

**IMPROVING STUDENTS' READING COMPREHENSION IN
NARRATIVE TEXT BY USING FAIRY TALE: A CASE STUDY
AT SMAN 6 WAJO**



A Thesis

*Submitted to The Faculty of Cultural Science of Hasanuddin University in Partial
Fulfillment of Requirements to Obtain Bachelor Degree in English Literature
Study Program*

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ENGLISH LITERATURE STUDY PROGRAM

FACULTY OF CULTURAL SCIENCES

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LEGITIMATION

THESIS

IMPROVING STUDENTS' READING COMPREHENSION IN
NARRATIVE TEXT BY USING FAIRY TALE : A CASE STUDY AT
SMAN 6 WAJO

BY

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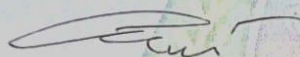
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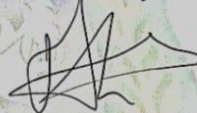
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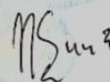
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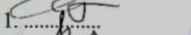

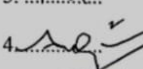



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AGREEMENT

On, 9th June 2023, the Board of Thesis Examination has kindly approved a thesis by Widya Ramadhani (F041191027) entitled **"Improving Students Reading Comprehension By Using Fairy Tale : A Case Study at SMAN 6 Wajo"** submitted in fulfillment one of the requirements to obtain Sarjana Sastra (S.S.) Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, 12nd June 2023

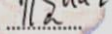
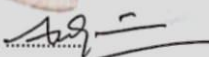
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The thesis by Widya Ramadhani (F041191027) entitled "*Improving Students; Reading Comprehension By Using Fairy Tale : A Case Study at SMAN 6 Wajo*" has been revised as advised during the examination on 9th June 2023, and is approved by the Board of Undergraduate Thesis Examiners:

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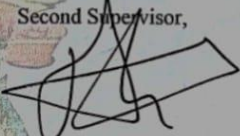
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APPROVAL FORM


With reference to the letter of the Dean of Cultural Sciences Number 1737/UN4.9.1/KEP/2022 regarding supervision, we hereby confirm to approve the thesis draft by **WIDYA RAMADHANI** (F041191027) to be examined at the English Department, Faculty of Cultural Sciences.

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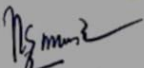
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STATEMENT LETTER OF AUTHENTICITY

I, the undersigned,

Name : Widya Ramadhani

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Hereby, the writer declares that this thesis entitled:

**Improving Students' Reading Comprehension In Narrative Text By Using
Fairy Tale : A Case Study At SMAN 6 Wajo**

is written by herself. This thesis does not contain any materials which have been published by other people, and it does not cite other people's ideas expect the quotations and references.

If in the future it is proven that there is a part or all of the contents of this thesis are plagiarized, the author is willing to accept the sanction for her action.

Makassar, 12nd June 2023

The undersigned,



Widya Ramadhani

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This thesis is made to fulfill the final assignment of lectures and as one of the requirements to obtain a bachelor's degree and as a form of implementation of the knowledge gained during lectures as the English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University. The author realizes that the thesis is still far from being perfect.

In preparing this thesis, the author faced various problems with himself, demands, and activities that had to be carried out. Therefore, this thesis will never get complete and successful without the help and support from other people. In this opportunity, the author would like to express her deep gratitude to all who helped and supported her during the process of writing this thesis, this goes to:

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ABSTRACT

Widya Ramadhani. *Improving Students' Reading Comprehension in Narrative Text by Using Fairy tale: A Case Study at SMAN 6 Wajo* (Supervised by Abidin Pammu and Hidayatullah Yunus).

Lack of students' interest in learning English cause that their reading comprehension in English is low. Therefore, teachers need to develop more interesting learning methods. Using fairy tales as a medium in learning is one way that can be used to improve students' reading comprehension.

The objectives of this research were to explore how effective the use of fairy tales was in improving students' reading comprehension. The second is to find out students' responses to the use of fairy tales to improve students' reading comprehension in narrative text.

This research applied quantitative method and qualitative method. Data collection were carried out through tests (pre-test and post-test) and questionnaires. The research subjects were students of class XI MIPA 3 consisting of 31 students at SMAN 6 Wajo.

The findings of this research show that students' reading comprehension increases. This can be seen from the mean score of the pre-test and post-test. The mean score in the pre-test was 56,83 to 73,25 in the post-test. Most students gave a positive response to the use of fairy tales in learning to improve reading comprehension in narrative texts. This is because they like reading fairy tales and reading can not only improve their reading comprehension but also entertain and enrich their vocabulary

Keywords: *Improving, Reading Comprehension, Narrative Text, Fairy Tale*

ABSTRAK

Widya Ramadhani. *Meningkatkan Pemahaman Membaca Siswa dalam Teks Naratif dengan menggunakan Dongeng: Studi Kasus di SMAN 6 Wajo* (Dibimbing oleh Abidin Pammu dan Hidayatullah Yunus).

Kurangnya minat siswa untuk belajar Bahasa Inggris menyebabkan kemampuan membaca mereka dalam Bahasa Inggris rendah. Oleh karena itu, guru perlu mengembangkan metode pembelajaran yang lebih menarik. Menggunakan dongeng sebagai media dalam pembelajaran merupakan salah satu cara yang dapat digunakan untuk meningkatkan kemampuan membaca siswa.

Adapun tujuan dari penelitian ini yang pertama, yaitu untuk menggali seberapa efektif penggunaan dongeng dalam meningkatkan kemampuan membaca siswa. Yang kedua, yaitu untuk mengetahui respon siswa terhadap penggunaan dongeng untuk meningkatkan pemahaman membaca siswa dalam teks naratif.

Penelitian ini menerapkan metode kuantitatif dan metode kualitatif. Pengumpulan data dilakukan melalui tes (pre-test dan post-test) dan kuisioner. Subyek penelitian yaitu siswa kelas XI MIPA 3 yang terdiri dari 31 siswa di SMAN 6 Wajo.

Temuan dari penelitian tersebut menunjukkan bahwa kemampuan membaca siswa meningkat. Hal ini dapat dilihat dari nilai rata-rata pre-test dan post-test. Nilai rata-rata pada pre-test yaitu 56,83 menjadi 73,25 pada post-test. Sebagian besar siswa memberikan respon positif terhadap penggunaan dongeng dalam pembelajaran untuk meningkatkan kemampuan membaca dalam teks naratif. Hal ini karena mereka menyukai membaca dongeng dan dengan membaca tidak hanya dapat meningkatkan kemampuan membaca tetapi juga menghibur dan memperkaya kosakata.

Kata Kunci: *Meningkatkan, Kemampuan Membaca, Teks Naratif, Dongeng*

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CHAPTER I

INTRODUCTION

A. Background of Study

Reading is one of the four main skills that is important for students to learn. According to Afflerbach (as cited in Desmiyati, 2014: 2), reading is a dynamic and complex process that involves skills, strategies and prior knowledge. For most Indonesian students, reading is still a big problem, because students have to think not only in translating words, phrases, sentences, or even paragraphs, but also have to understand the meaning, tenses, etc. Reading activity has a specific purpose according to the person who reads it. The main purpose of reading is to understand all the information contained in the reading text. Through reading, students can get a lot of information and knowledge. In addition, in learning English, reading will help improve language understanding and build vocabulary. Therefore, it is important for students to master reading skills.

A number of research have been in relation with narrative text using fairy tale. Desmiyati et al.(2014) have conducted a research entitled “Teaching Reading Comprehension Using Fairy Tale at the Second Grade of SMPN”. This research aims to find out whether teaching using fairy tale can increase student’s reading comprehension and to investigate which aspect of reading is mostly increased. In this study using One Group Pre-

test Post-test to analyze significant difference before and after using fairy tale. This research indicate that using fairy tale can increase students' reading comprehension achievement.

Next, Pawana et al. (2014) conducted a research entitled "Improving Reading Comprehension of the Eleventh Year Students by Using Fairy Tale". The objective of this research is to finding out whether or not the use of fairy tale can improve the reading comprehension of the eleventh year students at SMA Negeri 1 Palolo. The researchers obtained the data by applied pre-experimental research involving only one sample group and discovered that the use of fairy tale can significantly improve the students' reading comprehension.

Similiarly, Kurniati (2019) also conducted a research related to the use of fairy tale entitled "The Effect of Shared Reading Using Fairytale on the Students' Achievement in Reading Comprehension". Kurniati (2019), stated that through reading comprehension, readers can improve their knowledge and English. The objective of this research is to find out the significant effect of shared reading strategy using fairytale on the students' achievement in reading comprehension. In this research, the researcher found that there was a significant effect of shared reading using fairytale on students' achievement in reading comprehension.

Although previous research also used fairy tale, but the different with this research were the setting and object in this research. The object in this research is SMAN 6 Wajo, South Sulawesi.

However, according to the observation by Mislaini (2015), students' understanding in reading English text is quite low and is below the minimum criteria for success in the action. This can be caused by various factors, such as: (a) Students have limited vocabulary, (b) Lack of student interest in improving reading skills, (c) Lack of learning support, (d) Lack of language knowledge, (e) Difficulty in pronunciation, (f) Lack of knowledge about words, phrases, paragraphs, and sections or texts, (g) Lack of implementation of reading strategies and Lack of reading motivation.

Based on my experience as an alumnus at Senior High School, one of the factors that influence the success of students' reading comprehension is the technique in teaching reading. But sometimes the techniques used by the teacher makes students inactive, bored and do not participate in class. In addition, most students show inefficient reading habits, for example they only read the text and answer the tasks given only by matching words and sentences in the assignment with words and sentences in the reading text without knowing what the text is about. As a result, the teaching process becomes boring and students' reading comprehension does not increase.

Therefore, teacher as a source of knowledge has to be more innovative in finding or choosing appropriate method and interesting material for students in classroom practice. In increasing the students' comprehension of texts, it is mainly recommended for the teacher to teach

reading material which is interesting, motivating and impressing so that the students are interestedly learning reading comprehension.

In English, especially in reading skills, there are five types of texts that are most commonly studied, including descriptive text, narrative text, recount text, report text, and procedure text. In this research, the researcher uses one of the text types, namely narrative text. According to Fathoni (as cited in Amriyah, 2015: 13), narrative text is a text written as a narration in order to tell about past events. In addition, he states that the main function of a narrative text is to entertain or amuse the readers with fiction or non-fiction story. In this research, the researcher used fairy tale. Fairy tale is story that don't really happen in real life. The story is written based on the author imagination. According to Cambridge dictionary (as cited in Kurniati, 2019: 9), fairy tale is a traditional story written for children that usually involves imaginary creatures and magic. Such stories typically feature mythical entities, such as dwarfs, dragon, elves, fairy, giants, goblins, griffins, mermaid, talking animals, trolls, unicorn, or witches, and usually magic or enchantments. According to Duff and Maley (as cited in Pawana, et al., 2014 : 3), they stated that there are several advantages of using fairy tale in the classroom, including: first it offers a wide range of styles, vocabulary, and so on, the second it is deals with matters that concern students and are related to their personal experiences, and the third it is open to multiple interpretations and opinions, bringing about genuine interaction and participation in the classroom.

In this research, the researcher conducted research at SMAN 6 Wajo in Wajo Regency, South Sulawesi. The reasons the researcher chose this location were for several reasons, including the following: as an alumnus of the school, I saw that students' English skills still needed to be improved, especially in reading skills. In addition, based on the experience of the researcher while studying at SMAN 6 Wajo, I saw that most students were not too interested in learning English because they think that English is a very difficult subject. Moreover, the location of the school is closer to where I live and access to it can be achieved quickly and easily, making it easier for the researcher to carry out the research activities.

B. Identification of Problems

Based on the background above, the writer identified two students' problems as follows:

1. Lack of understanding of vocabulary, so that students have difficulty understanding the contents of fairy tales as narrative texts.
2. Lack of students interest in reading, so that students reading ability does not increase.

C. Scope of Problems

Based on the identification of problems faced by high school students described above, this study focuses on the effect of using fairy tales as narrative texts to improve students' reading comprehension and students' perceptions of using fairy tales to improve reading comprehension.

D. Research Questions

This research problem can be formulated as follows:

1. How effective is the use of fairy tale in improving students' reading comprehension in narrative text at SMAN 6 Wajo?
2. How the students' perceptions of using fairy tale to improve students' reading comprehension in narrative text?

E. Objective of Research

Based on the research question above, the objective of this study could be formulated as follows :

1. To explore how effective the use of fairy tales to improve students' reading comprehension.
2. To analyze the students' perceptions on the use of fairy tale to improve students' reading comprehension in narrative text.

F. Significance of Research

The results of this research are expected to be a reference and useful information for English language teachers, especially Senior High School teachers to improve their students' reading comprehension.

CHAPTER II

LITERATURE REVIEW

A. Previous Study

Previous study means studies published are disseminated in the past that report result of research finding. To complete this research, the researcher found several references that can help this research.

Desmiyati et al. (2014) have conducted a research entitled “Teaching Reading Comprehension Using Fairy Tale at the Second Grade of SMPN”. This research aims to find out whether teaching using fairy tale can increase student’s reading comprehension and to investigate which aspect of reading is mostly increased. In this study using One Group Pre-test Post-test to analyze significant difference before and after using fairy tale. This research indicate that using fairy tale can increase students’ reading comprehension achievement.

Kurniati et al (2018) in her research under the title “Using Digital Fairy Tale Book in Teaching Reading Comprehension”. The objective of this research is to investigate whether the Digital Fairy Tale Book effective in teaching reading comprehension. In this research, the researchers using experimental research to obtain the data. The data for this experimental research were students’ reading scores, and the reading scores were analyzed of using McMillan and Schumacher’s formula. This research discovered that Digital Fairy Tale Book is effective in teaching reading

comprehension. It makes the students' enthusiastic to learn fairy tale text and help them produce correct intonation or tunes and notice how English is spoken differently from the way they are written and listen very well.

Kurniati (2019) also conducted a research related to the use of fairy tale entitled "The Effect of Shared Reading Using Fairytale on the Students' Achievement in Reading Comprehension". Kurniati (2019), stated that through reading comprehension, readers can improve their knowledge and English. The objective of this research is to find out the significant effect of shared reading strategy using fairytale on the students' achievement in reading comprehension. In this research, the researcher found that there was a significant effect of shared reading using fairytale on students' achievement in reading comprehension.

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Sanam et al. (2020) conducted a research entitled "Using Narrative Text to Improve Students' Reading Comprehension Skill of the Grade Eleven Students". The aim of this research is to discover the students'

difficulties in understanding narrative text, to know whether the use of narrative text can improve the students' reading comprehension, and to know the understanding level of students in reading comprehension. The data for this study was qualitative. In this research, the researcher found that using narrative text effective in improving students' reading comprehension.

From some of the previous research above, the researcher concluded that the use of fairy tale in learning can significantly improve students' reading comprehension and with good reading comprehension, readers can improve their knowledge and English. In addition, the use of Digital Fairy Tale Book is effectively used in teaching reading comprehension. Using Digital Fairy Tale Book can also make the students' enthusiastic to learn and help the students' improve pronunciation in English correctly.

B. Theoretical Background

1. Reading

a. Definition of Reading

Reading is language skill that is important to learn by students besides listening, speaking and writing. Reading is defined as a cognitive process that involves decoding symbols to arrive at meaning. Reading is an active process of constructing meanings of words. Although the reasons for reading may vary, the primary purpose of reading is to understand the text. Reading is a thinking process. It

allows the reader to use what he or she may already know, also called prior knowledge. During this processing of information, the reader uses strategies to understand what they are reading, uses themes to organize ideas, and uses textual clues to find the meanings of new words.

According to Pawana (2014 : 1), reading means understanding, interpreting and defining. Reading is a process to understand the meaning of written text in relation to the reader's knowledge. Students may read to learn about something, they read to learn how to do something or to find some information. By reading book or text in English, it means they have given their brains many words in English. So, reading can help students improve their vocabulary.

Reading is not just sounding letters, calling words, or responding to prints. It is communicative interaction through language between an author and a reader which requires some aspects from the reader (knowledge of the writing system, knowledge of the language, ability to interpret, appropriate knowledge of the world as assumed by the writer, and a reason for reading that determines his style) in order to make him or her obtain meaning from a text.

Brown (as cited in Anggraini,& Henderty, 2020 : 23), states that reading is one of language skills that refers to a process of obtaining a lot of information and understanding the idea found in the

text. Students can acquire a valuable source of information that can improve their thinking to generate the ideas and solve the problems through reading. Through this activity, they can improve their experience and understand something.

Klingner (as cited in Anggraini,& Henderty, 2020 : 23), states that reading is an activity that has a purpose. The fundamental goal for any reading activity is knowing enough science concepts and knowing the language. Through this activity, the students will comprehend the purpose of the text that they read so that they will gain much information and knowledge. The readers should understand the meaning of the text that they read. However, reading comprehension is difficult to master.

Finally, Rihards and Renandya (as cited in Andri et al., 2015 : 2), they states that reading for comprehension is the primary purpose for reading. The ultimate goal of reading is comprehension. Readers need ability to comprehend a reading text in order to gain the information from what they read. Therefore, reading comprehension is needed to ensure the relationship between the sentences, so that enables the reader in comprehend the paragraphs. When the relationship between paragraphs had been understood, the reader will get meaning of a text.

Comprehension refers to a skill or an ability to understand. According to Heilman et al. (as cited in Pawana et al., 2014: 2), reading comprehension is a process of making sense of written ideas through meaningful interpretation and interactions with language. In getting the main point of the text, the reader has to know what skills in reading comprehension. Heilman et al (as cited in Pawana et al., 2014 : 14), stated that there are five skills that should be achieved in reading comprehension, namely recalling word (vocabulary knowledge), drawing inferences from the content, following the structure of a passage, recognizing a writer's purpose, attitude, tone, and mood, and finding answers to questions answered explicitly or in paraphrase.

b. Purpose of Reading

Before starting to read, we must know what our purpose is to read a reading text. Most people read short stories, novels, fairy tales, articles, or some other reading to understand the information in the text, as entertainment, and to get information for a specific purpose. Cadlin and Hall (as cited in Sinambela et al., 2015: 15) state that there are seven purposes for reading, namely:

1) Reading to search for simple information and reading to skim

In reading to search, readers usually scan the text for specific sections, information or specific words. It involves a combination of strategies for guessing where important information might be in

the text, and then using basic reading comprehension skills on those part of the text until a general idea is formed.

2) Reading to learn for texts

Reading to learn usually occurs in academic context where a person needs to learn a great deal of information from a text. In addition, reading to learn is carried out at slightly slower reading speed than general reading comprehension.

3) Reading to integrate information, write and critique texts

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a theoretical frame to accommodate information from multiple sources. Both reading to write and reading to critique texts may be task variants of reading to integrate information.

4) Reading for general information

Reading for general comprehension, when performed by skilled fluent reader, requires highly automated and rapid word processing, strong skills in informing general representations of main ideas, and efficient coordination of many processes within very limited time constraints. The purpose of reading above can be concluded that reading is used to search information, to write and provide critique about the contents of the text or reading material.

5) Teaching

Teaching is an activity where teacher and students interact with each other. In the learning process students must actively develop their knowledge and achieve their goals. In the teaching process, a teacher needs to create clear goals, such as: planning, collecting sources, giving motivation, providing assistance, and correcting some mistakes to achieve their teaching goals.

6) Reading Comprehension

Reading with comprehension means understanding what has been read. Comprehension involves understanding vocabulary seeing the relationships between words, organizing ideas, recognizing the author's intent, making judgments, and evaluating. The students must be able to read a text consisting of many sentences and choose the main idea. Once the reader is able to comprehend what the most important thought is, reader should be able to identify the details that support the main idea. The reader must to think about what he or she reads in order to interpret the meaning as well as to get the factual information that is given.

7) Levels of Reading

According to Burns (1984; 177), there are four levels of reading comprehension that can tell us about how far students' understanding of reading material is and which level has been reached, including: Literal Comprehension, Interpretative

Comprehension, Critical Comprehension, Creative
Comprehension.

The benefit of reading, especially reading English literature, is to increase understanding of the language being studied. If the reading ability increases, the speaking ability also increases as the vocabulary mastered increases. Some other benefits that can be obtained from reading English literature, namely constantly repeating a lot of vocabulary can help you remember, can understand structure or grammar well, reading aloud helps improve pronunciation, and increasing knowledge.

c. **Types of Reading**

There are three types of reading, namely:

1) Reading Aloud

Reading aloud is a form of strategy or way of reading text aloud that can help focus attention mentally, raise questions and design discussions through pronunciation of vowels or consonants, tone or song speech, mastery of punctuation marks, grouping words or phrases into words. units of ideas, eye speed and expression. This strategy has the effect of focusing attention and creating a cohesive group. The purpose of the reading aloud strategy is to further motivate active learning individually and to motivate active learning together (cooperative learning). Reading aloud consists of (a) extensive reading and (b) intensive reading.

2) Silent Reading

Silent reading is the process of reading done only internally with the mind, without producing any sound. Therefore, in silent reading, the readers doesn't move his lips or tongue and the functioning of the vocal cords. Silent reading is reinforcing the readers to find out the meaning of the words and is the most suitable method to improve speed reading skills because in silent reading the average person is able to read 300 words per minute.

3) Speed Reading

Speed reading is a reading technique that prioritizes speed but does not neglect understanding the reading aspect. Speed reading activities are usually carried out by someone if: 1.) Reading quickly with the aim of reading only to find out or get the main idea of a reading text, 2.) Reading quickly with the need to read to understand and take the main idea, 3.) Read quickly if text or reading material is classified as light or moderate.

d. **The Strategy of Reading**

Reading strategy is a method used by readers when reading with the aim that readers can understand the content of the text they are reading and solve certain problems that may arise. According to Grellet (1985), there are four kinds of readings techniques. They are scanning, skimming, intensive reading, and extensive reading.

1) Scanning

According to Nuttal (1982: 34), scanning means taking a quick glance at the text either to search for certain information (eg name, place, time) or to get an initial impression of whether the text is suitable for a particular purpose. When reading with the scanning technique, the teacher gives time for students to look for certain information (place, time, name, and so on.) in the text quickly so that students don't have to read the entire text, they only look at certain points to find what they are looking for. So, it can be concluded that scanning is a reading technique to find specific information quickly.

2) Skimming

Skimming is reading the beginning of a text quickly to get an overview or gist of the text. In addition, according to Fry (1963), skimming is a speed reading technique that readers can complete in a short time and is very helpful when readers want to finish reading material quickly. In this technique, a reader takes the main idea of the text without reading the whole text. Nuttal (1982) mentions that by “skimming we mean a quick glance through a text to determine the point, for example to decide whether a research paper is relevant to our own work, or to keep ourselves superficially informed about matters that are not only very important to us.” Skimming technique develops students' skills to understand the main idea of the text.

3) Intensive Reading

According to Lalremruati, intensive reading is a type of reading that requires a person to read specific information. When reading intensive techniques not only get information but also will get pleasure and entertainment from the message read. Tarigan divides intensive reading into two forms, namely 1.) Reading content review is reading by emphasizing the contents of the reading in depth. 2.) Reading language studies is an effort to demand an understanding of the language used.

4) Extensive Reading

Extensive reading is a technique of reading an article at a glance quickly to get a general meaning or looking for a discussion of a key word. An example of extensive reading is reading quickly an article by jumping around, choosing readings with certain keywords.

e. **Technique of Improving Reading Skill**

Reading skills show the ability to understand a text. There are several cognitive techniques that readers can apply when reading. Cognitive strategies are strategies used by readers to construct meaning from texts and to create knowledge structures in long-term memory. Difficult readers are very good at using the following techniques to improve their understanding and retention. To understand the text better, we can apply the following reading techniques:

1) Scanning

Scanning aims to obtain information, answer questions or solve specific problems. Scanning involves moving the reader's eye quickly down a page looking for specific information without reading the entire text. A good scanning technique needs some steps in order to reach the efficient and effective result in reading process. There are five steps for scanning, they are:

- Have all the fact or pieces of information about what want to find clearly in mind. Make some list of all pieces of information that want to look.
- Start at the beginning of the selection and move the eyes systematic and fast:
 - Like a bow, directly to the middle and run down to the page.
 - With S pattern or Zigzag.
- Use any heading or subheadings; bold type and italicized words to find quickly the part of information that probably contain the specific information. Look for the key words in every part of the text by seeing if there are a date, capital letters, bold types words.
- When key words or words have found; read around it or them to see if the information is there.

- Make either a mental or a written note about the information that has found. Select another piece of information to look for, and start the process again.

2) Skimming

In skimming technique, the reader must focus on the idea and skip the unimportant words or sentences, the marginal parts and the unimportant parts. According to Hancock (1987), in skimming "the reader read the introduction, title and subtitle information, and summary, if available". When readers get a passage or material, the first thing they will read is the introduction of the text and then move on to the next paragraph until they get the meaning of the text. In skimming practice, if readers concentrate while reading it can make them find the meaning of new vocabulary in the text so that readers can easily understand the text they are reading.

3) The SQ3R Reading Technique

This reading technique consists of five steps, each of which aims to improve the reader's understanding of the text being read.

- a) Survey: Survey the section to get a brief overview of the content and structure of the reading.
- b) Question: Prepare questions as you read the material. One trick how to create a question is to change the paragraph title to a question. For example, a title like "Women in the

Civil War" could turn into a question: "Who were the women in the civil war, what did they do, and when?"

- c) Read: Read it with your question in mind. In this step, you can incorporate other reading techniques that may suit you such as scanning or active reading.
- d) Recite: Go back and answer the questions you created.
- e) Review: Take mental notes or say aloud what you have learned.

4) Reading Method: Active Reading

Active reading gives you a much deeper understanding of the text. This reading method should be used when you are reading something complex or something you need to think about critically, for example new, difficult and unfamiliar material, and reading material that you need to know well. If you use this technique, you should ask yourself questions throughout the text and then reflect on them. You can take notes and relate what you read to previous experience or knowledge.

5) Reading Technique: Structure-Proposition-Evaluation

To use this reading method, you must first identify the structure of a text and create an organized layout either in your mind or on paper. After you have the layout, you go on to find all of the logical propositions that go into each section of the layout.

Then you evaluate the arguments and propositions and make your own conclusion about the reading.

2. **Narrative Text**

Narrative text is a type of text that is imaginative or a fictional story that aims to entertain the reader or listener of the story.

a. **Types of Narrative Text**

Narrative text is generally imaginative, not real or in the form of the imagination of the author. In various sources Narrative Text can be found in the form: fairy tale (fantasy stories or stories that are not real, and full of miracles), folklore (folk stories that are passed down from generation to generation), legend (folk stories that are widely considered real by the public), myth (myth considered to really happen), science fiction, romance, horror stories, history, fable (stories about animals that behave like humans), personal experience (the author's personal experience), ballads (stories that can touch the reader, usually in the form of a love story that does not until).

b. **Generic Structure of Narrative text**

There are three structures of narrative text that need to be considered if you want to create or read a narrative text, namely:

1) Orientation

Namely the introduction of the story (what is the story about), the characters (who is the participant), the setting (where is the place

setting), and the story when it happened (when was the time setting).

2) Complication

In this paragraph which became the core of the narrative text. Without any problems, this text is only one form of exposure to events that followed with another event. Problems that arise can be distinguished:

- Natural Conflict

Namely the problems that arise because of the perpetrator stories dealing with the forces of nature.

- Social Conflict

Namely the problems that arise because the perpetrators were facing each other. They met at the same time with different interests.

- Psychological Conflict

Namely the problems that arise when dealing with the perpetrators of the story itself. The contradiction between the good and bad, between greed and tolerance.

3) Resolution

Resolution is the end of the story or the conclusion of the story. In this section the problem is solved or it can be ended with a happy ending or sad ending).

4) Re-Orientation (Just for Optional).

This structure is not mandatory in narrative text. However, generally this section tells the final condition of the character in the story, or it can also contain lessons and moral messages that can be taken by the reader to be implemented in everyday life.

c. **Language Feature of Narrative Text**

- Using Past tense, Adverb of time (Once upon a time, one day, and so on.), Time conjunction (when, then, suddenly, and so on.)
- Specific character. The character of the story is specific, not general. (Cinderella, Snow White, Alibaba, and so on.)
- Using Action verbs. A verb that shows an action. (killed, dug, walked, and so on.)
- Direct speech. (Snow White said, "My name is Snow White).
The direct speech uses present tense.

3. **Fairy tale**

Fairy tale is one type of narrative text. Fairy tale is story that don't really happen in real life. The story is written based on the author imagination. According to Cambridge dictionary (as cited in Kurniati, 2019 : 9), fairy tale is a traditional story written for children that usually involves imaginary creatures and magic. Such stories typically feature mythical entities, such as dwarfs, dragon, elves, fairy, giants, goblins, griffins, mermaid, talking animals, trolls, unicorn, or witches, and usually magic or enchantments. According to Duff and Maley (as cited in Pawana, et al., 2014 : 3), he stated

that there are several advantages of using fairy tale in the classroom, including:

1. It offers a wide range of styles, vocabulary, and so on.
2. It deals with matters that concern students and are related to their personal experiences.
3. It is open to multiple interpretations and opinions, bringing about genuine interaction and participation in the classroom.

Teaching English as a second language consists not only of teaching students in the development of linguistic elements, but also helping students understand the socio-cultural aspects, enabling them to engage in real and effective communication. One way to expose students to socio-cultural differences is through the use of fairy tales.