

THE USE OF FABLE IMPROVING READING COMPREHENSION AT THE FIRST SEMESTER STUDENTS OF ENGLISH EDUCATION PROGRAM AT STKIP YPUP MAKASSAR

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ABSTRACT

In connection with the problem formulation above, the aim of this research is to find out whether fables have an influence on students' reading comprehension. The researcher used one type of instrument, namely fable. The test form is multiple choice. Where, this test was used to determine students' ability to understand reading and narrative texts before and after being given treatment through students' reading comprehension through fable. Data collection was carried out through potential statistical pre-test and post-test analysis through steps. Results from students The average score during the pre-test was 75.6, lower than the average post-test score, namely 85.9, as evidenced by the t-test value. higher than t table (3.198 > 2.262). researcher using fables to sharpen students' reading skills.

Keywords: Effect, Fable, Reading Comprehension.

INTRODUCTION

Reading is a very important language skill its role in life. Reading has an important role in giving birth to the nation's next generation who are intelligent, creative and critical. With Reading a person gets knowledge and information from various sources corners of the world. According to Poerwadarminta (1984: 71) reading is something the activity of seeing writing and understanding or being able to pronounce what is written.

A fable is a composition that contains animal. Usually a fable story describe the life of animal that can behave like humans in general. The main character in a fable story namely animal. Fable are not just to entertain reader, but can be used as an educational medium to convey moral values, therefore fable as a learning medium have a good effect on students because fable have their own appeal among other learning media.

The aim of teaching reading comprehension according to the 2013 curriculum is to understand the interpersonal and simple transactional meaning of texts written in this course. Reading comprehension always appears in exam questions, final semester exams, or national exams. There are various forms of questions, such as determining the main idea of the text, looking for the closest meaning of a word, and looking for information from the text. Without good understanding, it is difficult for students to answer these questions.

Reading skills are carried out for the first time by students be introduced to letters, words and sentences. That matter carried out as an initial stage in reading as a basis for reading at the next level. If students can read fluently, you will be required to read to find out the meaning in reading materials so that understanding is obtained and in language learning In Indonesia, reading skills are divided into two, namely reading fiction and nonfiction. Fiction reading skills are reading collections fairy tales, fables,

short stories, novels and dramas. Reading textbooks, works popular science, and biography are nonfiction reading skills what students must do.

Basically, reading ability and skills are needs that must be met. So reading skills must be trained from an early age. The beginning of reading activities starts from Kindergarten or Early Elementary School. Therefore, teachers must be more creative in choosing teaching materials to increase children's interest in learning and have the to continue learning from an early age, because there are still many children, especially class VI elementary school, who cannot read well and correctly.

The aim of using the fable method is so that students who use fables do not just read but also understand the meaning and purpose of the text. Students are usually lazy about reading English. Not only are they lazy, usually students also lack confidence or are afraid to directly convey the answer they have received. This fable strategy requires students to provide answer to the questions given. This activity is one of the strategies used by teacher in teaching and learning.

Based on the description above, the researcher conducted research with the title "The Use Of Fable Improving Reading Comprehension At Tthe First Semester Students Of English Education.

RIVIEW OF LITERATURE

So here, fairy tales as a medium to improve reading comprehension in semester 1 students are very effective because fairy tales can be easily understood by students because the delivery is easy and easy to understand by semester 1 students because the pictures are unique and interesting so that it can automatically encourage students to read more writings that have pictures. This statement is reinforced by the increase in the average pre-test score of 75.6 and after the post-test was held it became 85.9, which is a sign that there is an increase in students' interest in reading before and after the exam.

Language is important in daily activity, with language our people can access information, communication, and get an education. In teaching English as a foreign language there are listening, speaking, reading, and writing all human beings need interaction with one to another. According to Harmer, English as a foreign language is generally taken to apply the students who are studying general English at the school and institution in their our country or as transitory visitor in a target language country.¹⁵ It means that school is the only an institution for students to practice English. In this case, the teacher also supports the students to practice English in their daily activities.

In Indonesia, English is the first foreign language that must be taught at all levels. Starting from junior high school up to university. Language learners are not expected to be able to use the target language for communication.¹⁶ It means that learning English as a foreign language it can be easy when the students more practice their English in the classroom and outside the classroom. According to Brown, that learning is acquiring or getting of knowledge of a subject or skill study, experience, or instruction.¹⁷ In addition, M. Muhassin says that, as teaching English is a complex activity, not every teacher applies the same activities by implementing the same communicative activities.

English teachers can make the language learning effective by implementing communicative activities. To establish such condition, teachers can perform some activities which invite students to speak or communicate with others in the classroom.¹⁸ In the definition of learning, it can be concluded as "showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing know to understand. In addition, teaching is guiding and facilitating learning, enabling the learners to learn, setting the condition for learning.¹⁹ It means that the teacher helps the student get knowledge and understand the material. It can help the student to easily understand in learning.

METHODS

The research method that was applied in this research is pre-experimental method with one group pre-test and post-test design. It involved one group to whom the treatment was given.

The research design

Design of this research is presented as follows:



Figure 1. Design of this research (Gay, 1981)

Where:

O₁ = Pre test

X = Treatment

O₂ = Post test

Population and Sample

Population The research population was students in the 1st semester of STKIP-YPUP Makassar for the 2024/2025 academic year, namely class Bi.1.1 which consists of 10 students and the population in this study is 10 students.

Sample The researcher took one class as a sample for this research. The number of samples was 10 students, namely class BI.1-1. The researcher chose this class as a sample because this class still had problems in reading comprehension. They have low ability in reading text. This sample was selected using total sampling.

The researcher used one type of instrument, namely fable. The test form is multiple choice. Where, this test was used to determine students' ability to understand reading and narrative texts before and after being given treatment through students' reading comprehension through fable.

Instrument of the Research

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Technique of collection data

The procedure of collecting data in this research as follows:

Pre-test

Before doing the treatment the researcher gave pre-test is used to identify the students prior knowledge of reading comprehension.

Treatment

After giving the initial test, the researcher gave treatment to students through the use of the Shared Reading Strategy through fable. The treatment was carried out during one meeting using the same procedure.

Steps for the shared reading strategy using fable:

- a. Selecting texts meet students' needs.
- b. Discussing with students about the topic to find out their prior knowledge.

- c. Stating the purpose of the text.
- d. Asking students to predict the text from the cover, title, and illustrations.
- e. The Researchers and students read the text
- f. Pictures are shown to guide students to focus on the text. Pictures can be displayed using an LCD projector.
- g. Asking students to read the text in the comic book.
- h. Identifying and discussing with students about reading comprehension of narrative texts in fabel.

The following are the materials that will be given to students during the treatment:

First meeting The researcher gave an initial test that was used to identify students' initial knowledge about reading comprehension, then the researcher explained what narrative text is in the fabel after that the researcher asked whether the students understood narrative text or not and the researcher gave questions along with multiple choices then the students chose what they thought was right and the researcher concluded and gave the final score of all the tests that had been done.

Post-test

After giving the treatment, at the last meeting, the researcher gave a post-test. The post-test was conducted to determine the students' achievements after being given treatment through the Shared Reading Strategy through fabel.

Technique of Data Analysis

The data collected through the pre-test and post-test analysis in potential statistic through the following steps:

- a. Scoring the students answer of multiple choice and True or False: in scoring the students' achievement test both pre-test and post-test. The researcher will apply the formula as follow:

Scoring Reading Test

$$Score = \frac{\text{students' correct answer}}{\text{number of items}} \times 100 \quad (\text{Pusat kurikulum, 2006:32})$$

- b. Classifying the score of the students' Pre Test And Post Test

- 85 – 100 is qualified as very good
 - 75 – 84 is qualified as good
 - 65 – 74 is qualified as fair
 - 55 – 64 is qualified as poor
 - 0 – 54 is qualified as very poor
- (Gay,2012)

- c. Computing the frequency and rate percentage of the students' seroce.

$$P = \frac{F}{N} \times 100 \% \quad (\text{Gay L. R, 2006})$$

Where:

P = Percentage

F = Frequency

N = The total number of students

- d. Calculating the mean score of the students' answer by using the formula:

The mean score that the studemts both pre-test (X1) and post test (X2) in their reading comprehension test will be calculated by using the mean score formula as follows:

$$\bar{X} = \sum \frac{X}{N} \quad (\text{Gay, 1981:298})$$

Where \bar{X} = mean score

$\sum X$ = Total score

N = Number of respondents

The mean score of their responses is determined the category attitude. The mean score is computed by using the formula for the mean as follows:

- e. Finding out the mean score of the different score by using formula

$$\bar{D} = \frac{\sum D}{N} \quad (\text{Gay L.R, 2006})$$

Where:

\bar{D} = The mean score

$\sum D$ = The sum of different score

N = The total number of students

- f. Calculating the value of the test to indicate the significant difference between the result of the pre-test and post-test by using the following formula:

$$t = \frac{\bar{D}}{\frac{\sqrt{\sum D^2 - \frac{(\sum D)^2}{N}}}{N - (N - 1)}}$$

(Gay, 1981:36)

Where:

t = Test of significant

\bar{D} = The mean of difference between the pair score

$\sum D^2$ = The sum of the D (the difference between two pair of score)

$\sum D^2$ = squares the sum of the D

N = number of students

FINDINGS AND DISCUSSION

FINDINGS

The finding reported in this chapter is based on the analysis of the data collected and the application of the methods explained in the previous chapter.

Based on the problem statement that had been discussed in the previous chapter, the aim of this research was to know whether the use of fables in reading comprehension for the first semester students of the English education program at STKIP YPUP. The findings of the research were dealing with the students' scores of pre-test, treatment, and post-test, the frequency and rate percentage of the students' scores, the mean score and total score, and hypothesis testing. These findings were clearly clarified as follows in Table 1.

Table 1. Mean score of students pre-test and post-test

Pre test	Post test
$\sum x_1 = 756$	$\sum x_2 = 859$

Based on table 1 above, the average pre-test score of students was 75.6 out of a total of 756 and the average post-test score was 85.9 out of a total of 859, The pre-test and post-test results of the two strategies showed a significant difference. Before the students were given fables as a learning medium, the pre-test mean score was 75.6. After the treatment was administered, the post-test mean score increased to 85.6. This indicates a substantial difference between the scores before and after the treatment.

The T-test also played an important role in determining the final result related to the research problem in the thesis. The calculated T-test value was 3.198, while the T-table value was 2.262. This shows that there was a significant difference in the final result. The T-table value represents the critical value used for comparison, and the difference between the T-test and T-table values was obtained through calculations based on the previously provided formula.

Table 2. The classification score and frequency of pre-test and post-test

Pre-test			Post-test		
Score	Classifying	Frequency	Score	Classifying	Frequency
85 - 100	Verry good	0	85 – 100	Verry good	3
75 - 84	Good	5	75 – 85	Good	7
65 - 74	Fair	5	65 – 74	Fair	0
55- 64	Poor	0	55 – 64	Poor	0
00 – 54	Verry poor	0	00 - 54	Verry poor	0
Total		10	Total		10

Based on table 4.2 pre-test above, there are 5 students who get good score and 5 students who get enough score, while in the post-test there are 3 students who get very good score and 7 studnets who get good scores, this indicating a significant change. Previously, the students’ pre-test score was 75.6 and after being given treatment, the students’ post-test score became 85,9, indicating a real change,

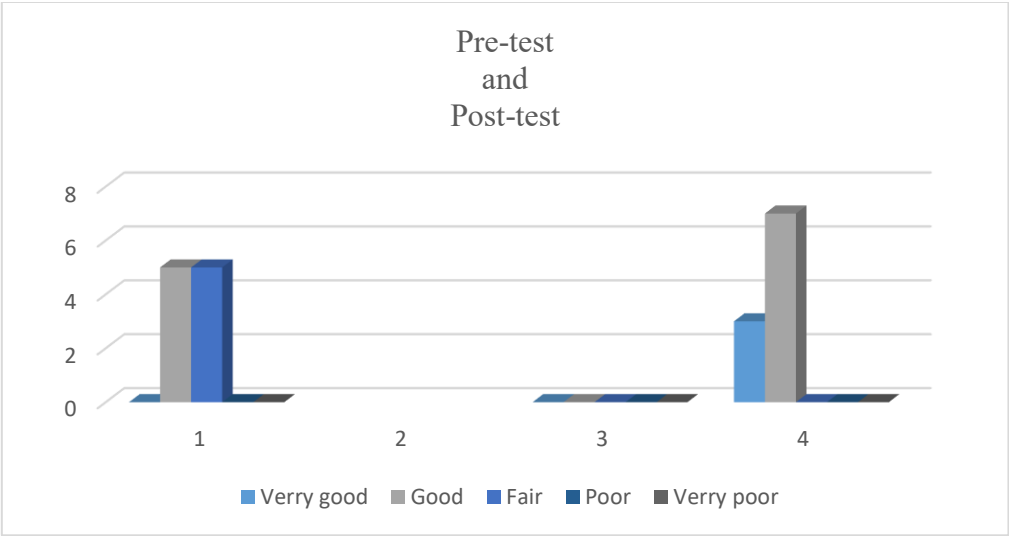


Figure 2. Students Difference Classification

Based on the Figure 2 above, the researcher concluded that students' reading interest is still low, as evidenced by the pre-test score of 75.6, but after being given fairy tale media for reading, students' reading interest increased drastically and after being given a post-test the score became 85.9 and yes, this proves that fairy tales as a medium to improve students' reading comprehension have an effective influence.

Based on the table 2 and Figure 2 above, the researcher concluded that the use of fairy tale media to improve reading comprehension of first semester students had a very good effect. In this study, the use of t-test value is higher than the t-table value, which is $3.198 > 2.262$. It can be concluded that there is a significant difference between the results of the pre-test and post-test of students after using the fairy tale media strategy in improving students' reading comprehension. This means that the null hypothesis (H_0) of this study is rejected and the alternative hypothesis (H_1) can be accepted because there is a significant difference between the pre-test and post-test after being taught using the fairy tale media strategy.

DISCUSSION

This research aims to determine the percentage of students' reading comprehension, especially students in the 1st semester of STKIP YPUP 2024-2025. The results of this research need to be discussed and interpreted. The results of this study show that there is a significant difference between student scores on the pre-test and post-test. Based on the table of students' reading achievements in both the pre-test and post-test, it can be seen that the students' scores on the pre-test were lower than the students' scores on the post-test, the percentage increase in students' reading comprehension was 13.62%.

And then. This research used the fable strategy as a method to improve students' reading comprehension. The overall class of BI-1-1 is 10. All data for this research were collected through tests. Before students were taught using the strategies used in this research, the researcher gave the students a pre-test. This aims to determine students' initial knowledge. After giving a pre-test at the last meeting, the researcher gave a post-test. After having pre-test and post-test data, researchers compared the students' pre-test and post-test results. This aims to find out whether there is a significant difference between the pre-test and post-test results. In other words, are the post-test results higher than the pre-test and the following are the details of the discussion meeting. This research aims to determine whether fables as a learning medium can improve students' reading comprehension or not.

Researcher provide several types of treatment which are explained below:

The first meeting, October 17 2024, this meeting with prayer and greeting, asking about the condition of the students and checking the attendance list.

Researcher provide material information and explain the aims of this research. Researcher asked students to help researcher conduct research with strategy and asked them to focus on the teaching and learning process. In addition, researcher explained to students what they would do in the first, second, and third meetings, and what they would achieve after they studied. After the students understood the explanation, the researcher continued the teaching and learning process by trying to provide an understanding of how the fable media strategy would be implemented.

In this case, the researcher explains what the fable strategy is and how this strategy works in reading texts. After that, the researcher gave a treatment entitled Two birds in the forest then the researcher asked them one by one to go up and read it and then they did the assignment based on the direction of the researcher. The students were very interested in learning but sometimes they found it difficult to understand the text, but they enjoyed it. learning process. In the last activity, the researcher asked question and the students answered them and the researcher made conclusions based on what had been said previously.

The second meeting on October 18 2024, the researcher no longer explained the strategy and what would be done because at the previous meeting the researcher had finished explaining the strategy and the steps of this strategy, but the researcher focused more on its implementation. The researcher gave the fable story the title "The Boy Who Cried Wolf". The researcher spent 45 minutes reading the text and answering questions.

The third meeting on October 19 2024, At the third meeting the researcher explained the strategy, but the researcher asked students to answer questions from reading material on the topic "The Wolf and the Ladder". Most students can answer well.

The final researcher and students discuss question and answer from the text The Boy Who Cried Wolf. At this meeting, class conditions were more conducive than before. So, the learning process runs more smoothly. At the end of the meeting, the researcher provided encouragement and input to students to conclude the material.

The Researcher provided treatment at meetings to achieve better scores on October 17, 2024, and finished on October 19, 2024. Each meeting was implemented in class for 90 minutes. Researcher ask students to answer question, but when answering question sometimes researcher find that there are some students who still have difficulty answering question.

The following is a detailed discussion of student learning outcomes in both pre- and post-tests. Referring to the pre-test and post-test data, it can be seen that the pre-test (X1) is 756 and the post-test is 859. and the difference between pair (D) is 103 and the square (D2) is 1.301, it can be concluded that the student's total score on The post-test was higher than the total pre-test score after they were taught using the fable story strategy.

After the percentage frequency of student learning outcomes, other data that shows student achievement is the average score of students on the pre-test and post-test. Researchers found that the post-test results were higher than the pre-test, where the average student score on the pre-test was 75.6. This is categorized as bad while the average post-test student score is 85.9. This is categorized as good. So the use of fable story strategies is effective in students' reading comprehension.

Other cases also show an increase in students' ability in reading comprehension which is also proven by the T-test scores. The T-test of this study is 3.198, and the T-table is 2.262. This explains that the T-test score is higher than the T-table score, it is concluded that there is a significant difference between student results in the pre-test and post-test.

The research was conducted by researcher to find out improving the students' reading comprehension on narrative text by using fable. Based on the existing theory fable can help students' reading comprehension, fable was one of the media from other learning strategy which could be used by the teacher in teaching English especially in reading.

This can be seen from the table of student scores which shows an increase from treatment 1 and treatment 2 to treatment 3. Student scores on the post-test are higher than the pre-test scores with preliminary studies. Student scores on the post-test are higher than the pre-test.

In this section, the researcher would like to discuss the implementation of using fable story text in reading comprehension skill. To describe the application of the fable story text, the researcher uses the observation checklist as an instrument. Before the lesson began, the English teacher prepares since the fable story text, tools and other need. When the English teacher explains about all of the material, she read the book loudly with excellent pronunciation, while, other students listen to the passage carefully. Therefore, it can be concluded that use fable story text here, help the students to comprehend the text easily. From the story text, they can understand the meaning of the problematic word, when they do not understand the book. All of the methods that have to apply with the English teacher, usually in fable story text are difficult and fell as one of the useful visual aid which can help the students to understand the lesson quickly, and it can make the student active in teaching and learning process.

In the result of students' responses are taken from the unstructured interview. Most of them give a positive response in teaching reading comprehension skill by using fable story text. It means that most of the students are interested in using fable story text as a source in teaching reading comprehension

skill. When the English teacher explains about the fable story text, many students are enthusiastic, and all of them give a good response, but some students give an inadequate reaction, it is just four Students.

From there, the researcher can conclude that many STKIP-YPUP Makassar students are happy and enthusiastic and motivated to learn reading comprehension skills. The students' response to the use of fable story texts for learning reading comprehension skills is very good. Based on the results of unstructured interviews with English teachers and students, it shows that fable story texts are useful in learning to read.

The researcher concluded that the research alternative hypothesis was rejected, meaning that the pre-test and post-test scores played an important role in determining the success of the strategies used in teaching and learning activities.

Finally, there is a significant difference between the pre-test and post-test results. In other words, the use of strategic fable stories as a medium in teaching and learning English reading is effective in developing students' reading comprehension. In other words, it can be said that $3.198 > 2.262$. This means that the research null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) can be accepted because there is a significant difference between the pre-test and post-test using the fable story strategy.

CONCLUSION

Based on the findings and discussion in the previous chapter, the researcher concluded that there was a significant difference between the pre-test and post-test results. This can be seen from the students' post-test scores which are higher than the pre-test ($85.9 > 75.6$). Next is the t-table value 2,262. This means that there is a significant difference between the average pre-test score and the average post-test score of students. Researchers concluded that reading strategies using fable media can improve students' reading comprehension.

Based on the problem statement that had been discussed in the previous chapter, the aim this rresearch was to know whether The using of fable in reading comprehension to the first semester students of English education program at STKIP YPUP. The findings of the research was dealing with the students scores of pre-test, treatment, and post-test, the frequency and rate percentage of the students score the mean score and total score, and hypothesis testing.

Based on the results of the research conducted by the researcher, it can be concluded that the use of fables as a medium to improve the reading comprehension of first semester students at STKIP-YPUP Makassar is very effective and has an impact until now because it is easy to understand by students and other readers because it is easy to understand carefully, has pictures or a very interesting storyline so that it can attract students' interest in reading, especially those who read less or are lazy in reading. This is proven because after being applied and practiced, the results of the pre-test scores obtained by students were 75.6 and after being given treatment one, two, and three students got a post-test score of 85.9. This is a sign that there is a very significant change before and after being given fables as a learning media.

Based on the data in table 4.7 above, it can be seen that the T-test value is higher than the T-table value, namely $3.198 > 2.262$. It can be concluded that there is a significant difference between the students' pre-test and post-test results after using the fable story strategy in reading. This means that the null hypothesis (H_0) of this research is rejected and the alternative hypothesis (H_1) can be accepted because there is a significant difference between the pre-test and post-test after being taught using the fable story strategy.

From treatment 1, the application of fable story text is a useful source to improve the reading comprehension skills of students, English teachers provide them with ways to read. English teachers also explain how to use fable story text in the process of reading comprehension of a reading in reading activities. English teachers invite students to get involved in reading activities so that they better understand how to solve their reading problems.

From treatment 2, the implementation of fable story text could improve the students' reading skills. They grasp information from a book they read and understood. They identify the primary and details ideas of the text. The fable story text also improved the students' creativity and vocabulary mastery. The exciting ways of making fable story could make the students read documents effectively and efficiently. They also became good in paraphrasing a sentence which represented their understanding of information within the sentence.

The conclusion about the students' responses differed between using fable story text and without using fable story text. Miftahul Ulum Godangrejo Gondangwetan Pasuruan was very good and enthusiastic in teaching reading comprehension skills by using fable story text. While some students gave less good responses. All students gave good responses to the use of fable story text in teaching reading comprehension skills. Because when using fable story text, students understand more about the version when the English teacher starts explaining the material.

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