USING MULTIFUNCTIONAL FOLKLORE CARD TO ENHANCE NARRATIVE READING ACHIEVEMENT OF THE TENTH GRADERS

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Abstract

The objectives of this study were (1) to find out whether or not there was a significant difference in students' narrative reading achievement before and after they were taught by using multifunctional folklore card and Paragraph Shrinking strategy and (2) to find out whether or not there was a significant difference in students' narrative reading achievement between those who were taught by using multifunctional folklore card and Paragraph Shrinking strategy and those who were not. This study was conducted by using quasi experimental and non-equivalent control group design was applied. The population were the tenth graders of MAN Sakatiga Indralaya and the sample of this study was 82 students of two classes, which were divided into control group and experimental group. The data were collected using a set of reading test which consist of 30 multiple choice questions for pretest and posttest. The data obtained were analyzed by using t-test: paired sample t-test and independent sample t-test. The result of paired sample t-test showed the mean score of pretest in experimental group was 53.70 and the mean score of posttest was 74.70 (mean diff=21.00 and .value=.000), it means that there was a significant different in narrative reading achievement before and after they were taught by using multifunctional folklore card and paragraph shrinking strategy. Furthermore, based on the result of independent sample t-test, it revealed that the result of posttest control was 49.34 and experimental group was 74.70 (mean diff=25.36, and .value=.000), so there was a significant difference in reading achievement between the students who were taught by using MFC and paragraph shrinking strategy and those who were not. In conclusion, there was an enhancement of students' narrative reading achievement by using multifunctional folklore card and paragraph shrinking strategy.

Keywords: Multifunctional Folklore Card, Paragraph Shrinking, Reading Achievement

1. **Introduction**

Moast (1999, p.5) says that reading is fundamental skill upon which all formal education depends. According to Grabe and Stoller (2001, p.187), many have argued that in the past 15 years reading was the most important academic language

skill for second language students. In short, reading is a part of process that can be separated from education system.

The main purpose of reading is to be able to comprehend the text; it is called reading comprehension. Furthermore, based on the Indonesian National Standard Curriculum of Education, senior high school students are expected to be able to comprehend 13 types of text, one of them is narrative text. Curriculum 2013 further explains that the aims of reading for senior high school students is to enable them to understand, apply and analyze the factual, conceptual, procedural and metacognitive information or knowledge related to science, technology, arts and culture (*Kemendikbud*, 2013). According to Anderson & Anderson (1997), narrative text is English text type that has a purpose to entertain the reader or listener. Therefore, the writer selects folklore text as the material of the study that have had transferred in the form of multifunctional folklore card.

Nowadays, problems in reading are still faces by the student. Thus, some fact showed that reading achievement in English is still low. As pointed out by Sukyadi and Hasanah (2012), *Media Indonesia* reported that sixty nine percent (69%) of 15-year-old Indonesian students have internationally worst reading performance. In addition, *Kompas*, reported that around 37.6% of 15-year-old students are merely able to read the texts without understanding the meaning of the text, only 24.8% out of them are able to correlate the texts with their prior knowledge (Sukyadi & Hasanah, 2012). Similarly, in Palembang, reading comprehension of students in Senior High School is still far below the standard of Indonesian National Education, 75 (Diem, 2012). In addition, Diem (2012) found that reading achievement of students in Palembang of school accredited A was 61.16, school accredited B was 39.53 and school accredited C was 42.84. Furthermore, based on the interview with the English teacher of the tenth graders at MAN Sakatiga Indralaya, the writer found out that their reading achievement of the students still needs improvement. Moreover, most of the students are lack of vocabulary and pronunciations. They could not also understand the generic structure and content

of the text. They always look up the dictionary during their reading to get the meaning of the whole text. Besides, the writer also did the observation before doing the research and found that the students' situation in learning were very enthusiastic. Furthermore, they were brave to answer some of the teacher question although by looked up their dictionary. However, unfortunately the result of students score in English were still below the expectation, most of student cannot reach the KKM (*Kriteria Ketuntasan Minimal*) which is 76.

 In this study, the writer concerned on the use of Multifunctional Folklore Card as the media and the Paragraph Shrinking as the reading strategy. This strategy is the part of peer assisted learning strategy (PALS). Fuchs, Fuchs, Mathes and Simmons (1997) found that teaching students to summarize narrative and expository texts using the Paragraph Shrinking strategy was an effective tactic to boost student engagement and reading comprehension. Furthermore, MFC which is stands for multifunctional folklore card was used as the media. MFC contains of three stages of card games; those are sequence match, character match and vocabulary-matches. Thus, the problem of this study were formulated as follows (1)Was there any significant difference in narrative reading achievement of the tenth graders of MAN Sakatiga Indralaya before and after they were taught by using multifunctional folklore card through Paragraph Shrinking strategy? (2) Was there any significant difference in narrative reading achievement of the tenth graders of MAN Sakatiga Indralaya between those who were taught by using multifunctional folklore card through Paragraph Shrinking strategy and those who were not?

2. Theoretical Background

Reading is the activity when the reader is supposed to understand the idea, concept or image from the set of word in the printed page. Besides, reading is not only getting information from the printed idea but also correlate them with the prior knowledge, experience and other information. Likewise, Harmer, (2007 p. 177) states that the main condition to achieve the successful of reading is to understand

about the reading material. In reading the readers will get some information about main idea, inference, cause and effect, detail and many others.

According to Hornby (2005 p. 177), narrative text is story or tale, orderly account of events composition that consists of storytelling, literature, stories and novels that describe events well". In addition, Porter (2002) defines that narrative as the representation of an events or a series of events. Moreover, Meyers (2005, p. 52) states narrative is one of the best way to communicate with people. In other words, narrative is important text to be learned by the students in mastering English by fun.

Media is one of the important aspect in delivering the lesson to the students, Heinich, Robert, Molenda, Michael, & Ruchel (1993) mention that the role of media in instructional atmosphere is for supplement of the "live" instruction in the classroom. In addition, according to Dale (1969) there are several things instructional media can do in the teaching process such as a) heighten motivation for learning; b) provide freshness and variety; c) appeal the students of varied abilities; d) encourage active participation; e) give reinforcement. In general there are three kinds of media in learning process: visual aid, audio aid and audio- visual aid. Visual aid is one of interesting media that can be used in learning process especially reading due to the fact that visual media can deliver the message unconsciously through the use of picture.

Moreover, this media had already been created in computer- game version and manual game board version. MFC as the pictures series media contain of a series of pictures that reflected the events in the story (picture – sequence match), the character from the story (character- match) and the series of vocabulary that exist in the story (vocabulary-match). Besides, there are also lucky card and challenge card for the player. Lucky card is given for those players who orderly can pass the challenge in the game. They will get some advantages to pass the punishment in challenge card. Meanwhile, the challenge card contains of those question that should be overcome by the player to get points.

The term multifunctional in this media refers to its functions to be applied for improving students' vocabulary, writing and reading skill. To put it another way, multifunctional folklore card has features to help students improving their English skills. The features are character- match card, sequence card, and vocabulary card. Moreover, Folklore in MFC refers to the main materials used in this media which is traditional story taken from local and international folktales. The chosen stories applied in MFC are divided into several sequence and categorized for its features. In addition, Card is used in the term of MFC functions as the means to transfer the folklore text into pictures, sequence and vocabulary of the folktale in the form of card. The story used in the media is folklore, due to the fact that it has interesting content of story that makes the reader are easily achieves the message of the story. Collie and Slater (as cited in Noviantri, 2014) state folklore can be used as the independent teaching unit as supportive material for motivation, and as recreational material in reading or language arts classes.

However, Fuchs *et al*. (1997) state that Paragraph Shrinking strategy was developed as one the Peer Assisted Learning Strategies. In this study the writer use the strategy with the multifunctional folklore card as the media. Here are some steps in applying the multifunctional folklore card and paragraph shrinking.

1. The students are asked to make a group consist of 4-5 students
2. The students mentioned the generic structure of the folklore card
3. The students mentioned the features in folklore card
4.   The students played Multifunctional Folklore Card
5. Each student in the group answered the question in the character card about whom or what in the story.
6. Each student in the group answered the question in the sequence card and telling the most important about the character in the story.
7. Each student in the group answered the question in the vocabulary card.
8. The students were asked to be a coach and a player in each group

9. The students as the player were asked by the coach with some question in the sequences and character card

10. Each player in the group was given 2 minutes before the turn is changed

11. Each students took turn orderly

12. As the player, the students stated the main idea of the folklore text in the card within10-15 words.

13. As the coach the students were checked and calculated the times.

14. The students with the faster times calculated to get the plus score.

3. Method

This study belonged to experimental method and used quasi experimental design. This design consisted of two groups, and they were control and experimental groups. The population of this study was 282 of tenth graders of MAN SAKATIGA Indralaya and the sample was 82 tenth grade students, in which each group had 41 students.

The technique used to choose the sample was purposive sampling, in which the writer had some criterion to select the sample for the specific purpose. In this study, the criteria of the sample were; first, the students who were taught by the same English teacher second, the students had the same reading level. To do the purposive sampling, the writer did the reading level for both classes sample of the study by using Roe and Burns reading test. After calculated the data, the result showed that they were in level 4.

Between the two groups, only experimental group (X1) was given treatment while the control group (X2) was not. During the treatment, the experimental group have had multifunctional folklore card through paragraph shrinking strategy in classroom. Multifunctional folklore card and paragraph shrinking strategy was done in small group consisting of 4-5 students, each group was given the different card and they had to summarize in turn after finished the game.

The procedure of the study

To collect the data, both experimental and control groups were assigned a reading test. The test was constructed based on content validity and the test content was also consulted with expert who was the English education lecturer of Sriwijaya University. To check the validity, the writer also did the try out to the non sample of the study in the same grade at MAN SAKATIGA Indralaya. The test was tried out to 40 non-sample students who were in MIA 1 class. The validity of the test was measured by using Corrected–Item Total Correlation. After the result of the test was obtained, there were thirty questions which were valid. It means that twenty were invalid, those twenty invalid questions were directly discarded. The result of the try out was also used to measure the reliability of the test. In order to know the reliability of the test, as Tavakol and Dennick (2011) states that the test will be reliable if the reliability coefficient is 0.70 and preferably higher. Then, the writer checked the reliability of the test by using Cronbach's Alpha in SPSS version 22 for windows. Based on the calculation, the reliability coefficient was 0.83, and it means that the test was considered strongly reliable. Thus, there were 30 items for reading test to be given to the samples of this study.

After collecting the data, the data were analyzed by using paired sample t test and independent sample t test. Paired sample t-test was used to analyze data gathered from pretest and posttest of experimental group, whereas independent sample t-test was used to analyze data gathered from experimental group and control group.

From paired sample t-test and independent sample t-test analyses,   value, the degree of freedom and the significance level (in two-tailed test) were found.

4. Result and Discussion

Result

The Distribution of the Reading Achievement Score

The results of the reading test of the experimental group and the control group were distributed based on five categories: Excellent, Good, Average, Low, and Failed. The range of score is between 1-100.

Table 1
The Score Distribution of the Pretest and Posttest of the Experimental Group (N=82)

Score Interval	Category	Pretest		Posttest	
		N	%	N	%
86-100	Excellent	-	0	9	21.951
71-85	Good	6	14.635	13	31.707
56-70	Average	14	34.146	18	43.903
41-55	Poor	14	34.146	1	2.439
< 40	Failed	7	17.073	-	0
Total		41	100	41	100

Based on the table 1 above, in the pretest, 7 students (17.073%) were in failed category 14 students (34.146%) were in poor category; 14 students (34.146%) were in average category; 6 students (14.635%) was in good category; and no student (0%) was in excellent category. Meanwhile, in the posttest, there was no student (0%) in failed category and only 1 student (2.439%) in poor category; 18 students (43.903%) were in average category; 13 students (31.707%) were in good category; and 9 students (21.951%) were in excellent category. It could be seen that there was an improvement in each category. In excellent category, the percentage of posttest increased 21.951%. It increased from 0% to 21.951%. Good category also increased 17.072%, from 14.635% to 31.707%). In average category the percentage increased 9.757, it increased from 34.146% to 43.903%, and in poor category, the percentage decreased from 34.146% to

2.439%. Last, in the failed category, the percentage also decreased from 17.073% to 0%, which meant no students belong to that category anymore.

However, in the control group, in the pretest, 11 students (26.829%) was in failed category; 15 students (36.586%) were in poor category; 14 students (34.146) were in average category; 1 student (2.439 %) in good category and there was no student (0%) excellent category. Meanwhile, in the posttest, 16 students (39.025) in failed category; 13 students (31.707%) were in poor category; 5 students (12.195%) were in average category; 6 students (14.634%) were in good category; and 1 student (2.439%) was in excellent category. The result can be viewed in the table 2 below

Table 2
The Score Distribution of the Pretest and Posttest of the Control Group

Score Interval	Category	Pretest		Posttest	
		N	%	N	%
86-100	Excellent	-	0	1	2.439
71-85	Good	1	2.439	6	14.634
56-70	Average	14	34.146	5	12.195
41-55	Poor	15	36.586	13	31.707
< 40	Failed	11	26.829	16	39.025
Total		41	100	41	100

The Results of the Statistical Analysis

Table 3
The Result of Normality of the Data (N=82)

Group	Pre-test				Post-test			
	Mean	Std. dev	Sig-p	KSZ	Mean	Std. dev	Sig-p	KSZ
Exp. Group	53.70	16.586	.200	.089	74.65	10.648	.068	.133
Control Group	50.17	11.558	.200	.104	49.34	16.483	.148	.119

The data were also analyzed statistically by using paired sample t test and independent sample t test. Before doing a statistical analysis, the normality of the data distribution needs to be checked. Each of the data from the pretest and post test from experimental and control group was analyzed. It was analyzed by using One-Sample Kolmogorov-Smirnov test. Based on table 3 showed the results of reading test the significance value in two tailed testing gained from pretest and post test of experimental group were 0.200 and 0.089, while from pretest and posttest of control group the value were 0.200 and 0.104. It can be concluded that the data obtained were considered normal.

Homogeneity tests were done to know whether the sample groups from the population had similar variances. The writer used Levene's test to know the homogeneity in groups (experimental and control groups).The data were homogeneous if the significant value was >0.05. The results of the significance of the pre-test and post-test in the experimental group was (.104>0.05) and the results of the significance of the pre-test and post-test in the control group was (.114 >0.05), the results of the significance of the pre-test in the experimental and

control groups was (.179>0.05), and the results of the significance of the post-test and post-test in the experimental and control groups was (.229>0.05). Therefore, it could be concluded that the data in control and experimental group were homogeneous.

After the normality of the data distribution was ensured, t-test can be applied. In this study, the writer used paired sample t-test and independent sample t-test. Paired sample t-test was used to analyze data gained from pretest and posttest of experimental group, while independent sample t-test was used to analyze the significant improvement. The result of paired sample t-test can be viewed in table 4.

Table 4.

The result of experimental and control group by using Paired Sample T-Test

Group	Test	Mean	Mean Diff.	Std Deviation	t	Df	Sig.(2-tailed)
Experimental	Post-test	74.70	21.00	14.104	9.533	40	.000
	Pre-test	53.70					
Control	Post-test	49.34	.83	14.615	-.363	40	.718
	Pre-test	50.17					

The analysis of paired sample test of the experimental group showed that the mean of the pretest was 53.70 and standard deviation was 14.104, on the other hand, the mean of the posttest was 74.70 and standard deviation was 14.615. It also showed the mean difference was 21.00, with p-value .000. Since the significance (2-tailed) was lower than 0.05, the null hypothesis (H_01) was rejected, and the alternative hypothesis (H_11) was accepted. Therefore, it could be stated that there was a significant difference in narrative reading achievement of students achievement

before and after they were taught by using multifunctional folklore card through paragraph shrinking strategy.

Then, the analysis of paired sample test of the control group showed that the mean of the pretest was 49.34 and standard deviation was 14.615. On the other hand, the mean of the posttest was 59.17 and standard deviation was 14.615. It also showed the mean difference was 0.83, with p-value 0.718. Since the significance (2-tailed) was greater than 0.05, the null hypothesis ($H_0 1$) was accepted, and the alternative hypothesis ($H_1 1$) was rejected. Meanwhile, it could be concluded that there was no significant difference in narrative reading achievement of students achievement before and after they were taught by using multifunctional folklore card through paragraph shrinking strategy.

To see the difference between pretest and post test score of both experimental and control group, independent sample t test was done. The result of independent sample t-test of posttest of both groups is presented in Table 5

Table 5
The Results of Independent Sample *T*-Test

Group	N	Mean	Mean Diff.	T	df	Sig.(2-tailed)
Experimental	41	74.65		-8261	80	.000
Control	41	49.34	25.31	-8261	68.434	.000

The analysis of the independent sample t-test of the posttest in the experimental and control groups showed that the the mean difference of the post-test scores of the control group and the experimental group (25.31). For the significance value was 0.000. Since the significance (2-tailed) was less than 0.05 (0.000<0.05). It could be stated that the null hypothesis ($H_0 2$) was rejected and the

alternative hypothesis *(H₁2)* was confirmed. In could be stated that there was a significant difference in narrative reading achievement between the students who were taught using multifunctional folklore card through paragraph shrinking strategy and those who were not. It means that multifunctional folklore card and paragraph shrinking strategy was effective for students.

1. Result and Discussion

On the basis of the above mentioned findings, some interpretations could be drawn. First, In experimental group one, there was significant progress made by the students, it means that the multifunctional folklore card through paragraph shrinking strategy is effective to enhance narrative reading achievement The data analysis showed that the mean score of pre-test and post-test of experimental group increased, and the *p*-value of paired sample t-test was less than 0.05. Moreover, during the treatment, the writer found some facts that the students were interested in participating in the reading process by using MFC, they could remember the detail and moral value from the story during the sequence- match stage in folklore card. Another fact is that they enjoyed to recall the vocabulary during the vocabulary-match challenge. This is in line with Heinich, Robert, Molenda, Michael, & Ruchel (1993) statement that claims the role of media in instructional atmosphere is for supplement of the "live" instruction in the classroom and also with Kasihani, (1995) statement that visual media are very useful because there are many differences between a foreign language and a native language. Besides, Setyowati 2010) with her research claims that the use of quartet card improved understanding of simple noun phrase of the seventh grade students at MTs Nahdlatusy Syubban Sayung Demak in the Academic Year of 2009/2010.

Second, the writer also calculated the total of the mean difference in both experimental and control group to determine which group had significantly improved in reading achievement. It was revealed that the students reading achievement in experimental group improved more significant than those in the

control group. This is due to the fact that the students in experimental group got the treatment for a month using multifunctional folklore card through paragraph shrinking strategy while those in control group did not get any treatment. During the reading activity with the use of folklore card, the students feel that they were not learning at all but they played but instead of just play the game, they got much information about the lesson like the sequence in the story, vocabulary, the characters and the moral value. Then, the students also excited for having the paragraph shrinking challenge when they come forward and stated the main idea in a very good way although some of them were afraid and shy to show up. The other is that some students and also they had learned many good manners from the folklore that is part of literature. It was strengthened with what Archer, Gleason, & Vachon, (2003) that state paragraph shrinking strategy is the activity that builds the fluency and reading comprehension also with Inderawati (2009) that claims reading literature is not only entertaining, but also provides moral values that can refine manners and support the formation of character and personality. This is also relevant with study done by Estebo (2012) that found Paragraph Shrinking can be used with a small group of below average readers and it gave positive effect in students' reading achievement, also similar study by Pertiwi (2008) revealed that paragraph shrinking help improved reading comprehension achievement of the eleventh grade students of SMA Negeri 3 Palembang.

Then, it could be concluded that multifunctional folklore card (MFC) as the media and paragraph shrinking as the strategy were effective to enhance the narrative reading achievement of the tenth graders of MAN SAKATIGA Indralaya.

5. Conclusion and Remark

Two conclusions are drawn based on the finding of the study. First, there was significant difference in narrative reading achievement of the tenth graders of MAN SAKATIGA Indralaya after they were taught by using multifunctional folklore card through paragraph shrinking strategy. Second, there was a significant difference in narrative reading achievement of the tenth graders of MAN SAKATIGA Indralaya who were taught by using multifunctional folklore card through paragraph shrinking strategy than that of those who were not. In other words, using MFC through paragraph shrinking strategy as a means of teaching narrative reading was an effective way to improve narrative reading achievement of the students in experimental group which was from one of the tenth graders of MAN SAKATIGA Indralaya.

Referring to the conclusion above, the writer proposes some suggestions for the betterment of teaching English especially reading. First, for the English teachers, the teacher should consider the condition of the students and the class environment. Moreover, the teacher needs to create the best preparation for the learning process such as, lesson plan, media and strategy that fixed to the students' ability and prior knowledge. Second, for the students who took a big part during the teaching process, some suggestion for these young generations are having more exercise in answering different kind of text. The most important thing for the student to be improved is the awareness of their ability in English. As English is hard to be mastered, they need a brave to show, to ask and to share any information that they curious to in order to achieve the goal of the lesson, In the other word, for the students do not hesitate to try every skill in English because as the proverb says practice make perfect, especially for the inactive students. Third, the school that administered and facilitated the students, needs to support the good facilitations and program that can help the students during the school work. Last, for the future researcher who interested in doing some research related to English subject especially reading provides the method and strategy which can collaborate

with the MFC. Otherwise, the researcher can also has the future study by using MFC as the media for the other different skill in English for instance writing.

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