THE EFFECTIVENESS OF FAIRY TALES MAZE FOR TEACHINGREADING COMPREHENSION AT THE FIRST GRADE STUDENTS OF SMA ISLAM USWATUN HASANAHIN ACADEMIC YEAR 2018/2019

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Abstract:This research aimed to find out the effectiveness of fairy Tales Maze for Teaching Reading Comprehension at the first grade students of SMA Islam UswatunHasanah in academic year 2018/2019. The method of this research was pre-experimental research (quantitative method). The population of this research was the students of SMA Islam UswatunHasanah in academic year 2018/2019. The sample of the study was 28 students consist of one class. The sample technique used in this was lottery technique sampling. The technique which was used to analysis the data was t-test formula. From the research data found out that the students` t-test score is (4.875) and t-table (2.052) from (df) 27. Based on the result of the study, it can be concluded that the use of Fairy Tales Maze has positive effect in teaching reading comprehension at the first grade students of SMA Islam UswatunHasanah in academic year 2018.2019.

Key Word: *TheEffectiveness of Fairy Tales Maze for Teaching Reading Comprehension*

Introduction

Since English is an international language, it is important for everyone to be able to use English as a foreign or second language. In Indonesia English has been taught since secondary school level. As stated by Finochiaro (1975:10), language learners should learn a real communication situation and teacher should give insight function of various language item skills in listening, speaking, reading and writing activities. Those four skills have each role for students' development of knowledge and learning ability. However, reading is one of the skills that crucial to be mastered.

As stated by Butler (2010), more than a half century research has constituted a correlation between academic success and reading ability. Learners who lack their knowledge in reading will get difficulties in understanding the information of text when they are reading. According to Rice (2009), reading is the process of interaction between reader and a text to construct meaning (comprehension). Some students argue that reading skill is easier to be mastered than the other skill. However, the condition happen in a real life is different.

There are a lot of students who still get difficulties in comprehending the text. Someone who lacks in comprehending the text usually focus more in the words accuracy rather than in the message of the text. Cain and Oakhill (1999;), and Nation et al., (2005) as cited by NSW Department of Education and Training (2010) state the students who tends to read superficially are less likely to participate in constructive processes and unsure when to apply their knowledge during reading. Most students thought that successful reader is those who read fluently and able to complete the task, but some of them ignore the sentence that they use to complete the task.

When completing the short answer question most students tend to copy the sentence directly from the text rather than construct their own sentence, especially the studentsof SMA ISLAM USWATUN HASANAH. This habit should be abolished because it shows that students do not understand well the text that they read. That is why the teacher should have a goal to minimize reading difficulties and maximize comprehension when teaching reading. As a consequent, based on the problems above the

researcher try to offer a solution for teaching reading narrative, that is by using Fairytales maze.

Review of Related Literature

According to McNeil (1992: 10), reading comprehension is searching for meaning actively using the knowledge of the world and text to understand each new thing. In this present study, reading comprehension is an activity done by the students in reading class that will be scored by the researcher in order to know is there effect or not.

Westwood (2001: 2) divides reading comprehension into three groups: literal comprehension (reading the lines), interpretative comprehension (reading between the lines), and applied critical comprehension (reading beyond the lines).

Fairy tales maze is a combination between fairytales and story maze or maze passage which is used as a material for teaching reading narrative text. As stated by Milone (2006), maze passage is a text for reading which after the first sentence in every seventh word is replace with two distracters and one fix answer. Thus, fairy Tales Maze is an excellent teaching strategy for teaching students reading comprehension and building vocabulary and also working together cooperatively.

According to Brown (2003; 188)there are some indicators ofreading:

a. Finding general idea

The general idea is the general subject of a written passage. General idea in a piece of writing is the point the author is making about a topic. In this case, the reader must provide the general idea by considering all of the support the examples, details, facts, etc. And discussion about the topic provided by the writer. The general idea will be a general statement which incorporates the information presented by all of the sentences in the paragraph.

b. Finding main idea

It is important to find main ideas when reading. Main ideas help readers remember important information. The main idea of a paragraph tells the topic of the paragraph. The topic tells what all or most of the sentences are about.

c. Finding deatiled information

There are some techniques to find detail information.The technique you choose will depend on the purpose for reading.Many people consider skimming and scanning search techniques rather than reading strategies. However when reading large volumes of information, they may be more practical than reading. For example, you might be searching for specific information, looking for clues, or reviewing information.

d. Finding explicit information

During the act of reading found the explicit information on the text, explicit information it means the information that express on the text. We can find the information directly when we read the text.

e. Finding implicit information

In the process of reading is not only to obtainexplicit information but also implicit information. But implicit information is not expressed in a passage. To find the implicit information how the reader should be able to read all the information and be able to analyze the information implied by the information obtained.

f. Identifying word references

Textual reference allows the reader to establish relationships which exist between twolinguistics expressions in a sentence or text. Certain expressions do not have meaning out ofthe immediate context, they refer to some other words or phrases in the text. Writers usereference to avoid repetition.

g. Identifying specific inform

The technique scanning or looking for specific information is very useful when you know exactly what you are looking for in a text. Since you have a very specific goal in mind, when you read, you only read the relevant part(s) and ignore the irrelevant.

h. Making inference

Inference is just a big word that means a conclusion or judgment. There are some form of making inferences, for example infer the meaning of an unknown word from context.

Research Design

Research design is the preparation of the design of the research project (Kothari2004: 31). This is an experimental research with pre- experimental design. This study intendedto know the effectiveness offairy tales maze for teaching reading comprehension. Thus, the writer used one-group pre-test and post-test design. As follows:

Table 3.1The Scheme of Research

Pre-test	Treatment	Post-test
T1	X	T2

Where:

T1 = pre-test
X = treatment
T2 = post-test.

In this research there was no control group, and the students gave pre-test before the writer gave instruction or treatment for a given period of time. And at the end of the treatment the students received post-test.

Population is all individuals of interest to the researcher (Marczyk, et al, 2005: 18). The population of this research was all the first grade students of SMA ISLAM USWATUN HASANAH in academic year 2018/2019 that was 1 class which consisted of 28 students.

Sample is a small part of the study that will be investigated (Kothari, 2004: 158), states that sample refers to the part of the universe which is selected for the purpose of investigation, and sample in this study was the first grade students of SMA ISLAM USWATUN HASANAH, that was consisted of one class, and the total number of sample were 28 students in academic year 2018/2019.

In a research, sampling technique is very important to get the data properly and accurately, and the writer of this study will use sampling techniqueby using total sampling.

The instrument of this research was objective test with multiple choices items, consisted of 50 items (reading text). The total point for each item 2 for the correct answer and 0 for the incorrect answer. So, the total score was 100.

In this research, data means all information that is directly gathered from the first grade students of SMA ISLAM USWATUN HASANAH. The data is the result of the test that is obtained from the students after doing the test. The data obtained through pre- test, and post-Test.

1. Pre-test

In the process of collecting the data, the writer came to the class as a teacher. Pre-Test started on 17-02-2018 at 9.30 am before explaining the material in a study.

2. Post-test

Before the writer gave the students Post-test, the writer conducted treatment by using Fairy Tales Maze. It was conducted three weeks, and in each week the writer gave treatment twotimes. After the treatment, the writer gave Post-test to the students. The post-test was conducted on 25-02-2018 at 9.30 am. The test was similar to the pre-test, but different redaction.

The tests included 50 items of multiple choices. The students selected one of the best answers. The test scored for the students 2 for the correct answer and 0 for the incorrect answer.

In general there are two types of methodology data analysis, namely; statistic analysis and non-statistic analysis. In this study, the writer applies the statistic analysis. The statisticalanalysis applies in this study as follows:

It is used to display the important features of the data. The most commonly used to measures central tendency are mean, mode, median, and standard deviation.

a. Identification of means score of pre-test and post-test.
b. Identification of frequency distribution (mode).
c. Identification of frequency distribution (median).

d. Identification of the students individual deviation (d) of sample score, formulate it as follows:

1. Normality of Data

Testing normality is testing about normality distribution of data. This test is the most widely performed for statistical parametric. Normally distributed data is a requirement of parametric test, meanwhile test for data that does not have a normal distribution, then the analysis using non-parametric tests.(Sugiyono 2013: 107).

$$x^2 = \sum_{i=1}^{k} \frac{(fo - fh)^2}{fh}$$

2. Homogeneity of Data

Homogeneity test is a test to distinguish between two or more populations. All the characteristics of the population may vary from one population to another. in this study the researcher used f test to looking for the homogeneity of variance (Imran 2014: 18) by using this formula:

$$F = \frac{varianse\ terbesar}{varianse\ terkecil}$$

To look for variance, the formula below was used:

$$S_X^2 = \sqrt{\frac{n.\sum X^2 - (\sum X)^2}{(\ )}} \qquad S_Y^2 = \sqrt{\ }$$

The last was to compare between the value of F test and F table. If the value of F test < F table means homogeny, meanwhile F test > F table means the variance is not homogeny

Finding Result and Discussion

A. Research Finding

In this chapter the writer presented the result of the study. The score of pre-test and post-test were taken from the data of the study. In the first meeting the writer organized pre-test to know the students ability in reading comprehension. In taking the score, the writer gave the students the test consists of 50 items of multiple choices. After that, the writer applied the treatment to the students by using Fairy Tales Maze, then the writer conducted post-test to the students, the tests was 50 items of multiple choices that based

on the materials that has been taught in the treatment.

Table 4.1.score of Pre-test and Post-test

Table 4.3
Frequency Distribution of Pre-test
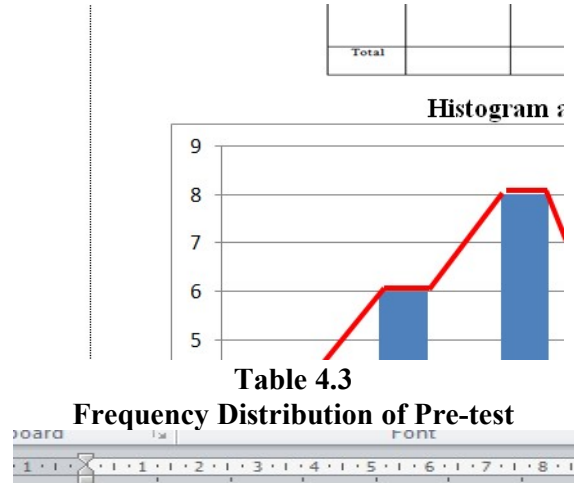
No.	Students	Pre-test	Post-te
1	Ans	46	60
2	Bss	36	62
3	Bdy	40	58
4	Nsh	30	44
5	Nrd	50	58
6	Rnh	56	68
7	Sew	42	60
8	Sca	34	50
9	Aym	26	32
10	Dih	28	60
11	Erf	46	70
12	Fqk	58	78
13	Iwm	20	36
14	Lyh	28	42
15	Ldh	34	56
16	Bst	40	64

Class limit	Class boundaries	Midpoint	
20-26	19.5-26.5	23	I
27-33	26.5-33.5	30	I
34-40	33.5-40.5	37	I
41-47	40.5-47.5	44	I
48-54	47.5-54.5	51	I

Graphic 4.1
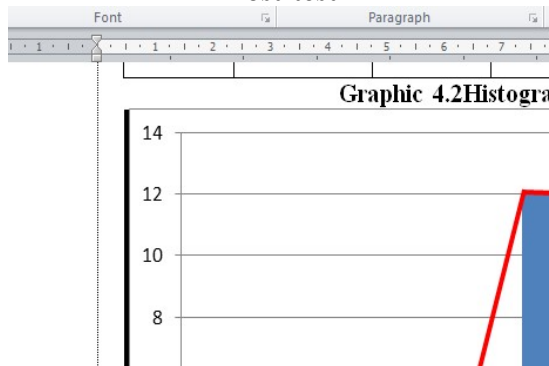**Histogram and Polygon of Pre-test**

From the table of frequency distribution above, it can be seen that the highest frequency is in the range of class limit

of 34-40 as the standard criteria minimum of Sma Islam UswatunHasanah33.5.

Table 4.7
Frequency Distribution of Post-test

Class limits	Class boundaries	Midpoint	Tally
32-39	31.5-39.5	35.5	III
40-47	39.5-47.5	43.5	II

Graphic 4.2Histogram and Polygon of Post-test

From the table of frequency distribution above, it can be seen that the highest frequency is in the range of class limit of 56-63 as the standard criteria minimum of Sma Islam UswatunHasanah.

Discussion

The present study has indicated the beneficial effect of fairy tales maze toward students reading comprehension at the first grade students of SMA ISLAM USWATUN HASANAH in academic year 2018/2019. The technique was beneficial because: firstly students are motivated in the class when being thought by fairy tales maze. Secondly students can understand the materials easier by fairy tales maze.

However, this research finding contradicts previous study by Lilasetyaningsih (2013) which claim that the use of fairy tales maze was not effective for teaching reading comprehension at SMPN 1 Tarik in academic year 2013. The assumed reason for this difference could be difference of the length of instruction provided in this two separated studies. In the previous studies, there was very limited time for instruction, while the current study had more time for instruction.

Conclusion and Suggestion

Based on description above the final consideration of the writer's investigation started from 16 February until 16 March 2015. The statistical analysis of the data obtained showed that the figures of student's mean score of pre-test was 37.57 and 57 for pos-test.

Related to the conclusions above there are some suggestions was offered by the writer, some suggestions as follows:

1. For Teachers
   The writer suggests usingFairy Tales MazeTwo Stay as a method in teaching English as a Foreign Language especially in teaching English Reading. Because it will make the class more fun and enjoyable, it is also make the class more interesting.
2. For Students
   The students are suggested to become more interest in learning English language especially in reading comprehension. It is important indeed because the students themselves know what kinds of text that they learn. To make them easier to comprehend what the text talk about it is need the discussion with other people.

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