, entertainment news, review articles. as well as advertisements for various products which are very helpful in adjusting their livelihoods according to their current social conditions.
3. Allows to find the answer you want. Reading books will help answer questions that we have questions, doubts, want to know, for example reading a dictionary to find the meaning of a word. Read law books when you want to know the rules. Read manuals to guide you in learning how to be successful in your studies, etc.
4. Create Fun The reader will be happy when they read a book with good and interesting content. enjoyment the setting matches the mood of the story, eases tension, provides insight, and also takes the mind of the reader to a higher level.
5. Lead to skills and development in reading Those who are diligent in reading will be proficient at reading. can read quickly Easy-to-understand stories understand

correctly understand the main points of the story and are able to fairly assess the value of reading material.

6. Enabling one's life to grow into a full life. More and more readers are familiar with a wide range of stories, generating a wide range of knowledge and concepts. can serve as a guide for how to live your own life to improve your values and keep things in order.
7. Enhance personality and foster positive interpersonal relationships. walked through a huge parking lot. Because a lot of information has been gathered, one can talk to other people with confidence and without feeling embarrassed. able to impart knowledge and offer helpful advice to others Knowledgeable individuals are frequently known and trusted by others.¹⁸

c) **Type of Reading**

The readings can be divided into different categories depending on what criteria will be used for consideration. If you consider reading based on the purpose of the reader primarily. We can be divided as follows:

1. Rough reading
The purpose of this type of reading is to find references for research or find new clues in the library, also to search for keywords related to new subjects to gather the author's thoughts. It is also used for recreational reading, such as reading entertainment journals. Read exciting and fun stories
2. Speed reading
The purpose of speed reading is to review reading material. It is also used to find key concepts and sub-concepts. This is the use of information from the substance that is read. This reading method is also used to read entertaining materials such as stories, novels, novels, and other reading materials that help the reader to relax mentally.
3. Read regularly

¹⁸Suksawan Phusamart, et, al., "Developing Exposure Skills", Khon Kaen.

The purpose of regular reading To find information and answer questions can be used by doing practice. or create a Read report and take notes to summarize each episode. These are readings to bring information to solve puzzles. Read on to understand the relationship between main concepts and subconcepts. Normal reading is usually used for reading material with a moderate level of difficulty, which means the Reader knows more than 70% of the words in the text and can read 250 words/minute and answer 60% or more correctly.

4. Detailed reading

Reading is done to learn more about each subject in detail. without losing the meaning of individual words, sentences, and groups of words, as well as evaluating the reading in light of the sequence of events and the story's overall direction. so as not to miss important points Summarize the story in your own language. including analyzing the author's presentation correctly This reading method is also useful for reading literary works and literary texts in detail. To create an understanding and appreciation of the use of language, analysis of patterns and the nature of language use. The values obtained in a language also require careful reading.¹⁹

Each type of reading has a different purpose. and use different content Readers should consider that In what ways reading is used in daily life and determine whether they are effective in reading or not using the following initial criteria:

- a. Understand the details of the story.
- b. Understand the importance of stories.
- c. Summarize the main idea of the story.
- d. The order of thoughts in the story.
- e. Predict events that do not appear in the story or events that will occur next.

As for Types of Reading According to H. Douglas Brown in his book, variety of performances is derived more from the many types of texts (genres

¹⁹Sunanta Munsettawit, "Basic Knowledge of Reading", (2008), 17-20.

listed above) than from the variety of types of open-air performances that are usually identified, and these will serve as organizers of various assessment tasks.

a. Perceptive

In keeping with the set of categories specified for listening comprehension, similar specifications are offered here, except with some differing terminology to capture the uniqueness of reading. Perceptive reading tasks involve words, punctuation and other graphemic symbols.

b. Selective

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture cued task, matching true / false, multiple choice, etc.

c. Interactive

Include among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. That reading is a process of negotiating meaning, the reader brings to the text a set of schemata for understanding it, and intake is the product of that interaction.

d. Extensive

Extensive reading, as discussed in this book, applies to texts of more than one page, up to including professional articles, essays, technical reports, short stories and books.²⁰

2. The concept of Reading Comprehension

a. Definition of Reading Comprehension

Reading comprehension is a very important component of reading. Therefore, many reading experts provide an understanding of reading comprehension.

²⁰H. Douglas Brown, *Language Assessment Principles And Classroom Practices*, (San Francisco: California, September 2003), p. 189.

Rosenshine (1980: 62) states that reading comprehension commonly entails seven skills, namely, recognizing the sequence, recognizing words in context, identifying main ideas, decoding details, drawing inferences, recognizing cause and effect and comparing and contrasting. This composition of reading comprehension can be compared to products or outputs attained through reading activities which consist of reading along the lines, reading between the lines, and reading beyond the lines.²¹

It can be summarized that Reading comprehension refers to the ability to read words, sentences, various messages, including text. Then he is able to understand the importance, details and relate them to his own experiences until he is able to understand the contents of the stories he reads.

b. The Level of Reading Comprehension

Many reading comprehension experts have classified reading comprehension levels as follows:

Miller classifies reading comprehension into four levels as follows:

1. Clitoral or factual comprehension

Is the ability to find answers to questions posed in accordance with the reading text. and find the main idea and details in the story.

2. Interpretative or Inferential Comprehension

It is reading through which a thought process is needed to interpret what is read. Summarize references, draw conclusions, reinforce, and predict what will happen next.

3. Critical Reading

This reading level is organized at the advanced interpretation level. which is difficult to distinguish Between interpretation and critical reading, in some cases, critical reading also includes judgment. or judging what is read Primarily readers who set the stage based on previous experience.

²¹Sulistiyani Hidayati, Types Of Reading Comprehension Questions Of English National Examination For Senior High School Students, (Surakarta, 2015), P. 4

4. Creative Reading

Is reading at the highest level of the reading process. This is reading that can be applied to solving problems. in everyday life which is the ultimate goal of reading.²²

Meanwhile, Dallman & Deboer (Dallman & Deboer, 1978, p. 166) has divided reading comprehension into 3 levels:

i. Real level

Is the understanding of the subject matter that is read in accordance with the written character.

3. Interpretation level

Is an understanding that is based on summarizing, interpreting, and interpreting the meaning of reading.

4. Evaluation level

Is the ability to evaluate what has been read. By relying on the knowledge and experience of readers to consider and make decisions.²³

Reading comprehension is the ability to process the information we have read and understand its meaning. In other words, there are levels of reading comprehension as follows:

i. The Literal Level:

Literal comprehension means understanding a text, including facts, ideas, vocabulary, events, and stated information. It involves getting specific answers to questions or information gathering for questions that start with “what, where, when, who,” etc.

Literal comprehension is an essential ability because it serves as a building block to the more advanced levels of comprehension. The literal level of comprehension

²²Kulthida Auansorn, "Developing English Reading Skills by Reading from English Short Stories of Mathayomsuksa 6 students, semester 2, Academic Year 2019", Chumphae Pittayakhom School", (2019), P.5.

²³Waraporn Phom-in, "Developing English Reading Comprehension Comprehension of Mathayom Suksa 5 Students Using Cooperative Reading Strategies Collaborative Strategic Reading", SKRPSI,Burapha University, (July 2018), 28

requires some abilities that are necessary for comprehending any text or statement in general, and they include:

- The ability to understand what a sentence is saying without analyzing it.
- The ability to understand the literal meaning of words.
- The ability to understand the literal meaning of sentences.

To develop the above-highlighted abilities and extract answers from any document seamlessly, as a student or working professional, you have to develop literal comprehension skills such as keywording, skim reading, and scanning. These skills will enable you to locate and use information more quickly.

At the literal level, you can recall the information explicitly stated in the material. The ability to quickly skim and scan a large volume of materials and extract or recall essential information from the document is a vital productivity skill that literal comprehension offers.

ii. The Inferential Level:

Inferential comprehension is the ability to make valid inferences from the facts and information received or found in a text. At this level, you must read between the lines to understand the texts in the reading material. It involves understanding the facts even if not explicitly stated in the reading material.

It explores answers to questions that begin with “Why and How” because such questions have to get their implied meaning answered or comprehended.

There are several different types of inferences, categorized as generalizations, comparisons, conclusions, assumptions, predictions, inferences of cause and effect, etc.

iii. The Evaluative Level:

Evaluative comprehension requires a deeper understanding of the topic or event. It involves analyzing and weighing an event or an author’s intent, opinion, language, and style of presentation.

It also includes evaluating the appropriateness of the author's devices in achieving his aim and then making inferences based on the fact or idea implied in the event or reading material.²⁴

iv. The Reorganization Level:

Reorganization comprehension is based on a literal understanding of reading material or event and then using information gained from various parts of the material or event and rearranging them into new patterns that integrate them into your idea for further understanding.

Reorganization comprehension requires some creativity and curiosity. It also requires an ability to analyze, digest, evaluate and come up with a unique view of a situation or event.

v. The Appreciative Level:

Comprehension goes beyond merely decoding the text or audio and making sense of it. It also involves giving reactions and thoughts about material or events based on a deeper understanding of the situation or text.

The appreciative level of comprehension fits here as it requires reading beyond the lines and involves recognizing the author's philosophy and purpose of reading material. The philosophies are not stated explicitly but are implied in the text and involve having an emotional response and reflections on the material.

To get to the appreciative level of comprehension means that a reader fully understands the literal meaning of the reading material, has carefully evaluated the situation and can use the ideas gathered and apply them to real-life events or similar conditions.

Reading comprehension levels can range from easy to difficult. or from letter level to mind level. Summarizing the reasons for interpreting, interpreting, so that you can understand the reading. In addition, the level of reading comprehension is from the level of understanding the details of the content. the relationship of the

²⁴ Dr. Pedro Tavaréz DaCosta & Yerni Herrera Gutierrez, AD, "Level of Reading Comprehension of Dominican EFL College Students", (2020), P. 16-17.

message that requires the experience of the reader to interpret it and finally, the level of understanding of what the author did not write quickly in the reading. But the reader must conclude according to his own opinion. In addition, the reader must be able to assess the value of reading, and can express feelings about writing as well. In other words, reading can be divided into several levels depending on the purpose of reading.

3. The concept of Aesop's Fables

a) Definition of Aesop's Fables

Aesop's Fables are allegorical fables in which the characters are animals, Show behavior or characteristics that are close to human nature.²⁵

Aesop's fables are a type of fable composed by a Greek storyteller named "Aesop" by most of the fables he composes. Many stories will feature characters who are animals or objects who can talk, solve problems, and generally have human qualities. At the end of the story there are moral teachings that are inserted. Therefore, in addition to Aesop's fairy tales will provide pleasure and enjoyment for the reader or listener. Aesop's fable also contains teachings on morality at the end of the story. It can also be a reminder for readers.

b) History of Aesop's Fables

The story and history of Aesop's fables have been around for a long time, there are recorded in different histories. But it can be briefly summarized as follows:

Aesop (Aesop) was a Greek slave who wrote Aesop's fables that have been popular around the world for generations, spanning thousands of years.

Aesop was Aesop's Greek slave. He was born in Fryia in what is now Asia Minor. This was the land where Asia and Europe collided and was a very prosperous land in Aesop's time. Because it was a gathering place for merchants, traders, diplomats and tourists, as well as being a country that did a lot of slave trade at that time. And Aesop was one of the slaves there. who has the nickname Ethiop

²⁵ Prof.Dr. Niyada Lausunthorn, "The Development of Aesops Tales", Journal of Humanities and Social Sciences, Vol.2 (2), P. 2

(Ethiop), which means black. But Europeans call the distorted voice Aesop (Aesop), but some legends say that Aesop may have come from Thrace. Prigia, Ethiopia, Samos, Athens or Sardis which no one knows for sure.

Between 560 and 620 BC, he lived. or 2755–2815 years ago, he lived in Sardis, which is on the Greek island of Samos. This island used to be off the coast of Turkey, where it is now. Greeks inhabited Turkey's entire coast in ancient Greece. Despite being a disabled rider, Aesop had a beautiful mind that stood out from his body. Aesop was originally from Thrace, a city-state from antiquity. During his time in slavery, Aesop shared a slave named Edmon on the island of Samos. Aesop had made his master and himself famous by being a talented storyteller who was well-known in the neighborhood. Because of his intelligence, Aesop was eventually freed from slavery.

Aesop's reputation reached the ears of King Cresus. who is a king with extraordinary wealth Aesop has lived in the palace and was ordered to come to the palace as an ambassador. He had to travel to negotiate with various cities. Because King Cresus saw that Aesop was a very intelligent and very intelligent psychologist. He met the Athenian statesman and many wise men, especially the philosopher Solon. Aesop was already in Solon's office. who is a very famous lawyer Solon is a relative of Pisstratus. lord of the city of Athens At that time, the townspeople thought of removing Pisstratus from his position as governor. because he saw that Pisstratus ruled over the people with great power cruel Aesop had told the story of the frog choosing a lord for the Athenians to listen.

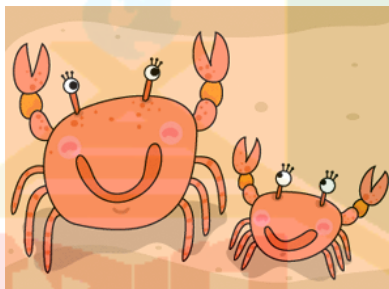
Aesop's end had come. When King Cresus sent him to serve as the city's ambassador for Delphi, Aesop told the story of using animals as lighthouses to tell the townspeople the truth about political injustice. His actions ignited the flames of anger. Let it burn in the hearts of Delphi politicians. This politician is thinking of taking revenge on Aesop. Secretly took the sacred golden bowl of the Temple of Apollo to put in Aesop's trunk. then accused him of being a thief. In the end, Aesop was charged with blasphemy and grievous destruction of the

people of Delphi. He is also savage and vicious. Aesop was sentenced to death by being thrown from a high cliff to death.

Shortly after Aesop's death, one of the Athenians Named Lisifus had a statue of Aesop erected in front of the great philosopher's monument. The seven Athenians, considered to be Aesop, were considered equal to the great philosophers. The famous Athenian at that time. Aesop's fables have been published continuously for more than three thousand years. The immigrants from one place to another remembered Aesop's tales to retell. So the stories spread all over the world and every corner of the world. Everyone when they heard Aesop's tale. They will feel good. Getting a lesson in knowing good and evil goes hand in hand with pleasure.

c) Examples from Aesop's Fairytale

The Young Crab and His Mother



“Why in the world do you walk sideways like that?” said a Mother Crab to her son. “You should always walk straight forward with your toes turned out.”

“Show me how to walk, mother dear,” answered the little Crab obediently, “I want to learn.”

So the old Crab tried and tried to walk straight forward. But she could walk sideways only, like her son. And when she wanted to turn her toes out she tripped and fell on her nose.

The Moral :

Do not tell others how to act unless you can set a good example.

The Kid and The Wolf

A frisky young Kid had been left by the herdsman on the thatched roof of a sheep shelter to keep him out of harm's way.

The Kid was browsing near the edge of the roof, when he spied a Wolf and began to jeer at him, making faces and abusing him to his heart's content.

"I hear you," said the Wolf, "and I haven't the least grudge against you for what you say or do. When you are up there it is the roof that's talking, not you."

The Moral :

Do not say anything at any time that you would not say at all times.

The Rabbit and the Dog

A Dog started a Rabbit from his lair, but after a long run, gave up the chase.

A goat-herd seeing him stop, mocked him, saying " The little one is the best runner of the two".

The Dog replied, “ You do not see the difference between us : I was only running for a dinner, but he for his life.”

The Moral : *Incentive spurs effort.*

The Mole and His Mother



A MOLE, a creature blind from birth, once said to his Mother: “Why, Mother, you said I was blind! But I am sure I can see!”

In the desire to prove to him his mistake, his Mother placed before him a few grains of frankincense, and asked, “What is it?”

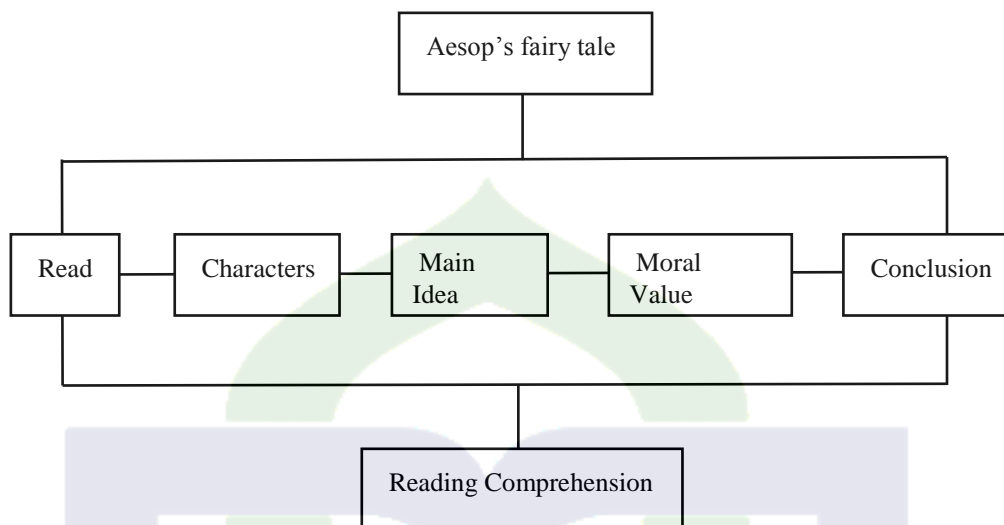
The young Mole said, “It is a pebble.” His Mother exclaimed: “My son, I am afraid that you are not only blind, but that you have lost your sense of smell.”

The Moral :

Nobody would notice imperfections if people did not try to conceal them.

C. Conceptual Framework

The main focus of this research is to examine the effect on students' reading comprehension by using “Aesop's Fairy Tales” at Ban Thanam School. The researcher designed the conceptual framework of this research by showing the diagram below:



Based on this conceptual framework, the researcher will focus research on to examine the effect on students' reading comprehension using “Aesop's Fairy Tales”.

D. Hypothesis

The hypothesis has the aim to answer the problem that formulations in this study. As for the hypothesis in this research.

HA = There is an increase in students' reading comprehension competence by using “Aesop's Fairytale” at Ban thanam school.

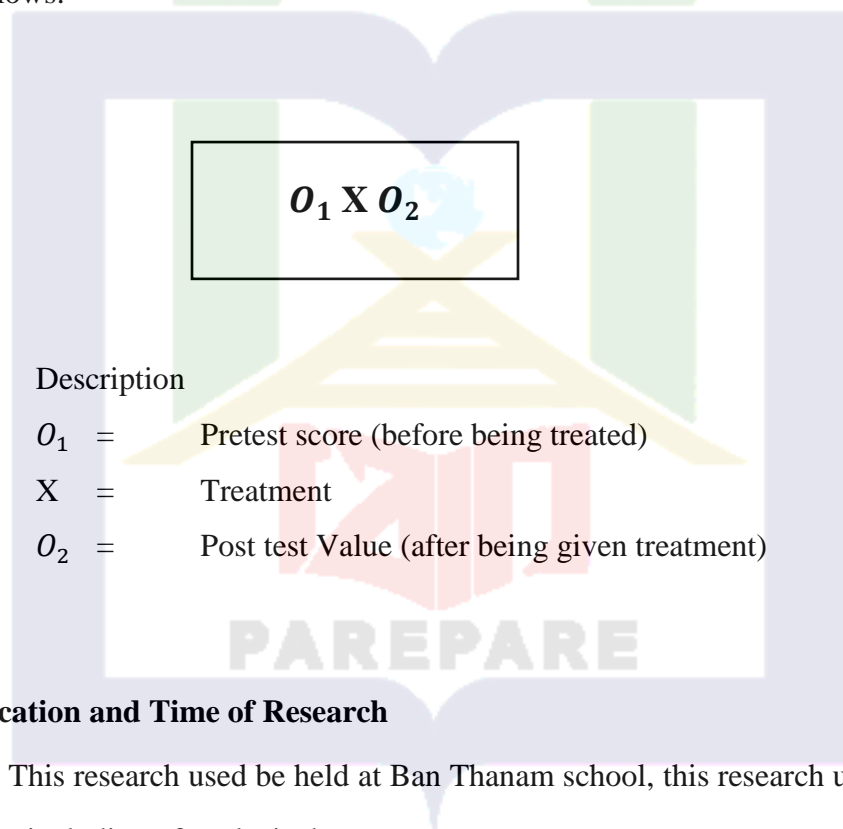
H₀ = There is no increase in students' reading comprehension competency by using “Aesop's Fairytale” at Ban thanam school.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

This research used pre-experimental design. These designs used measured before and after treatment. Thus the results of the treatment can be known more accurately because it can compare with the situation before being treated.²⁶ In addition, this design also helps researchers to have in-depth information to get answers to research questions. According to Sugiyono, this design is used as follows:



B. Location and Time of Research

This research used be held at Ban Thanam school, this research used spend 45 days including of analysis data.

C. Population and Sample

²⁶Muhammad Akhir, "Application of Reciprocal Teaching Learning Strategies on Reading Ability in Elementary School Students", Indonesian Journal of Primary Education, Vol. 1, No. 2 (2017) 30-38 ISSN: 2597-4866.

1. Population

Research population is the entire research sample.²⁷In this research the population were be the entire of students for 6th grade, the number of population is 22 students.

2. Sample

As a sample, researchers used total sampling to get perfect data. Researchers took 6th grade students with a total of 22 students as the sample of the research.

D. Research Instrument

The research writing used test for an instrument. The researcher asked the students to read Aesop's fairy tales and made a reading testnamely giving 2 reading tests in the form of multiple choice as many as 10 questions. This instrument tested the students for their ability in reading comprehension, the instrument is a tool for having proper data from the respondent as an subject of the research.

E. Procedure of collecting data

Pre-test is a test conducted before learning or a topic is explained. It can be in the form of short questions regarding the material to be taught to be an illustration to the teacher and to measure the knowledge possessed by students regarding the subjects and topics to be discussed.

Post-test is a test or exam that is carried out after the learning process is completed and aims to measure students' understanding of the competencies and learning materials taught by the teacher.

F. Treatment

- a. Starting with essential question

²⁷Arikunto, S, Research Procedure, (Jakarta: Rineka Cipta, 1995), p. 198

Researchers given questions to students to attract students attention and want to know about the material being taught. Then given topics about the "Aesop's Fairy tale" that will be read.

b. Designing a plan

The researcher asked the students to read and understand the contents of the given Aesop's fables. first of all the researcher divided the students into 4 groups, each group would get a different title of Aesop's Tales. the researcher taught students to read first. Then, each group reads and discusses the reading in front of the class.

c. Create Schule

The researcher told students about the time spent reading and discussing the reading in front of the class.

d. Monitoring the student and project progress

Researchers guides and helps students if students have difficulty in in reading and understanding the contents of Aesop's Fairytale. In this case, the teacher acts as a monitor.

e. Assess Outcome

The researcher evaluates the students reading and ask students to explain what they have read.

I. Procedure of data analysis

In this pre-experimental reserch using the SPSS and EXCEL programs in analyzing data, and there are several stages used to analyze data carried out from the instrument as follows:

1. Scoring Students" Correct Answer

The data of the researcher's test result for the students" activity during the teaching-learning process analyzed by using the pattern as follow:

$$\text{Score} = \frac{\text{Students Correct Answer}}{\text{Total Number Score}} \times 100^{28}$$

2. Classifying the Students' Scoring

Student results (test) data were analyzed using the dependent sample t-test. Test conducted for checking the students competence and improve students' understanding using Aesop's Fairytale. The writer given a task for 6th grade students in the classroom. Students are asked to take a multiple choice reading test for 60 minutes. Then the writer collected the results of her writing and assess them one by one. The students' score in the following criteria at the book that was written by Suharsimi and Arikunto that is modified as follow:

Table 3.1 The Classification of the Students Score

No	Score	Classification
1	80-100	Very good/Excellent
2	66-79	Good
3	56-65	Fair
4	40-55	Poor
5	<39	Very poor ²⁹

²⁸ L, R Gay, Educational Research, (USA, 1981), P.225

²⁹ Suharsimi Arikunto *Dasar-dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2006)

CHAPTER IV

FINDINGS AND DISCUSSION

Ban Thanam School is located in their Tha Nam Village, Panare District, Pattani Province in the lower south of Thailand. The majority of the community is Muslim and most of the children in the village attend kindergarten through elementary school at the school. Ban Thanam School is a public school that has been certified as having quality basic education set by the Ministry of Education. The specific description of the school can be seen below:

Table 4.1 School Identity

A. School Identity			
1	School name	:	BAN THANAM SCHOOL
2	Educational level	:	TK-SD
3	School Status	:	Negeri
4	School address	:	NO. 2 Thanam, Panare, Pattani
5	Postal code	:	94130
6	No. Tel/Fax	:	073417011
7	Village	:	Thanam
8	Subdistrict	:	Panare
9	Province	:	Pattani

The table above describes an overview of the research locations that have been carried out by researchers, there are several advantages related to the research locations. Among other things, you can find out more

information through the school's Facebook page. which the facebook page is expected to provide benefits to students and residents. Facebook page will be managed as well as possible so that everything that is known about this school is available.

A. Findings

Students Reading Comprehension through Aesop's Fairy Tale

Regarding the research question of whether or not Aesop's Fairy Tale helps 6th-grade students at Ban Thanam School improve their reading comprehension, the researcher used several stages of teaching with Aesop's fairy tales in this study, which are outlined below:

1. Based on the results of initial observations made by researchers. During the learning process, students seemed less enthusiastic in following the instructions given by the teacher. Students feel less interested in following the instructions given by the teacher; that doesn't seem like a persuasive direction.

Learning to improve reading comprehension is carried out using Aesop's Fairytale which is considered capable of provoking students to be more interactive and interested in learning so as to prevent learning boredom.

Based on the explanation above, the researcher agreed to use Aesop's Fairytale to improve students' reading comprehension. Research findings are the result of data collected from the deployment of instruments by researchers referring to the research questions that have been formulated in the first chapter. These results also present data processing of students' reading comprehension competence in Aesop's Fairytale at Ban Thanam School.

The instruments distributed to students were written tests, the tests consisted of reading tests and multiple choice questions for students, students were asked to read Aesop's Fairytale based on the research concept.

According to the theory, this research uses pre-experimental research which is the process of answering research questions.

Research questions were answered with a written test which was held on November 8-21 2022 face to face with students. This study aims to determine the increase in students' reading comprehension by using Aesop's Fairytale.

2. Researchers conducted research using research instruments in learning activities, researchers found data on improving students' reading comprehension as follows:

Table 4.2 Description of Result Pre Test

No.	Initial of Students	Pre Test
1	Students 1	40
2	Students 2	40
3	Students 3	50
4	Students 4	60
5	Students 5	70
6	Students 6	40
7	Students 7	40
8	Students 8	50
9	Students 9	70
10	Students 10	60
11	Students 11	50
12	Students 12	80
13	Students 13	50
14	Students 14	60
15	Students 15	70
16	Students 16	60
17	Students 17	40
18	Students 18	50
19	Students 19	80
20	Students 20	70

21	Students 21	50
22	Students 22	40

Table 4.3 Description of Result Post Test

No.	Initial of Students	Post Test
1	Students 1	80
2	Students 2	80
3	Students 3	90
4	Students 4	100
5	Students 5	100
6	Students 6	90
7	Students 7	80
8	Students 8	80
9	Students 9	100
10	Students 10	90
11	Students 11	90
12	Students 12	100
13	Students 13	90
14	Students 14	100
15	Students 15	100
16	Students 16	90
17	Students 17	70
18	Students 18	80
19	Students 19	100
20	Students 20	100
21	Students 21	80
22	Students 22	70

Based on the results of the scores above, the researcher scored based on the results of student performance in reading which was conveyed to the research instrument, the number of students was 22 students who all took the test for research reasons. The researcher showed the test to the students

and then the students felt comfortable in answering the test based on their reading comprehension ability.

Table 4.4 The interval of the score of Pre test classification

Class	<39		40-49		50-59		60-69		70-79		80-89		90-100	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Class 6	0	0%	6	27%	6	27%	4	18%	4	18%	2	9%	0	0%
Data (N)	22 Students													

Soucer: Resul Data of Pre-Test

The accumulation above is an accumulated score based on the theoretical category of students' reading comprehension abilities after carrying out a reading test, this shows that:

The score of <39 were 0 student, it showed that, no student who get score in <39. The score of 40-49 were 6 student which presentation of 27% of 100%. the score of 50-59 were 6 student which presentation of 27% of 100%. The score of 60-69 were 4 student which presentation of 18% of 100%. The score of 70-79 were 4 student which presentation of 18% of 100%. The score of 80-89 were 2 student which presentation of 9% of 100%. The score of 90-100 were 0 student, It showed that, no students who get score in <90-100

Table 4.5 The interval of the score of Post test classification

Class	<39		40-49		56-59		60-69		70-79		80-89		90-100	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Class 6	0	0%	0	0%	0	0%	0	0%	2	9%	6	27%	14	64%
Data (N)	22 Students													

Sourcer : Result Data of Post-Test

The accumulation above is an accumulated score based on the theoretical category of students' reading comprehension abilities after carrying out a reading test, this shows that:

The score of <39-69 were 0 student, it showed that, no student who get score in <39-69. The score of 70-79 were 2 student which presentation of 9% of 100%. The score of 80-89 were 6 student which presentation of 27% of 100%. The score of 90-100 were 14 student which presentation of 64% of 100%.

Table 4.6 The category of the students

No	Class	Students Result			Category
		Mean	Maximum	Minimum	
1	Pre test	55.45	80	40	Poor
2	Post test	89.09	100	70	Very Good

Based on the table above, the researcher can conclude that the ability to read comprehension before using Aesop's fairytale means that many students do not understand the reading text and feel uninterested in learning, causing boredom and a lack of enthusiasm in learning English. Then, by using Aesop's Fairytale, students can be interested in the stories and pictures in the story so that students feel enthusiastic and have motivation in learning.

Based on the data above, the researcher concluded that the use of Aesop's Fairytale as a teaching material can improve students' reading comprehension in learning English. The results of student scores can be seen in the results category. The data shows an average score of 55.45 which is included in the Less Good category. These results can be valid indicators before we arrive at research conclusions.

Furthermore, the results of student scores can be seen in the results category. The data shows an average value of 89.09 which is included in the

very good category. These results can be a valid indicator before arriving at research conclusions.

The explanation above is from the results obtained from the instrument. The instrument used in this study was a written test. The purpose of this instrument is to determine students' ability to understand reading texts. The written test used by this researcher met the criteria to become valid data for this quantitative research.

To identify an increase in students' reading comprehension competence after using Aesop's Fairytale at Ban Thanam School. The theory explains about comparing students' competencies after using Aesop's Fairytale at Ban Thanam School. The data is explained for the category of results obtained from the multiple choice form tests distributed by students. The researcher conducted a T dependent test to identify improvements in reading comprehension using Aesop's Fairytale at Ban Thanam School. The result is below:

Table 4.7 The T dependent Test/ Paired Sample Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-33.636	7.267	1.549	-36.859	-30.414	-21.709	21	.000

Soucer: Output SPSS Statistics

That if sig is the t-test hypothesis. A difference of 0.05 in learning outcomes between the pre-test and the post-test is significant. In contrast, if sig. is greater than 0.05, which indicates that there is no significant difference in learning outcomes between the two test results. The post-test sig is known from the table. is $0.00 < 0.05$. In conclusion, there were significant differences in the average post-test results.

The results of the t-test show that the sig. is less than 0.05. As a result, the H_A (Hypothesis Alternative) stated that Aesop's Fairytale improves students' acceptable reading comprehension competence. Then, H_0 (Hypothesis Null) stating that Aesop's Fairytale does not improve students' reading comprehension competence is rejected. In conclusion, the use of Aesop's Fairytale is effective in improving students' reading comprehension.

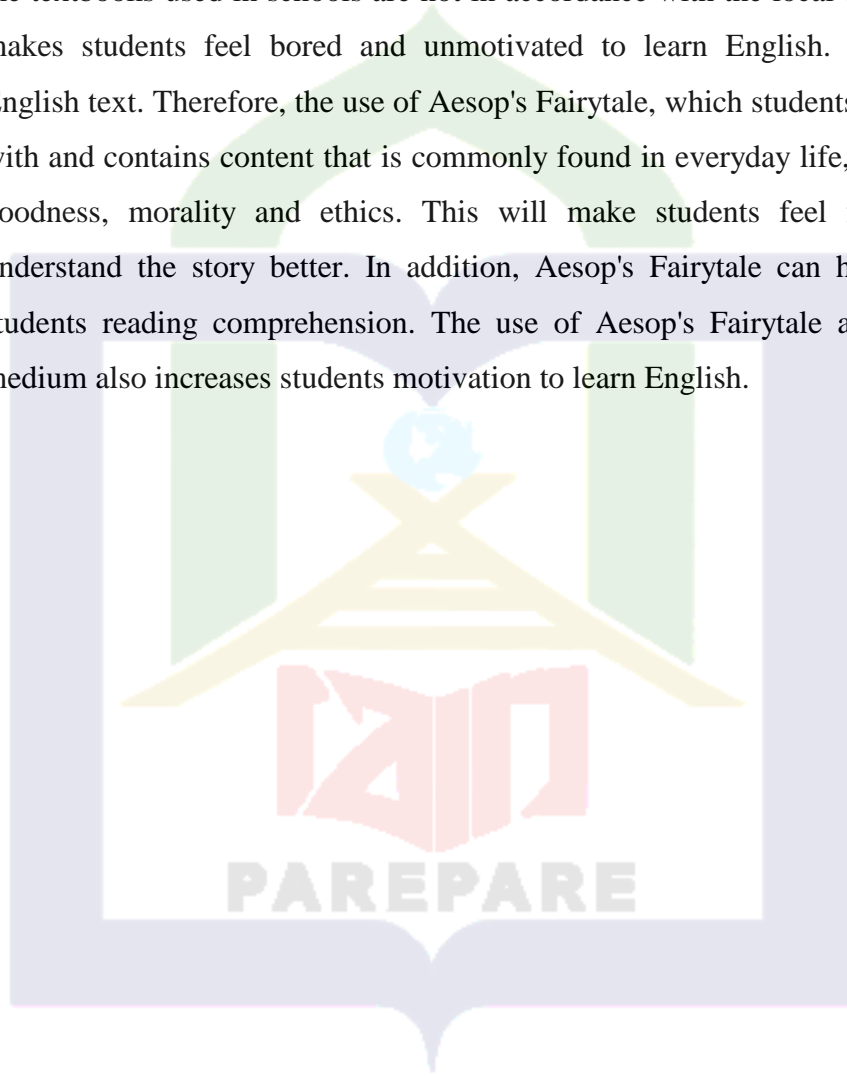
B. Discussion

This term presents a discussion of data that refers to the findings above, this discussion is present based on the findings and arguments of the researcher after analyzing the data in the findings. This section finds answers to the research questions mentioned in the first chapter, which asks about improving students reading comprehension by using Aesop's Fairytale.

Researchers first described reading in English as an important capital in life. Those who are able to read English will have an advantage in learning new knowledge in terms of receiving information. academic and life knowledge Reading in English is an important skill for developing academic and non-academic learning. Therefore, students need to learn and develop reading skills. To understand the content read and the information that the author conveys accurately. To develop reading comprehension, students must have sufficient reading practice and knowledge of the words in the text. without practice one will not be able to read and understand the text correctly and efficiently. The

indicators used in this research several indicators of students reading comprehension.

According to the results of the research, most students have difficulty understanding English reading because the content is quite difficult and most of the textbooks used in schools are not in accordance with the local context. This makes students feel bored and unmotivated to learn English. Mainly read English text. Therefore, the use of Aesop's Fairytale, which students are familiar with and contains content that is commonly found in everyday life, has inserted goodness, morality and ethics. This will make students feel familiar and understand the story better. In addition, Aesop's Fairytale can help improve students reading comprehension. The use of Aesop's Fairytale as a learning medium also increases students motivation to learn English.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two sections, they are conclusion and suggestion. Conclusion covers statement to answer the previous problem statement while suggestion cover.

A. Conclusion

The research faunded, the students' reading comprehension skills after being educated with Aesop's Fairytale at Ban Thanam School were better for improving reading comprehension skills. It can be seen, the data shows an average pre-test score of 55.45 which is included in the Poor category. This result can be a valid indicator before arriving at research conclusions and the results of student scores can be seen in the results category, the data shows the average value for the post-test 89.09 which is included in the Very Good category. From the above results it is known that from the t-test results the sig. is lower than 0.05. As a result, the H_A (Hypothesis Alternative) stated that Aesop's Fairytale improves students' acceptable reading comprehension competence. Then, H_0 (Hypothesis Null) states that Aesop' s Fairytale does not improve students' reading comprehension competence is rejected. In conclusion, the use of Aesop's Fairytale is effective in improving students' reading comprehension. Because Aesop's Fairytale contains content that is commonly found in everyday life, it is not complicated, making students feel familiar and able to understand the story more easily.

B. Suggestion

Based on the research and discussion, the researcher offers three points of ideas aimed at the teacher, students and the next researcher, these points were listed as follows:

1. For the English Teacher

English teachers are advised to give more practice to students in reading, especially in understanding English reading text by using interesting strategies related to students' ability to develop their understanding in reading and English teachers are also more active in the teaching and learning process. Because English teachers have an important role in the success of learning.

2. For the English Students

To continue learning and practicing in reading, understanding reading text and always trying to improve the existing components in reading comprehension assessment so as to make it easier to develop students' reading comprehension skills.

3. For the Other Researchers

The weakness of this is the limitations in meeting the needs of students indirectly. It is recommended for other researchers who are interested in the same field to pay more attention to their students and be able to use other types of fairy tales. then pay attention to the components in reading comprehension so as to get maximum results.

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APPENDICES



Appendix 1 : Reading test

No.	Nama siswa	Hasil Skor Penilaian Reading Comprehension		Total	Selisih
		Pre-test	Post-test		
1	S1	40	80	120	-40
2	S2	40	80	120	-40
3	S3	50	90	140	-40
4	S4	60	100	160	-40
5	S5	70	100	170	-30
6	S6	40	90	130	-50
7	S7	40	80	120	-40
8	S8	50	80	130	-30
9	S9	70	100	170	-30
10	S10	60	90	150	-30
11	S11	50	90	140	-40
12	S12	80	100	180	-20
13	S13	50	90	140	-40
14	S14	60	100	160	-40
15	S15	70	100	170	-30
16	S16	60	90	150	-30
17	S17	40	70	110	-30
18	S18	50	80	130	-30
19	S19	80	100	180	-20
20	S20	70	100	170	-30
21	S21	50	80	130	-30
22	S22	40	70	110	-30



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VALIDASI INSTRUMEN PENELITIAN SKRIPSI

NAMA MAHASISWA : SAADAH
NIM : 18.1300.136
FAKULTAS/PRODI : TARBIYAH/PENDIDIKAN BAHASA INGGRIS
JUDUL : The Effect of Aesop's Fairy Tale on Reading
Comprehension of the elementary 6th grade students
of Ban Thanam School Thailand

Instrument penelitian

Dalam penelitian ini, peneliti akan menggunakan pre-experiment dengan memberikan pre-test dan post-test yang sama dengan pada kelas eksperimen serta dilengkapi dengan instruksi pada instrument sebagai berikut:

Instrument of the pre-test

READING TEST

Petunjuk Pengisian

1. Instrument penelitian adalah alat yang digunakan untuk menguji pengaruh Dongeng Aesop pada pemahaman membaca saudara (i)
2. Hasil tes ini tidak akan mempengaruhi nilai saudara (i) dalam mata pelajaran bahasa Inggris karena hasil tes ini semata-mata digunakan untuk kepentingan penelitian.
3. Atas partisipasi, dukungan dan kerja samanya, peneliti mengucapkan banyak terima kasih.
4. Isilah identitas anda sesuai yang telah disediakan!
5. Anda di berikan waktu untuk mengerjakan tes ini 15 menit !

Name :

Class :

A. Read the passages and answer the questions.

On Saturday, Dang gets up at 9 o' clock. Then he reads newspaper before he has breakfast in the kitchen at 9.30. After his breakfast, he telephones his mother in Chonburi.

In the afternoon, at 3.00, Dang plays tennis with his sister and after that, they eat dinner in a restaurant. At 6.00, Dang swims for two hours and then he rides the bike to his brother's house. They talk and listen to music together.

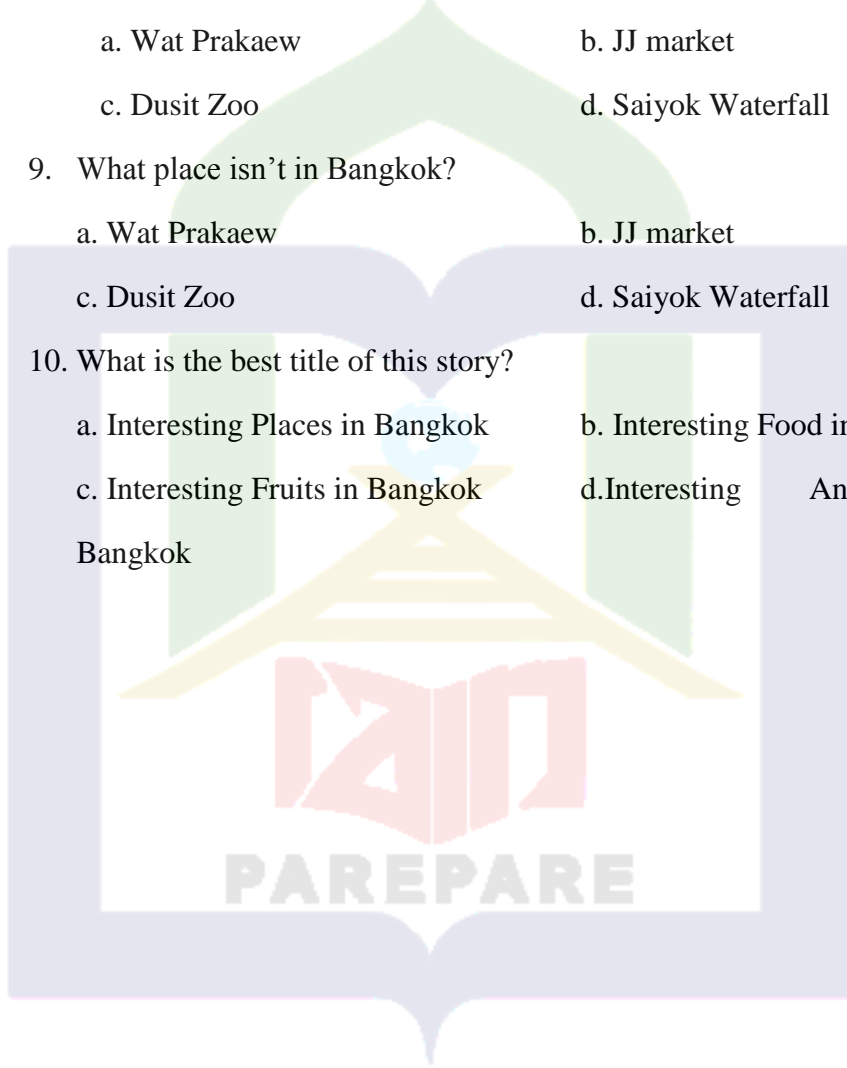
Dang watches television in the evening and drinks a glass of soy milk, He goes to bed at midnight.

1. Where does Dang have breakfast?
 - a. In the kitchen.
 - b. In the bedroom.
 - c. In the living room.
 - d. In his brother's house.
2. Where does his mother live?
 - a. In Bangkok.
 - b. In Chonburi.
 - c. In Pattaya.
 - d. In Ubon Ratchathani.
3. How long does Dang swim?
 - a. One hour
 - b. Three hours
 - c. Two hours
 - d. Four hour
4. does Dang drink in the evening?
 - a. Wine
 - b. Beer
 - c. Soy milk
 - d. Water
5. What time does Dang go to bed?
 - a. 11 pm.
 - b. 12.00 pm.
 - c. 1.00 am.
 - d. 2 a.m.

Bangkok is the capital of Thailand. There are many interesting places as Wat Prakaew, JJ market and Dusit Zoo. They are famous places in Thailand. People love to go over there, especially Dusit zoo. Children like to see the animals. If you go shopping, you will go to JJ market.

6. Bangkok is the of Thailand
 - a. country
 - b. village
 - c. district
 - d. Capital

7. Dusit zoo is in.....
- a. Bangkok
 - b. Trang
 - c. Nakhonsawon
 - d. Pathumtanee
8. Where can you go shopping in Bangkok?
- a. Wat Prakaew
 - b. JJ market
 - c. Dusit Zoo
 - d. Saiyok Waterfall
9. What place isn't in Bangkok?
- a. Wat Prakaew
 - b. JJ market
 - c. Dusit Zoo
 - d. Saiyok Waterfall
10. What is the best title of this story?
- a. Interesting Places in Bangkok
 - b. Interesting Food in Bangkok
 - c. Interesting Fruits in Bangkok
 - d. Interesting Animals in Bangkok





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Instrument penelitian

Dalam penelitian ini, peneliti akan menggunakan pre-experiment dengan memberikan pre-test dan post-test yang sama dengan pada kelas eksperimen serta dilengkapi dengan instruksi pada instrument sebagai berikut:

Instrument of the post-test

READING TEST

Petunjuk Pengisian

6. Instrument penelitian adalah alat yang digunakan untuk menguji pengaruh Dongeng Aesop pada pemahaman membaca saudara (i)
7. Hasil tes ini tidak akan mempengaruhi nilai saudara (i) dalam mata pelajaran bahasa Inggris karena hasil tes ini semata-mata digunakan untuk kepentingan penelitian.
8. Atas partisipasi, dukungan dan kerja samanya, peneliti mengucapkan banyak terima kasih.
9. Isilah identitas anda sesuai yang telah disediakan!
10. Anda di berikan waktu untuk mengerjakan tes ini 15 menit !

Name :

Class :

B. Read the passages and answer the questions.

On Saturday, Dang gets up at 9 o' clock. Then he reads newspaper before he has breakfast in the kitchen at 9.30. After his breakfast, he telephones his mother in Chonburi.

In the afternoon, at 3.00, Dang plays tennis with his sister and after that, they eat dinner in a restaurant. At 6.00, Dang swims for two hours and then he rides the bike to his brother's house. They talk and listen to music together.

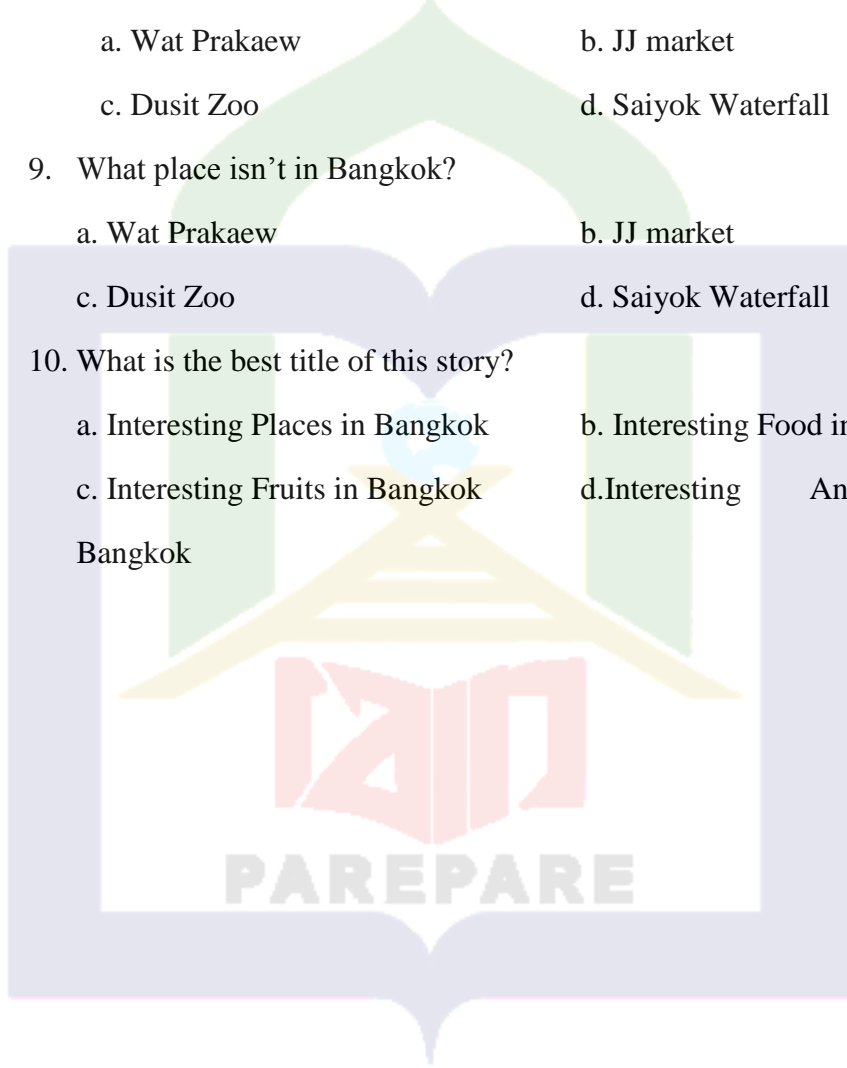
Dang watches television in the evening and drinks a glass of soy milk, He goes to bed at midnight.

1. Where does Dang have breakfast?
 - a. In the kitchen.
 - b. In the bedroom.
 - c. In the living room.
 - d. In his brother's house.
2. Where does his mother live?
 - a. In Bangkok.
 - b. In Chonburi.
 - c. In Pattaya.
 - d. In Ubon Ratchathani.
3. How long does Dang swim?
 - a. Five hours
 - b. Three hours
 - c. Two hours
 - d. Four hours
4. does Dang drink in the evening?
 - a. Wine
 - b. Beer
 - c. Soy milk
 - d. Water
6. What time does Dang go to bed?
 - a. 11 pm.
 - b. 12.00 pm.
 - c. 1.00 am.
 - d. 2 a.m.

Bangkok is the capital of Thailand. There are many interesting places as Wat Prakaew, JJ market and Dusit Zoo. They are famous places in Thailand. People love to go over there, especially Dusit zoo. Children like to see the animals. If you go shopping, you will go to JJ market.

6. Bangkok is the of Thailand
 - a. country
 - b. village
 - c. district
 - d. Capital

7. Dusit zoo is in.....
- a. Bangkok
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9. What place isn't in Bangkok?
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10. What is the best title of this story?
- a. Interesting Places in Bangkok
 - b. Interesting Food in Bangkok
 - c. Interesting Fruits in Bangkok
 - d. Interesting Animals in Bangkok



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: BAN THANAM SCHOOL
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/Genap
Tahun Pelajaran	: 2021-2022
Materi Pokok	: Aesop's Fairytale
Alokasi Waktu	: 6 x Pertemuan

A. Kompetensi Inti (KI)

- KI 3** : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4** : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar (KD) dan Indikator

Kompetensi dasar	Indikator
3.7.1 Membaca nyaring teks fungsional pendek sangat sederhana dari Aesop's fairytale dengan ucapan dan inovasi yang tepat dan berterima.	<ul style="list-style-type: none"> Melafalkan kalimat dengan baik dan benar. Membaca kalimat dengan tekanan dan inovasi yang benar. Membaca nyaring dengan baik dan benar.
3.7.2 Memahami teks deskriptif bergambar sangat sederhana dalam konteks yang ada dalam Aesop's fairytale.	<ul style="list-style-type: none"> Mengidentifikasi teks deskriptif bergambar sangat sederhana.
4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial dan moral yang ada dari Aesop's fairytale.	<ul style="list-style-type: none"> Menyimpulkan terkait fungsi sosial dan moral.

C. Tujuan Pembelajaran

Selama dan setelah mengikuti proses pembelajaran ini peserta didik diharapkan dapat:

- 1) Membaca isi pada Aesop's Fairytale dengan baik dan benar.
- 2) Memahami isi pada Aesop's Fairytale.
- 3) Menjelaskan isi pada Aesop's Fairytale terkait dengan fungsi sosial dan moral.

D. Materi Pembelajaran

Membaca, memahami dan menjelaskan isi pada Aesop's Fairytale. (The Rat and The Frog, dan The Cock and the Jewel)

E. Metode Pembelajaran

1. Ceramah
2. Diskusi
3. Tanya Jawab
4. Penugasan

F. Langkah-Langkah Kegiatan

Pertemuan ke 1- 4

a. Kegiatan Awal (10 menit)

1. Guru menyapa siswa
2. Guru menyuruh siswa untuk berdoa sebelum memulai pelajaran
3. Guru mengecek kehadiran siswa
4. Guru menyampaikan tujuan pembelajaran
5. Guru menjelaskan materi pelajaran tentang Aesop's Fairytale.
6. Guru memberikan contoh Aesop's Fairytale.

b. Kegiatan Inti (75 menit)

1. Starting with essential question

Guru memberikan pertanyaan kepada siswa untuk menarik perhatian siswa dan ingin tahu tentang materi yang diajarkan. Kemudian memberikan beberapa topic tentang "Aesop's Fairytale" yang akan di baca.

2. Designing a plan

Guru menyuruh siswa untuk membaca dan memahami isi bacaan dari Aesop's Fairytale yang diberikan. Pertama-tama, guru akan membaca dan menjelaskan isi bacaan kemudian membentuk kelompok yang

terdiri dari 4-5 orang, setiap kelompok akan memilih ketua kelompok. Setelah itu guru akan menjelaskan tugas untuk tiap kelompok yaitu membaca isi bacaan yang ada ditek, setiap kelompok satu topik cerita. Kemudian pada tiap kelompok siswa akan maju kedepan untuk membaca dan menjelaskan isi bacaan depan kelas.

3. Create Schule

Siswa mendengar dari guru tentang waktu yang dihabiskan untuk mempelajari dan memahami bagian Aesop's Fairytale. Guru menginstruksikan siswa untuk membaca Aesop's Fairytale yang mereka pelajari dan memahami isinya.

4. Monitoring the student and project progress

Guru membimbing dan membantu siswa apabila siswa mengalami kesulitan dalam membaca dan memahami Aesop's Fairytale. dalam hal ini, guru bertindak sebagai monitor.

5. Assess Outcome

Guru mengevaluasi bacaan siswa dan menyuruh siswa untuk menjelaskan apa yang telah dia baca.

a. Kegiatan Penutup (5 menit)

1. Guru akan menyuruh siswa untuk menyimpulkan materi yang telah dipelajari
2. Guru akan menyuruh siswa untuk menutup pembelajaran dengan membaca doa

Semua langkah-langkah kegiatan di setiap pertemuan sama, hanya yang membedakan materinya. Adapun materinya yaitu:

1. Pertemuan pertama melakukan pre test tentang reading test untuk mengetahui kemampuan pemahaman membaca siswa.
2. Pertemuan kedua - kelima mengajarkan materi mengenai Aesop's Fairytale tentang The Young Crab and His Mother, The Kid and The Wolf, The Rabbit and the Dog, dan The Mole and His Mother.
3. Pertemuan keenam melakukan post test tentang reading test untuk menganalisis kemampuan pemahaman membaca siswa.

G. Sumber Belajar/Alat/Bahan

1. Kamus
2. Internet
3. Buku
4. Papan tulis
5. Spidol
6. Gambar
7. Laptop
8. Lcd

H. Penilaian

1. Teknik Penilaian : Tes Tulis
2. Bentuk Penilaian Bacaan dan Uraian
3. Rubrik Penilaian

Appendix 2 : Documentation Form







Appendix 3 : Administration Form



**KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 2420 TAHUN 2021
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

DEKAN FAKULTAS TARBIYAH

Menimbang	<p>a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2021.</p> <p>b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa</p>												
Mengingat	<ol style="list-style-type: none"> 1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional, 2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen, 3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi, 4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan, 5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan, 6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare, 7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi, 8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam, 9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare, 10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare. 												
Memperhatikan	<ol style="list-style-type: none"> a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor. DIPA-025 04 2 307381/2021, tanggal 23 November 2020 tentang DIPA IAIN Parepare Tahun Anggaran 2021, b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor 140 Tahun 2021, tanggal 15 Februari 2021 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2021. 												
Menetapkan	<p>MEMUTUSKAN</p> <p>KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2021:</p>												
Kesatu	<p>Menunjuk saudara</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">1. Dr. Zulfah, M Pd</td> <td style="width: 50%;"></td> </tr> <tr> <td>2. Hj. Nurhamdah, S Ag, M Pd</td> <td></td> </tr> </table> <p>Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Nama</td> <td style="width: 50%;">Saadah</td> </tr> <tr> <td>NIM</td> <td>18 1300 136</td> </tr> <tr> <td>Program Studi</td> <td>Pendidikan Bahasa Inggris</td> </tr> <tr> <td>Judul Skripsi</td> <td>Development Of Students' English Reading Skills Using Aesop's Fairy Tales For 6th Graders at Bari Berue School</td> </tr> </table>	1. Dr. Zulfah, M Pd		2. Hj. Nurhamdah, S Ag, M Pd		Nama	Saadah	NIM	18 1300 136	Program Studi	Pendidikan Bahasa Inggris	Judul Skripsi	Development Of Students' English Reading Skills Using Aesop's Fairy Tales For 6th Graders at Bari Berue School
1. Dr. Zulfah, M Pd													
2. Hj. Nurhamdah, S Ag, M Pd													
Nama	Saadah												
NIM	18 1300 136												
Program Studi	Pendidikan Bahasa Inggris												
Judul Skripsi	Development Of Students' English Reading Skills Using Aesop's Fairy Tales For 6th Graders at Bari Berue School												
Kedua	Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi												
Ketiga	Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare												
Keempat	Surat keputusan ini dibenarkan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.												

Ditetapkan di Parepare
Rada Tanggal 03 September 2021
Dekan






**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH**

Alamat : Jl. Amal Bakti No. 08 Sumpang Parepare 91112 | telp: (0412) 21307 Fax: 24404
PO Box 909 Parepare 91100, website: iaiparepare.ac.id, email: mail@iaiparepare.ac.id

Nomor : B.4344/In.39.5.1/PP.00.9/10/2022
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Kepala Sekolah Ban Thanam School
di,-

Thailand

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare:

Nama : Saadah
Tempat/Tgl. Lahir : Pattani, 7 Oktober 1999
NIM : 18.1300.136
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Alamat : 12/1 No.1, Berue, Saiburi, Pattani, 94110, Thailand

Bermaksud akan mengadakan penelitian di wilayah Thailand dalam rangka penyusunan skripsi yang berjudul "The Effect Of Aesop's Fairy Tale On Reading Comprehension Of The Elementary 6th Grade Students Of Ban Thanam School Thailand". Pelaksanaan penelitian ini direncanakan pada bulan November sampai bulan Desember Tahun 2022.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 31 Oktober 2022



Tembusan :
1 Rektor IAIN Parepare
2 Dekan Fakultas Tarbiyah



BAN THANAM SCHOOL

Alamat : No 2 Thanam, Panare, Pattani, Thailand Kode Pos 94130 HP. 073417011
Email : bantanam2514@gmail.com

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN

Yang bertanda tangan dibawah ini Kepala Sekolah Ban Thanam

Menerangkan bahwa :

Nama : SAADAH HAYIDA-O

NIM : 18.1300.136

Program Study : Pend. Bahasa Inggris

Nama Universitas : Institus Agama islam Negeri (IAIN) Parepare

Judul Penelitian : **“THE EFFECT OF AESOP'S FAIRY TALE ON READING
COMPREHENSION OF THE ELEMENTARY 6th GRADE
STUDENTS OF BAN THANAM SCHOOL THAILAND”**

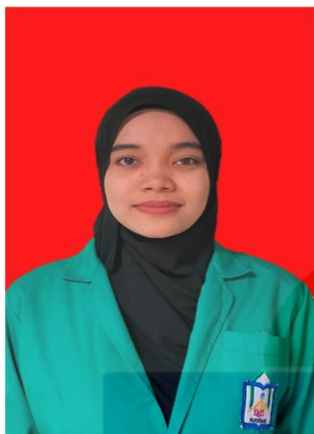
Bahwa nama tersebut diatas telah melakukan penelitian dalam rangka penyusunan Skripsi di
Ban Thanam School Kab Panare, Thailand pada tanggal 8 November s/d 21 November 2022.

Demikian surat keterangan ini kami buat dengan sebenarnya agar dapat dipergunakan
sebagaimana mestinya

Thanam, 02 Desember 2022
Kepala Sekolah Ban Thanam

Mr. Narin Khwankawin

CURRICULUM VITAE



Saadah Hayida-o, writer, was born on October 7, 1999 in Pattani, domiciled in Berue Village, Saiburi District, Pattani Province, Southern Thailand. She was the first of six children in his family. Her father's name is Abdulrahim, and his mother's name is Sapuroh. She has 4 younger sisters and 1 younger brother. Started studying in 2006-2007 at Ban Thung Khla Kindergarten and graduated in 2007, while in the same year studied at Ban Berue Elementary School in 2008-2013 then continued his education at Watthanatham Islam School in 2013-2018 graduating in 2018, Then in the same year continued his higher education at the State Islamic Institute (IAIN) Parepare, South Sulawesi, Indonesia by taking a study program at the Faculty of Tarbiyah, Department of English Education. She also actively participates in several student events both at campuses and dormitories. She is involved in an organization namely the Association of Thai Students in Indonesia and the Association of Pattani Students in South Sulawesi (PMPS). Ever attended the Thai Student Association event in Indonesia in Jogjakarta in 2019. Title "The Effect of Aesop's Fairy Tale on Reading Comprehension of the elementary 6th grade students of Ban Thanam School Thailand".