

## The Use of Fable in Developing Reading Comprehension

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### Article History:

Received: 01 Maret 2025

Revised: 22 Maret 2025

Accepted: 28 Maret 2025

**Keywords:** *Developing, Reading Comprehension, Fable Technique.*

**Abstract:** *This study aims to find out how fairy tales are used in developing reading comprehension skills based on the research articles reviewed and to find out how effective fairy tales are in developing reading comprehension skills. This research was conducted through the library research method. The data sources from two data that are primary data were taken from (Mislaini 2015) and secondary data were taken from documents based on scientific articles and two theses between 2015-2024. Based on the results of the Library research method, 5 researchers were found who used fables to improve reading comprehension, namely, Nurafni (2020), Alisah (2024), Romdoni (2020), Aisyah (2024), and sari (2018). The analysis results show that the implementation of the fable technique is described as a collection of ongoing data analysis to help students understand, learn, and enjoy the ability to read comprehension. The implementation of this technique is not only done by depending on this technique itself but also with the help of various supporting media and techniques, such as videos, digital fable books and narrative texts. Analysis of the primary sources also showed that, after the implementation of fable technique, it was found that all students of different academic levels experienced improvements in their reading comprehension. This finding implies that the use of fables in teaching reading comprehension positively affects students. Thus, the use of fables is an effective method to develop students' reading comprehension.*

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### INTRODUCTION

Reading is the basic skill of all learning, along with speaking, listening, and writing. Reading is one of the four language skills taught in the English language learning process. Reading also implies reading, receiving, and understanding written material. Reading is one of the ways to get information, so reading becomes an important part of our lives to find any information. Richardson and Schmidt (2010) state that reading is the process by which the meaning of a written text is understood. It employs many different cognitive skills, including

letter and word recognition, knowledge of syntax, and recognition of text types and text structure. Reading is a dynamic process in which information from the text and knowledge possessed by the reader interact to enable the reader to contract meaning before, during, and after reading.

Reading comprehension is the level of understanding of a text or passage. According to Taringan (2008), reading comprehension is a type of reading that aims to understand reading. Reading comprehension means studying reading material more carefully so that you can assess the situation, value function, and effect of reading. Reading comprehension is the process of reading to build understanding (Tarchi, 2017). Reading comprehension consists of two words. Read and understand. It is a complex process in which the reader must apply his skills to understand the passage he has read. As we know, reading is not just about reading but also about understanding (Muzna, 2015).

The government created a new curriculum, the Merdeka Belajar Curriculum, which was established as the new curriculum in 2022. The Merdeka Belajar Curriculum is an evaluation of the 2013 curriculum. Based on the results of the interview with the English teacher at SMPN 5 Palu. The students are required to be active in the teaching and learning process, especially with the new Merdeka Belajar curriculum, which must be linked to core competencies and curriculum competencies. Teacher are also required to develop a more practical teaching process by using several learning media such as LKS. Reading English texts continues to be a challenge for many Indonesian students because the Merdeka Belajar curriculum's goal for the teaching and learning of reading is to understand the meaning of the text. Therefore, students lack vocabulary and motivation because they are unfamiliar with the language stated and offered in a book, and most students are unable to understand its meaning. As a result, students only read without fully understanding the context of their reading material. Furthermore, they discover they are disinterested in English classes since they think the subject is dull. As a result, students who are not motivated to learn English lack vocabulary. Teachers are another source of the issue. Students often assume that studying English, especially reading, is uninteresting since teachers only provide texts for them to read in class without giving them any advance notice or opportunity to prepare for an engaging experience.

For the problems that occur above, the researcher is interested in carrying out research concerning the techniques of teaching reading comprehension of narrative text by using Fable. Fables are stories that tell about the lives of animals that behave like humans. Fables are works of fiction or fantasy (imaginative). Sometimes, fables choose minor characters in human form. Fables are also often called moral stories because they have messages related to morality. The researcher investigated the use of fables in teaching reading because narrative text fables are a pleasure to read. Not only that, through the process of teaching reading, the use of fables can improve students' reading comprehension. This kind of material is also able to improve vocabulary mastery and comprehension abilities and make it easier for students to understand English text.

In addition, some factors can be interesting for students when reading fables, such as the use of animal characters or objects with human traits, which can make the story more interesting and make it easier for students to imagine the situation of the story. Fables that contain elements of surprise or wit in the storyline can keep students engaged and curious. Fables that can be connected to students' daily experiences or situations can motivate them to understand and relate moral lessons to their own lives. If the fables are illustrated, interesting pictures or illustrations can help students understand the concepts of the story better (Nurafni, 2020). The use of rich and descriptive language can increase students' appeal to fables. Fables that provide space for

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students to use their imagination and creativity in interpreting the moral message.

Based on the new curriculum especially curriculum Merdeka Belajar the student is expected to be able to read, identify the main ideas and information based on the text. So, the student should improve their reading comprehension. Reading activity is one of the ways to get language acquisition, communication, sharing information and ideas. The goal of this learning is to teach students to understand basic text information, recognize ideas and thoughts both directly and implicitly, gather detailed knowledge about the text, and summarize it in their own words. Therefore, students are expected to achieve all these goals.

## **METHOD**

In this research, the researcher used a qualitative research design, which is the Library Research method, to obtain and analyze data. Library research is a data collection technique that conducts a study of books, literature, notes, and various related reports with the problem you want to solve. According to Mirzaqon & Purwoko (2018), library research is a study conducted by collecting data with the help of various reading materials found in a library, such as documents, books, articles, etc.

The researcher used primary and secondary data to collect the data for this research. The primary data is taken from Mislaini (2015). The secondary data are collected from on the implementation of the use of fables in developing reading comprehension and taken from research in 2015-2024.

The researcher used a qualitative approach which the form of data is utterances. These techniques used in this research were a survey through the existing library on the internet. The necessary steps for collecting data are as follows: (1) Searching and browsing some literature/theories. (2) Reading and understanding the literature/theories, and (3) Take notes about the literature/theories chosen. After the data collection techniques, the next step was to analyze the data. The information collected was organized and analyzed using the content analysis method. Following their acquisition from data sources, the data were examined through the following process: (1) Reading the data, (2) Analyzing the data, (3) Filtering and classifying based on the theories needed to support this research, (4) Connecting to support this research, (5) Making the conclusion.

## **FINDINGS AND DISCUSSION**

The researcher focused on analyzing five scientific writings as suitable representations of the use of fable in developing reading comprehension. The five scientific writings are categorized into two thesis and three articles. The thesis used was by Nurafni (2020), Nur Alisah (2024). Meanwhile, the articles used Ulfah Romdoni & Salamun (2020), Nur Aisyah, St Asriati AM & Maharida (2024), Della Puspita Sari & Jufri (2018). After identifying and understanding five studies related to the research topic, the data reviewed in this research were organized into their classifications based on technique of the data analysis which included researcher names, title, method, years, settings, procedures and results. The researchers provided findings in table 4.1.

**Table 4.1 Findings**

No	Researchers	Title	Procedure(s)	Result
1	Nurafni (2020)	Using Fable in Developing Reading Comprehension of Grade VIII Students	1. The teacher explained the material that would be taught. In this part, the teacher	Using a fable is effective in developing students'

	at SMP Negeri 15 Palu	would teach and explain narrative text.	reading comprehension of grade VIII of SMP Negeri 15 Palu. The results showed that the average post-test score of the experimental group using fables (87.24) was higher than that of the control group (80.57). in addition, the statistical analysis showed that the t-count value (2.14) was greater than the t-table (1.684) at the 0.05 significance level, which indicated that the research hypothesis was accepted. Thus, the use of fables as learning media can improve students' reading comprehension ability.
2	Nur Alisah (2024) Using Fable in Developing Reading Comprehension of Grade VIII Negeri 2 Balaesang	1. The teacher starts the lesson with an opening session consisting of a greeting. Check the attendance list by	The results of this study show that fables are effective teaching materials

<p>3 Ulfah Romdoni &amp; Salamun (2020)</p>	<p>Improving Students' Reading Comprehension Skill</p>	<p>From cycle I:            1. The English teacher starts the lesson with an</p>	<p>because students enjoy reading stories and do not feel bored. The reading material can be understood by students, and they are able to identify specific information in the text. Thus, the results of data processing with SSS version 23 show that sig (2-tailed) of <math>(0,000 &lt; 0,05)</math>. With degree of freedom (df) = N-1. Where N= <math>(27-1 = 26</math>, where t-count = 10,992 and the value (2-tailed) = 0,000.</p>
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<p>Using Fable Story Text (A Study First Grade of MTS Miftahul Ulum GondangRejo GondangWetan Pasuruan)</p>	<p>opening consisting of greetings and checking the students' attendance list.</p> <p>2. The English teacher asked one of the students to share the text of a fable story entitled "The Goose that laid golden eggs".</p> <p>3. Students find the main idea, identify details, understand vocabulary, and summarize concepts.</p> <p>4. The English teacher asks some students to read the fable story text and translate it into Indonesian.</p> <p>5. Students do the exercise and discuss it together to find out the correct answer.</p> <p>6. The English teacher asked the students about the difficulties they had in understanding the text and gave a conclusion about the lesson they had learned.</p> <p>7. The English teacher gives homework.</p> <p>From cycle II:</p> <p>1. The English teacher starts the lesson with an opening consisting of greetings and checking the students' attendance list.</p> <p>2. The English teacher asked about the previous lesson.</p> <p>3. The English teacher asks one of the students to share the text of a fable story entitled "Lion and</p>	<p>Ulum Gondangrejo Gondangwetan Pasuruan are interested in the implementation of fable stories as the source of learning reading comprehension skills. Finally, the research can support further research. It is recommended for the English teacher to apply fable stories as a source in teaching reading comprehension skills.</p>
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Mouse".  
4. Students are asked to give their opinions about the fable story text.  
5. The teacher reads the text sentence by sentence with proper pronunciation and expression. Then, students repeat the sentences that the teacher has read.  
6. The teacher helps students translate the content of the fable story text.  
7. The teacher gives exercises and helps students translate the questions together.  
8. The teacher collects the results of students' exercises and discusses them together to find out the correct answers.  
9. The teacher gives a conclusion about the lesson that has been learned.

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4	Nur Aisyah (2024)	The Use of Fable Story Through STAD Technique to Improve Students Reading Comprehension at Junior High School	1. The researcher first describes the information that will be provided to the pupils. 2. Second, after going over the content, students are given fable stories to read and answer on their own. 3. The three researchers went over the topic a second time before breaking the class into groups of four or five students each to	Based on the results of the researcher came to the conclusion that junior high school students' reading comprehension was successfully enhanced by the employment of the fable stories and the STAD
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5	Della Puspita Sari & Jufri (2018)	Using AESOP's Fable to Teach Reading Comprehension of Narrative Text at Junior High School	<ol style="list-style-type: none"> <li>4. Finally, after completing one or two class presentations and working and practicing in groups, students are given fable stories and asked to respond to individual test questions.</li> </ol>	<p>finish the subject matter through conversation utilizing the STAD technique.</p>	<p>approach. The conclusion's primary points about score improvement are as follows: the average reading comprehension score of the pupils from 57,65 on the pre-test to 73.53 on the post test.</p>
					<p>Statistical significance: a significant difference between the pre-test and post-test findings was indicated by the t-test value (9,024) being higher than the t-table value (2,119).</p>

<p>students to discuss with their friends.</p> <p>4. The teacher distributes narrative text related to the pictures given in the observing stage. The teacher explains Aesop's fables and shows a video of Aesop's fables about a narrative text.</p> <p>5. The teacher asks the students to determine the definition of the general structure and language features of the narrative text individually and also answer questions based on the text.</p> <p>6. The teacher and students together try to find the difficulties in the text.</p>	<p>these fables can attract students' interest and motivate them to read: students more easily identify ideas in narrative texts and can relate the information they read to personal experiences. This helps them find moral values in the story</p>
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## DISCUSSION

The researchers used secondary data to review previous studies on the use of fable in developing reading comprehension. The researchers had divided the discussion into five parts:

### 1. Nurafni

This study aims to increase students' reading comprehension skills by utilizing fables as a teaching tool. This research focuses on improving students' reading comprehension ability through the application of teaching methods using fables. The benefits of the research are first for teachers, this research is expected to help teachers in developing effective teaching strategies to improve students' reading comprehension. Second, for students, it is expected that students can more easily understand reading texts, increase their vocabulary, and stimulate their interest in reading. Third for researchers this study provides insight into the effectiveness of learning media, particularly fables, in the context of English language learning at the secondary school level. Thus, this study has the potential to make a positive contribution to the reading learning process at school.

The implication of this research is the first improvement of teaching methods: the use of fables as learning media can be used as an effective method to improve students' reading comprehension. Teachers can adopt this technique in the classroom to improve students learning outcomes. Second curriculum development: the result of this study can be used to revise or develop the English learning curriculum, by including more narrative texts, such as fables, to help students understand the material better. Third increased reading interest: by using interesting

fables, it is expected that students will be more motivated to read, which in turn can improve their overall reading skills. Fourth enrichment of teaching materials: the study also suggests that teachers include a greater variety of texts in teaching, so that students are not only limited to textbooks, but can also learn from a variety of interesting reading sources. Five, the importance of vocabularies: this study shows that fables can help students increase their vocabulary, which is an important aspect of language learning.

#### 2. Nur Alisah (2024)

This study aims to ascertain whether using fables to improve eighth-grade students' reading comprehension. In this study, the researcher divided the steps of the strategy into activities before reading, activities during reading, and activities after reading. In the pre-reading activity, Alisah prepares students to read the passage that will be tested. This accomplishes several goals, including arousing students' attention to the text and serving as a reminder of prior knowledge that will aid in comprehension. Word recognition and comprehension are the two main stages of this process. During pre-reading activities, students are taught the pronunciation of difficult words, the meaning of important, unknown, and vocabulary words, and the necessary background knowledge. Furthermore, they are also asked to preview the story or article.

The researcher concluded that fables were used to help students understand the general topic of the text and to recognize the important idea of each paragraph. In addition, the results of this study show that fables are effective teaching materials because students enjoy reading stories and do not feel bored. The reading material can be understood by students, and they are able to identify specific information in the text.

#### 3. Ulfah romdoni & salamun

This study aims to describe the implementation of the use of fable stories to improve reading comprehension skills students. as well as to find out students' responses to the use fable stories. The researcher adapted the reading strategy procedure MA (2008). The procedure is still related to the proposer. However, the reviewed paper used the adopted teaching procedure. The result remains the same: the application of fables in reading instruction makes students' progress in reading skills.

In the teaching sequence for guided reading, the activities are divided as follows: pre-reading, during reading, and post-reading the text. The researcher concluded that the students' reading ability can be improved through fables. The use of fables makes students learn more with teacher guidance. With a good story, students will be interested in following the lesson. In the classroom, students are very enthusiastic about following the activities and are actively involved in the teaching and learning process. So, by using fable narrative text, students' reading ability can be improved.

#### 4. Nur Aisyah, St. Asrianti AM, Maharida

The purpose of this study was to determine the improvement of students' reading comprehension skills, which focused on determining the main idea and conclusion in fable stories on narrative text. The usage of fable stories in conjunction with the STAD approach is the aspect that influences the improvement of pupils' reading comprehension. Through group discussions and collaborative learning, this approach helps students interact with fable stories more successfully, which improves their understanding and memory of the subject matter.

**Effectiveness of Using Fables:** Students' capacity to identify the primary concept and conclusion of narrative texts was enhanced by the use of fable texts as instructional materials. **Student engagement:** Following the use of this strategy, students demonstrated improved reading

comprehension and engagement. Furthermore, this study demonstrates that incorporating fable stories into instruction can improve students' comprehension of narrative literature.

5. Della Puspita Sari & Jufri

The method of this study focused on the use of Aesop's fables as a medium to teach reading comprehension of narrative texts in junior high school. The purpose of this paper is to help students to better understand narrative texts. In addition, teachers also get an effective way to teach reading comprehension of narrative text to improve students' ability in reading narrative text.

In this study, the researcher focuses on teaching procedures involving several stages, namely observing, questioning, gathering information, associating, and communicating.

The use of these fables can attract students' interest and motivate them to read: students more easily identify ideas in narrative texts and can relate the information they read to personal experiences. This helps them find moral values in the story. Learning strategies: the implementation of learning strategies involving videos and discussions on Aesop's fables can improve students' comprehension of narrative texts.

## **CONCLUSION**

Based on the research questions that have been formulated previously, it is explained that first, from the data sources on the use of fables in developing students' reading comprehension conducted in the period 2015-2024. The results of the research articles that have been reviewed by five different researchers show that the use of fables is important to improve students' reading comprehension. Not only that, fables can improve students' character, morals, and culture during the teaching and learning process in class. Second, the application of fables as a reading comprehension strategy has shown significant effectiveness in improving students' understanding and engagement with texts. Five researchers showed that structured activities around fables not only improved reading comprehension but also increased students' vocabulary and fostered a positive learning environment, which ultimately led to increased academic achievement among students. The use of varied teaching strategies and supporting media strengthened students' ability to understand and connect with the reading text. Thus, the use of fables is an effective method to develop students' reading comprehension.

## **ACKNOWLEDGEMENT**

The researchers express highest gratitude to Allah S.W.T for blessing, love, opportunity, health, and mercy, to complete this article. Then, *shalawat* and *salam* always are given to our prophet Muhammad S.A.W who has brought us from the darkness to the brighter path in this life also become a motivation for the researchers in completing this article. They gratefully thank to The Head of UPT. Tadulako University Library, Dr. Nurhayati, S.Sos., M.Si for allowing them to conduct the research there. Also, appreciation to The Head of Language and Art Education Department, Dr. Agustan, S.Pd., M.Pd and The Head of English Education Study Program Dr. Darmawan, S.Pd., M.Phil. thank you for having facilitated his study and helping him in this administration process. Then, the researchers sincerely appreciates to all lecturers of English Education Study Program for their guidance in their academic activities.

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