

USING FOLKTALES IN IMPLEMENTING TEXT-BASED APPROACH TO IMPROVE STUDENTS' READING COMPREHENSION ABILITY

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Abstract

This research is an ongoing research of using folktales in implementing text-based approach to improve students' reading comprehension ability. The students' reading scores have been below or just slightly over the passing grades. The students have difficulties in completing the reading questions assigned by their teacher that range from scanning, skimming to inferring. As a result, the students' participation has been low and they show no interest in the lesson. To solve the problems, the writer will use folktales in implementing "Text-Based Approach" as the strategy to improve the students' Reading Comprehension Ability. Students are expected to be able to participate actively in the class and improve their reading comprehension ability. Activities applied in this research function to engage the students during the learning process which is indicated by their active contribution to the class discussion and interaction with peers and teachers.

Keywords: Text-Based Approach, Reading Comprehension, Folktales.

INTRODUCTION

Background of the Research

Reading is an important role in a learning activity. In learning a new foreign language, reading is needed as a receptive activity of language skill. Reading can increase, extend and enrich the students' knowledge. By reading the students can comprehend and understand the content of the text and know the information from the text what they read. By reading, students get new vocabulary, improving the grammar and sentences in language learning. The students are expected to give the respond when after reading the text.

In learning English as the foreign language the students need to master the reading skill. In mastering reading skill, the students must read and comprehend the texts. When the students read and comprehend from the texts, they will easily build the others skill in English, like listening, writing and speaking. As we know reading is the key to build the others skills in mastering English. In reading comprehension, the students need to scan, skim and infer from the text. The purpose of comprehending texts the students will get the main idea, specific information, moral value, and grammar knowledge from the text. In reading class, the students need a good behavior to comprehend the texts. Besides that, the teachers also need good behavior to teaching the students in the classroom. Both of them are important factors in successfully of teaching and learning process.

The students when reading class, the students' behavior when they were giving participation in learning process was low. Then, the students have difficulties in completing the reading questions assigned by their teacher because the story that given by the teacher different

background culture with the students. Another problem is some students are lazy to read the text, even though they stay in bilingual class. That situation made the students have difficulties in scanning, skimming and inferring from the text and they also have problems to achieving a good score in reading comprehension. When teaching and learning process some students just read and don't know what information they get from the text.

Having explanation above, the writer will choose folktale by using the text-based approach in reading class to solve the problems. Because it considers as one of the educational technique, and researcher believes it can motivate students to learn English especially reading during the learning process in a challenge and enjoyable situation. The text also has an important role to make the students' interest and active to read in a learning activity. That's why folktale is a suitable text for teaching reading class.

Reading Comprehension Ability

Reading is the important ability in English besides writing, speaking and listening. Reading is an activity how the learner identifies, understanding and guessing what the writer write in text. Patel and Jain (2008.p. 113) said reading as an important tool for academic success where it can update the knowledge and how to understand the meaning of the printed word by the readers. The other definition of reading from Snow (2002.p.11) said reading comprehension is a process of how the learner as the readers in extracting and constructing simultaneously the meaning through interaction and involvement with written language. Then, Mikulecky (2008.p.1) State "Reading is a conscious and unconscious thinking process. The reader applies many strategies to reconstruct the meaning that the author is assumed to have intended. The reader does this by comparing information in the text to his or her background knowledge and prior experience".

Reading comprehension improves the students in critical thinking and how they are interested in giving participating in the teaching and learning process. Patel and Jain (2008.p.113) said the active process of reading consists of recognition and comprehension skill. Reading comprehension ability has some point to achieve in doing the reading activity like scanning, skimming, and inferring.

Text-Based Approach

In teaching and learning process the teacher need decided an approach. In analyzing the suitable approach the teacher needs to aware the condition of the students and the purpose of teaching and learning the material. The text-based approach is one of the best approaches that can use by the teacher in teaching and learn English. Arimbawa (2012.p.10) define text-based approach is an approach giving information about the development of effective text for particular purposes like the context real, then the language use is purposeful. Then, Mohlabi-Tlaka (2016.p.13) stated text-based approach is a process of the teaching of language built where the learners can explore how the text work, understanding how the texts are constructed, handling and manipulating of different types text.

The text-based approach has a purpose to guide the learners in understanding the text. Mohlabi-Tlaka (2016.p.13) stated text-based approach give the learner opportunity to interpret the appropriate text by a variety of skills, like prediction, reading, interpret visual, and giving responsibility to the text and writing. The learner in reading a text, they interact with the text and handling then getting the information from the text. Marina & Marmiene (2006.p.99) said the learners should be able to communicate with the text in the process of 'unpacking' or 'unlocking' them. The learner needs to handling and interprets the text. The texts as the learning resource that use to stimulate the students' to develop the information get and they can implement in real context to achieve the language communicative competence. Richards (2006.p.37) describe the basic teaching of the text-based approach based on the use of a kind of the text like grammar, vocabularies, topic and the function in the text. Marina & Marmiene

(2006.p.99-100) mention text-based approach makes the learners' interact with the text then learners' awareness about the structure and organizing of the text and improve their reading comprehension skills.

Richards (2006.p.39-41) explained the text-based model following by Feez and Joyce (1998) in implementation of the approach are consists of five phase, phase one is building the context, phase two is modelling and deconstructing text, phase three is joint construction of the Text, phase four is independent construction of the text, and phase five is linking to related texts. Then, Arimbawa (2012.p.11-12) explained the steps of implementation of text-based approach consist of four steps, they are building the context, modeling, joint construction of the text, and Independent construction of the text. From the explanation above, in this study, the writer will use 4 stages in implementing the text-based approach in teaching reading comprehension. The 4 stages are building the context, modeling, joint construction of the text and independent construction of the text. The writer will use folktales as the type of text. Then, the teacher at the school is as the collaborator in this research.

Folktales

In teaching and learning process, the teacher needs to be creative to develop the materials. In teaching in the classroom, the teacher can use folktale in their environment as their materials for teach. When the teacher use folktale, the teacher can make their students' interest and motivated in the learning process. Roya (2015.p. 68) said by using folktales in learning process make the students more motivated because in folktales exist a sequence of events, plots, and activities that are suitable for the students. In teaching using folktale, the students can increase their knowledge because they read and the folktale text to know the information and the events in the story. Roya (2015.p.69) state students when reading the folktale, they will imagine the events and tries to get information from the story then they will like reading. The folktale is the best material for teaching and learning process. In using folktale as the material in teaching and learning process the students are interesting and enjoyable because in folktale have a fantastic plot and the event in the story attract the students' interest.

Lwin (2015.p.75) define folktale is a traditional story where delivered by words of mouth form from one generation to other generation before writing system develops. The other definition folktale from Yusuf (2017.p.26) define folktale is a popular story where telling from one generation to the next. Then, Nhung (2016.p.23) stated Folktale is a story, myth or legend forming part of an oral tradition, identifiable author and passed down from one generation to the other generation. From the expert describe above can conclude that folktale is a traditional story delivered by oral and it is telling by one generation to the next generation.

METHOD

Respondents

The respondent of this research is eight grades students of SMP Pelita Cemerlang Pontianak junior high school students. The Students of this research is consists of 18 students.

Instruments

The instrument that writer will use is Observation checklist, field note, and reading test.

Procedures

In conduct the research, the writer will use Kemmis and Mc Taggart spiral design. Kemmis and Mc Taggart spiral design consist of four phases in a cycle they are planning, action, observing, and reflecting. This research will consist of two meetings for each cycle. The procedure of doing classroom action research was described as follows:

Planning Phase

In the planning phase, the writer will prepare everything for the completion of the action in the class. The writer will interview the teacher, in order to know students' condition and students' reading comprehension problem. Then, find out the solution to overcome the problems. After that, the researcher verified the schedule, planned a teaching and learning activity, prepare the lesson plans, materials, media, and instruments in collecting data which is used in this stage such as field notes, observation checklist, and the reading test

Action Phase

In action phase, the writer acts as the teacher when the threats the students with material use folktale to improve students' reading comprehension, especially in text-based approach using. The writer also acts as a facilitator when the students are discussing the materials and try to make the class more active than before. During the acting step, the researcher will record the class by pictures.

Observing Phase

In observing phase, the writer will work with a collaborator to observe what happened during teaching reading comprehension ability. The writer observes and records the responses to the action, noting any changes in the behavior of the students or asking them for feedback. The researcher will use the field note and observation checklist as the tool of data collecting. In this step, the researcher focus on the students' feedbacks during the teaching and learning process. And also going to observe how the students do the exercises, whether the students can do the test easier or not.

Reflecting Phase

In reflecting phase, the writer can conclude whether the students' reading comprehension is improved or not. Consider to this step, the researcher can develop what will the researcher and students do in the second cycle, or probably revise the next cycle if there is no improvement from the first cycle.

Data analysis

Data analysis is an important thing to get the data and the procedure in how to collect the data. In analyzing the data, the writer will describe the data from observation checklist, field note, and test. Reading test will analyze by comparing the result of the mean score of the test in every cycle to know the students' improve in reading comprehension ability.

CONCLUSION

Based on the problems of the researcher can conclude that it is important to continue this research to solve the students' problem in reading comprehension ability. With this approach the students are be able to participate actively in the class and improve their reading comprehension ability. Activities applied in this research function to engage the students during the learning process which is indicated by their active contribution to the class discussion and interaction with peers and teachers.

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