



Jurnal Graha Nusantara

Multi Disiplin Penelitian
<https://jurnal.ugn.ac.id/index.php/JGN>



The Use Of Demonstrative Method In Increasing Students' Reading Comprehension Of Fairy Tale At The Eight Grade Students Of MTS Taman Perguruan Islam Padang Bolak Julu

Iqbal riza Al Hubbein Siregar^{*1}, Mahrani², Siti Meutia Sari³

^{1,2,3}Pendidikan Bahasa Inggris , Fakultas Keguruan Ilmu Pendidikan, Universitas Graha Nusantara,

Email : iqbalriza@gmail.com^{1*}, maharani@gmail.com², sitimeutiasari87@gmail.com³

Abstract

Before applying demonstrative method in teaching fairly tale, students' reading comprehension scores can be categorized into the poor category. This can be seen from the average value of the pre-test reading comprehension, which is 44.67. After applying the demonstrative method in cycles one and two, students' reading comprehension scores can be categorized into capable categories. This can be seen from the average scores of post-test students in cycles 1 is 68.33 and in cycle 2 is 84.83 Percentage of grade VIII students of MTs Taman Perguruan Padangbolak Julu for the academic year 2023 - 2024 who managed to achieve the Minimum Completeness Criteria (KKM) at the end of the cycle is 88.82%. This achievement passed the target of 70%. So the cycle stop in cycle 2. There is a significant improving of students' reading comprehension who are taught by using demonstrative method". Then, hypothesis of this research is accepted.

Keywords: reading comprehension, fairly tale, demonstrative method.

Abstrak

Sebelum menerapkan metode demonstratif dalam pengajaran dongeng, nilai pemahaman membaca siswa dapat dikategorikan ke dalam kategori buruk. Hal ini terlihat dari nilai rata-rata pre-test pemahaman membaca yaitu sebesar 44,67. Setelah menerapkan metode demonstratif pada siklus satu dan dua, skor pemahaman membaca siswa dapat dikategorikan ke dalam kategori mampu. Hal ini terlihat dari nilai rata-rata post test siswa pada siklus 1 sebesar 68,33 dan pada siklus 2 sebesar 84,83 Persentase siswa kelas VIII MTs Taman Perguruan Padangbolak Julu tahun ajaran 2023 – 2024 yang berhasil mencapai Kriteria Ketuntasan Minimal (KKM) pada akhir siklus adalah 88,82%. Pencapaian ini melewati target sebesar 70%. Jadi siklusnya berhenti di siklus 2. Ada peningkatan yang signifikan dalam pemahaman membaca siswa yang diajar dengan menggunakan metode demonstratif." Maka, hipotesis penelitian ini diterima.

Kata kunci: pemahaman membaca, cukup dongeng, metode demonstratif

INTRODUCTION

Because the demonstration method is a method that demonstrate so a method that is delivered without using a demonstration. Therefore, it is only natural that an English education teacher always tries to improve creativity and the quality of his teaching. A teacher must be able to apply the right method by taking into account the situation and conditions of the school. Due to the use of in appropriate methods, the writer tries to compare the learning outcomes of students who use the demonstration method with the learning outcomes of students who use the lecture method.

Based on the problem above, the writer is interested in researching the implementation of teaching fairy tales using the lecture method and demonstrative method to students, with the explanation above the author presents the title, "The Use of Demonstrative Method in Increasing Students' Reading Comprehension of Fairy Tale at The Eight Grade Students of MTs Taman Perguruan Islam Padang Bolak Julu".

Formulation of the Research Problem

The problem that the writer takes in this thesis is the comparison of the results of teaching students using the demonstrative method with the lecture method. From the description above, problems arise, namely:

1. How is the students' reading comprehension of Fairy tale before taught by demonstrative method at tenth grade of MTs Taman Perguruan Islam Padang Bolak Julu?
2. How is the students' reading comprehension of Fairy tale after taught by demonstrative method at tenth grade of MTs Taman

Perguruan Islam Padang Bolak Julu?

3. How far the increasing of students' reading comprehension of Fairy tale taught by demonstrative method at tenth grade of MTs Taman Perguruan Islam Padang Bolak Julu?

The Purpose of Research

Referring to the description of the background above, it can be studied the problems formulated as follows:

1. To know the students' reading comprehension of Fairy tale before taught by demonstrative method at tenth grade of MTs Taman Perguruan Islam Padang Bolak Julu.
2. To know the students' reading comprehension of Fairy tale after taught by demonstrative method at tenth grade of MTs Taman Perguruan Islam Padang Bolak Julu.

To know how far the increasing of students' reading comprehension of Fairy tale taught by demonstrative method at tenth grade of MTs Taman Perguruan Islam Padang Bolak Julu.

THE REVIEW OF LITERATURE

Definition of Demonstrative Method

In general, demonstrative method are ways of teachers in teaching by demonstrating and show students a process, situation, event, sequence of doing a particular activity or object that is being studied either in a different form real or imitation through the use of various relevant media with the subject to make it easier for students to be creative in understanding Theory.

According to Roestiyah (2015) The demonstrative method is a method where the teacher shows an original object, an imitation object or a process from the material taught to all students. Syaifuland Aswan(2006)provide a definition of the demonstrative method, namely, "The way of presenting lessons by demonstrating or showing students a certain process, situation, or object being studied, either actual or imitation, accompanied by an oral explanation".

The demonstrative method is the simplest method compared to other teaching methods. The demonstrative method is a show about the process of occurrence of an event or object to the appearance of exemplified behavior so that it can be known and understood by students in real or imitation. The demonstrative method is a way of presenting lesson material and demonstrating or showing students a certain process, situation, or object being studied, either actual or imitation, which is often accompanied by an oral explanation.

The Steps Demonstrative Method

The planning and preparation steps that need to be taken so that the demonstrative method can be implemented properly are:

a. Planning

What is done in planning is to formulate clear goals both in terms of skills or activities that are expected to be taken after the demonstrative method ends, set out the outlines of the demonstrative steps to be carried out, take into account the time needed, educators introspect whether the explanation is can be heard clearly by students, all media are placed in a good position so that students can see, students are advised to make notes that are considered necessary.

Things that need to be done in the implementation are checking planning things for the umpteenth time, starting the demonstrative by attracting the attention of students, remembering the main points of the material that will be demonstrated so that the demonstrative reaches the target, paying attention to students whether all of them follow the demonstrative well, providing opportunities for students to ask questions.

b. Evaluation

What is done in the evaluation is that the teacher gives assignments in the form of making reports on the results of demonstratives, answering questions from educators, working on questions.

The Advantages of the Demonstrative Method

According to Elizar (1996), the advantages of the demonstrative method is the possibility of students getting smaller errors, because students get directly from the results of observations

then students gain hands-on experience, students can focus on attention to things that are considered important, when looking at things if there are doubts, students can ask directly to the teacher.

According to M. Basiruddin Usman (2002) states that the advantage of the demonstrative method is that students' attention will be able to fully focused on the subject to be demonstrated, provide practical experiences that can form good memories strong and skills in doing, avoiding student mistakes in drawing a conclusion, because students observe directly direct demonstrative.

According to Syaiful Bahri Djamarah (2000) states that the advantage of the demonstrative method is that it helps students clearly understand the course of a process or work of an activity learning, facilitate various types of explanations, errors that occur from the results of the lecture can be corrected through observations and concrete examples by presenting objects actually.

The Disadvantage of the Demonstrative Method

According to Dr. Mulyono (2012) the weakness of the demonstrative method among others are:

1. The demonstrative method requires more thorough preparation, because without adequate preparation demonstrative can fail so that this method can no longer be effective. Even occurs frequently to produce a demonstrative of a process a certain number of times, the teacher must try it first, so it can take a lot of time
2. Demonstrative require appropriate equipment, materials and space adequate, which means that the use of this method requires more

expensive financing compared to other methods lecture.

3. Demonstrative require the ability and skill of the teacher who specifically, so that teachers are required to work more professionally. In addition, demonstrative also require the will and good teacher motivation for the success of the learning process learners.

According to Nanang Hanafiah and suhana's grandson (2012) lack of demonstrative methods are:

1. The demonstrative method is an unreasonable method if the props used cannot be observed carefully by students.
2. The demonstrative method is less effective if students do not participate in experimentation.
3. Note every thing can be demonstrative.
4. It will take up a lot of time and be boring for the participants an other

Reading Comprehension

Definition of Reading Comprehension

Types of reading Henry Guntur Tarigan (2008: 13) distinguishes the types of reading into: There are two kinds, namely: 1) reading aloud and 2) reading silently. For comprehension

skills, the most appropriate is reading silently, which consists of : 1) extensive reading, and 2) intensive reading. Extensive reading means reading widely. The object includes possible text in the shortest possible time. Demand for reading activities extensive is to understand the important content quickly so that thus reading efficiently can be accomplished (Henry Guntur Tarigan, 2008: 32). Extensive reading includes survey, skimming, and superficial reading. Intensive reading puts more emphasis on understanding, better understanding deep, and detailed (Henry Guntur Tarigan, 2008: 37). Intensive reading divided into reading content review and language study. Reading the content review includes peruse, understanding, critical, and reading ideas while reading language consists of reading language and literature. By types of reading described above, so in this study focused on the types of reading comprehension.

According to RAND Reading Study Group (2002), comprehension is the process of eliciting and making meaning through interaction and involvement with written language. McNamara and Magliano (2009) emphasized that this process is a task of both reader and text factors that happen within a larger social context. Duke (2003) stated that comprehension is a process in which readers make meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the views of readers related to the text. Mashuri, et al (2015 : 2), said that reading comprehension consists of two words; reading and comprehension. Reading comprehension is a complex and complicated dialogue process, which is done by the author and the reader to process

the meaningful interpretation or written verbal symbols through medium of writing.

In reading comprehension, Lee (2017) stated that there are 6 skills considered Essentials, they are:

1. Decoding

Decoding is related to an early language skill called phonemic awareness which is part of a broader skill called phonological awareness. Phonemic awareness enables kids to hear individual sounds in words (phonemes). It also allows them to “play” with sounds at the word and syllable level.

2. Fluency

To read fluently, students need to instantly recognize word. Fluency speeds up when they can read and understand text. It is also important when students find irregular words, like of and the, which cannot be sounded out.

3. Vocabulary

To understand what stated in text, people need to understand most of the words in the text. Having a strong vocabulary is a key component of reading comprehension. Students can learn vocabulary through instruction but they typically learn the meaning of words through everyday experience and also by reading.

4. Sentence Construction and Cohesion

Understanding how sentences are built might seem like a writing skill. Connecting ideas within and between sentences, is called cohesion. But these skills are important for reading comprehension as well. Knowing how ideas link up at the sentence level helps students get

meaning from passages and entire texts. It also leads to something called coherence, or the ability to connect ideas to other ideas in an overall piece of writing.

5. Reasoning and Background Knowledge

Most readers relate what they read to what they know. So it is important for students to have background or prior knowledge about the world when they read. They also need to be able to “read between the lines” and extract meaning even when it is not literally written.

6. Working Memory and Attention

These two skills are both part of a group of abilities known as executive function. They are different but closely related. When kids read, attention allows them to take in information from the text. Working memory allows them to hold on to that information and use it to gain meaning and build knowledge from what they read. Working memory and attention are part of executive function. Kids need to be able to recognize when they do not understand something. Then they need to stop, go back and re-read to clear up any confusion they may have.

This model defines what has been learned (RAND Reading and Study Group, 2002).

Keenan,

Betjemann, and Olson (2008) expressed that reading comprehension needs the successful expansion and arrangement of a lot of lower-and higher- level processes and skills. Accordingly, there are many sources for possible comprehension break and these sources are different based on the skill levels and age of readers.

Kinds of Reading

There are two different kinds of reading. They are extensive reading and intensive reading.

1. Extensive Reading

There are different definitions for extensive reading. Hedge (2003) declared that extensive reading differs based on learners' motivation and School resources. The subjects of this study were Pakistani ESL learners in a UK school. The results obtained from this research indicated a significant advancement in the performance of the experimental subjects, particularly their writing skills. The subjects' improvement was somehow related to exposure to many lexical, syntactic, and textual features in the reading materials and the nature of the extensive reading materials. Hedge (2003) declared that extensive reading differs based on learners' motivation and School resources.

A highly motivated and well-trained teacher can certainly select appropriate materials and activities for their own learners. Hedge (2003) stressed that because extensive reading assists in expanding learners' reading skill, it should be incorporated into the EFL/ESL programmes provided that the chosen texts are valid and classified. In addition, extensive reading helps learners to gain their independency through reading either in class or at home.

According to Carrell and Eisterhold (1983 as cited in Alyousef 2005),extensive reading activities can be beneficial in aiding learners to become self-directed individuals who are searching for meaning provided that they are based on student-selected texts that learners will be interested in what they are reading. The process of choosing reading texts will be done according to content, level of difficulty, and length. Hedge (2003) mentioned the benefits of extensive reading as follows: Students can make their language proficiency, advance in

their

reading skill, become more independent in their learning, learn cultural knowledge, and expand confidence and incentive to continue their own learning.

2. Intensive Reading

In this type of reading, learners read a page to find the meaning and to be familiar with the strategies of writing. Through this reading, students can get fundamental practice in performing these strategies based on a series of materials. These strategies can be either text-related or learner-related. The first involves recognition of text organization and the second involves strategies such as linguistic, schematic, and metacognitive strategies (Hedge, 2003). Yang, Dai, and Gao (2012) expressed that intensive reading is useful to develop reading comprehension.

Stahl (2003) found that there is relationship between intensive reading activities and language proficiency. According to Paran (2003), teachers need intensive reading to increase the three phases of learning called pre, during, and post-reading for better language readiness, retention, and activation strategies. Pollar, Durodo, Gonzalez, Simmons, Kwok, Taylor, Davis, and Simmons (2011) said that intensive reading is considered as a significant instrument for improving reading comprehension.

Learning English Reading Comprehension Reading comprehension skills are an interactive process that involves the reader, reading and context. This skill involves the ability to derive meaning from the text written as stated by Silliman and Wilkinson (2007) "Reading comprehension is generally defined as the ability to acquire meaning from written text". Through the reading process understanding (reading comprehension),

para the reader gains understanding from the text what he reads related to information and new vocabulary.

The Purpose of Reading

Reading is one of the demands in people's lives modern. Through reading activities, we can know and master various things. Reading purpose is to understand all the information contained in the reading text to develop the intellectual property of the reader. In addition, there are still many purposes of reading and its benefits for everyday life. According to Henry Guntur Tarigan (2008:7) that reading is a process carried out and used by readers to get the message to be conveyed by the author through the medium of words/written language. Reading is one of the demands in people's lives modern. Through reading activities we can know and master various things.

The purpose of reading according to Blanton et al and Irwin (Farida Rahim, 2008: 11) as follows:

- (a). Enjoyment.(b). Perfecting certain strategies.(c). Using certain strategies. (d). Update knowledge about a topic.(e). Associating new information with existing information he knows.(f). Obtain information for oral or written reports. Confirm or reject predictions.(h). Perform an experiment or apply an information obtained from a text in other ways and learn about the structure of the text, answer specific questions.

Reading comprehension that focuses on reading comprehension, can add and develop students' knowledge of reading sources read it. This ability is a provision for students in understanding various types of readings contained in various subjects (Depdiknas, 2009:1).

According to Burhan Nurgiyantoro (2012: 370), good reading competence is needed and is a prerequisite to be able to read and understand various eye literature another lesson. The main purpose of reading comprehension (Samsu Somadayo, 2011: 11) is gain understanding. A person is said to understand the reading well if: has the following capabilities.

- a. The ability to capture the meaning of words and expressions used by the author.
- b. Ability to grasp the explicit and implied meaning.
- c. Ability to draw conclusions.

Anderson (Samsu Somadayo, 2011: 12) states that reading comprehension has the aim of understanding the contents of the reading in the text. That goal among others: a) reading for details and facts, b) reading to get the main idea, c) reading to get the order of organization of the text, d) reading to get a conclusion, e) reading to get the classification, and f) reading to make comparisons or contradictions. Based on some of the opinions above, it can be concluded basically. The purpose of reading comprehension is to gain an understanding of the reading comprehensively and comprehensively includes information and knowledge so that students not only acquire language skills but also reasoning and creativity that can be used to master the field of science in other subjects.

The Step of Reading

Reading steps are the stages that must be done when reading. Reading activities are communication events between writers and readers. In general, language information is sent by the author to the reader in the sense that the author conveys a message through writing whose meaning is interpreted by the reader. (1) Look at the title of the reading to be read draw conclusions. (2) Understand

writing. (3) Read the article carefully and thoroughly. if you want to write also below. (if you want to). (4) Look for words from each paragraph that you think are the main points of a paragraph. (5) Arrange the main paragraphs into an interesting reading.

The Definition of Fairy Tale

Fairy tales are traditional stories and are told from generation to generation with the aim of teaching moral values as well as entertainment. Fairy tales are often used to help children learn as well as to shape their character.

According to Dudung (2015), fairy tales are an old literary form that tells stories about extraordinary events that are imaginary (fictional) and do not really happen. According to Kamisa in Rusyanti, (2013) explained that the notion of fairy tales are stories that are told written that are of an entertainment nature and are usually not really happens in life. Fairy tales are a form of literary work whose stories do not really happen or are fictional that are entertaining and there are moral teachings contained in these fairy tales. Based on with these understandings, it can be concluded that fairytales are stories fictitious which aims to entertain and contain moral values in Indonesia in it.

Fairy tales can be divided into seven types, namely myth, sage, fable, legend, funny stories, stories of solace, and parables. The types of fairy tales include

1. Myth: a form of fairy tale that tells magical things such as stories about gods god, fairy or god;
2. Sage: fairy tales of heroism, courage, or magic like the fairy tale magic of Gajah Mada;

3. Fables : fairy tales about animals that can speak or behave like a human;
4. Legend: a form of fairy tale that tells about an event out the origin of an object place;
5. Humorous stories: stories that develop in the community and can a rouse laughter;
6. Solace stories: usually in the form of narratives that aim to entertain guests at parties and stories told by an expert; and
7. Stories parable: a form of fairy tale that contains allegories, an example is did actic from the stingy Haji. The story grows and develops in the area and is named local stories (Dudung, 2015).

These various types of fairy tales have moral values that can be used as a source of character building for children. It's just that educators need choose fairy tales that are appropriate for age and psychological development as well as child's interest. Fairy tales have several benefits for children. The benefits of fairy tales described as follows.

1. Teach character to children

There are many fairy tales that can set an example for children as well contains character, for example a story about the deer, a naughty child, about the race between the slug and the hare, about the red cowl, and still much more. Every children's fairy tale always has a good purpose intended for little ones. For that, if the little one has a hard time understanding what it is about character, educators can explain it by using parables from a fairytale.

2. Get used to reading culture

Most children who like to read are usually because of their parents of ten get used to reading culture to him since he was a child. One of the ways Introducing

reading culture to children from a young age is by reading her a lot of stories is like reading a fairy tale before going to bed. When educators used to read to children a lot of story books, the children took longer will be interested in learning to read it on their own since childhood. With that, child will become

Fond of reading since childhood, and when children get used to culture reading, this can help him become smarter in school.

3. Develop imagination

The story in a fairy tale for children sometimes has an extraordinary story adult logic. Even so, stories like that can help children to increase the imagination power. Even though it looks exaggerated, this story aims to make children able to increase their power his creation. Usually, children who have a high imagination have a sense of curiosity know the big one so he will grow faster. Reading fairy tales to children can hone their creativity and interest in reading. In addition, children can also learn the values of the characters in the story. If good habits like this continue to be applied, it will give positive benefits for children's mental growth than development, even good for his future life.

Fairy tales are collective short stories of oral literature. Fairy tales are a distinct genre within the larger category of folklore, the stories are presented with fantastical elements or other magical events.

Fairy tales are part of the oral tradition Kerven, (2009). Stories were narrated orally, not written and they used to have a sad ending rather than a happy one. A fairy tale usually features such folklore as 14 characters as fairies, goblins, elves, trolls, dwarves, giants orgnomes, and usually magic or enchantments. It focuses on the essential and magic becomes pervasive in the elements.

According to Wahid (2012) fairy tale films will help students to improve their understanding of narrative texts. Meaning it will be interested in students; don't make them feel bored in class but make it easier way for students to learn. So, fairytales come in handy.

The Characteristics of Fairy Tales

Fairy tales are considered a part of folklore. The main elements of fairy tales are Hallett & Karasek (2009) fairy tales usually begin and end with "special" words such as "Once upon a ." time ...", "In a land far far away...", "Like the days ago...", "Once upon a time was...", "A long time ago, long ago...", "They lived happily ever after ", "They lived for many pleasant years..."

The place and time are unknown in fairy tales. The setting is often enchanted; castles, kingdoms, distant lands, and enchanted forests: Fairy tale Grimms tend to take place in forests. Forests may not been chanted but contain charms and magical elements and, outside of normal human experience, act as a place of transformation, for example Red Riding Hood and Hansel and Gretel.

Princes and princesses, heroes and heroines are often included in fairy tales as well as poor farmers, youngest sons, wise old women, beggars and 15 soldiers, for example, Rapunzel, Hansel and Gretel, The Fisherman and his wife, the Frog Prince.

The main character often wants to make life better. For example, in the fairy tale The Magic Porridge Pot the poor little girl goes to the forest to find some food for her and her mother. He wanted to help his mother and was no longer hungry.

Fairy tales usually include both good and bad characters that are clearly defined characters. Red Riding Hood and the great gray wolf are excellent examples of the sharp separation between good and bad characters.

Fairy tales involve magical elements. Magic may be positive and negative. For example in the magic porridge pot, when the little girl uses it right, the pot does no harm to anyone, but when mom tries to use it and uses it the wrong way – the city is covered in porridge.

The storyline of the fairy tale focuses on a problem or conflict that needs to be resolved. Fairy tales usually contain moral messages or lessons to be learned.

The Types Fairy Tale

Based on (Stuart, 2012) there are four types of fairy tales: Animal Fairy Tales A large number of fairy tales feature animals. Most of these stories are quite old and might as well be considered folklore or fables. The animals in these stories can of ten talk and act like humans. They are used to convey simple morals because animals are symbols of abstract ideas. The 16 stories "Cat and Mouse in Partnership," "The Billy Goats Gruff" and one of Aesop's Fables fall in to this category.

Magic stories

One of the prominent motifs in many fairy tales is magic. Most fairy tales present some magical or fantastical elements, but these are stories where the narrative is centered on magical elements. Famous stories, such as "Skin Rumples" and "The Princess and the Frog," feature magic spells and supernatural elements. In some cases, the character is imprisoned by magical powers, while in others; magic seems to be a tool to move the story forward.

Monster story

In monster stories, the protagonist encounters some kind of ghost, ogres, wizard or troll. These monsters are always antagonists and there are obstacles that the hero must overcome. Stories like "Jack and the Bean stalk" and "Hansel and Gretel" fall in to this category. Monsters may represent punishment for disobey in an authority figure or a common threat that children should be wary of.

The Values In Fairy Tale

Fairy tales are a form of folklore. According to Sulistyarni (2006), folklore contains the noble values of the nation, especially the values of characters as well as moral teachings. If the folklore is studied in terms of moral values, then it can be divided into individual moral values, social moral values, and religious moral values.

The individual moral values include : Obedience, courage, willingness to sacrifice honest, fair and wise, respect and appreciate, work hard, keep promises, know how to repay, be humble, be careful heart in action.

Social moral values include : cooperate, like helping, compassion, harmony, likes to give advice, care fate of others, and likes to pray for others.

Meanwhile, moral values Religion includes : believing in God's power,

believing in God, surrendering to God themselves to God or put their trust in, and ask God for forgiveness.

Fairy tales can also be used as an effort to hone emotions, foster imagination and improve children's critical power. In general, fairy tales carry a mission that has positive and educational values (Hidayati, 2015). Through fairy tales, children's emotions are expected to be controlled, children's imaginations can develop, and children can think critically.

The Nature of Fairy Tale

A fairy tale is a collective short story of oral literature. A fairy tale is folklore that is considered not really happening. Tales are told mainly for entertainment, although many also describe the truth, contain lessons (moral), or even innuendo (Danand jaya, 1991). Dongen is a story that is considered never happened. Dongen is basically told for entertainment for children. Tales told are not related to time and place. According to Antti Aerne and Thomson (in Danand jaya, 1991) fairy tales can be classified into four major categories, namely : fable, ordinary folktales, jokes and anecdotes (jokes and anecdote), formula tales.

Fable

The fairy tales of animals are fairy tales that are inhabited by pets and wild animals, such as mammals, birds, creeping things, fish, and insects. These

Animals in this type of story can speak and understand like humans. Examples of mouse deer and crocodiles.

Ordinary fairy tales

Ordinary fairy tales are a kind of fairy tale that is centered on humans and usually about someone's sad story. Examples : Bujang Nadi and Dara Nandung, Bawang Merah and Bawang Putih.

Jokes and anecdotes(joke and anecdote)
Jokes and anecdotes are fairy tales that can cause feelings of ridicule, which gives laughter to those who listen and tell them.

Example : Si Kabayan.

Formulatales

The fairy tales are fairy tales that have a repeated structure or repetition. This tale has several sub-forms, namely:

- a. Cumulative tales. This fairy tale is formed by adding more detailed information to each corerepetition of the story,
- b. A fable to play with people (catch tales) is a fictional story that is told specifically to deceive people because it will cause their listeners to express unwise opinions,
- c. Fairy tales those who have no end (andlles tales) are fairy tales that if passed will not reach the final limit.

THE METHOD OF THE RESEARCH

As we know that every scientific research should have the method in doing it, in which the method applied should be adjusted to the purposes carrying out the research. Because this research is assumed as the formal study, so that in carrying out this research the writer applies the scientific method by using classroom action research (CAR) method. According to Geoffrey E. Milles (2003), action research is any systematic inquiry conducted by teacher researchers, principals, school counselors, or others take holders in the teaching/learning environment to gather information about

how their particular schools operate, how they teach, and how well their students learn.

It means that classroom action research (CAR) is the research methodology used by the people who work in educational field or teaching/learning environment in finding the information about the problems occurring in the process of teaching and learning and how to solve those problems. In addition, Arikunto (2009) states that CAR is viewed as a device to improve the quality of teaching learning ability in the physical classroom. Beside of solving diagnosed problems in conditional classroom activity, CAR helps the teacher through any new methods and skills and helps to build self-awareness especially through pair-teaching regarding as collaborative study between the researcher and the teacher. In this sense, classroom action research is used to diagnose the problems that arise in the classroom activities and to solve those problems in one time by using new methodologies or techniques or strategies.

For getting the needed data the writer applies the library research and field research. The library research is applied based on the needs of scientific books from the library as the sources of theories and information concerning with the topic of this research, and the field research is applied based on the needs of data from the field, in this case from the SMP Negeri 4 Padangsidimpuan. It is relevant to the statements of Komaruddin(1982) that states :"A

scientific writer, before and during writing can't be freed from results of the library research and field research".

And for getting the needed data from the field the writer applies the written test to the students. The test is applied in order to get the data about the students' mastery in reading comprehension both before CAR (pre-test) and after CAR (post-test). Moreover, the writer also collects and analyzes data then reports the result of the research.

In conducting the classroom action research, the writer used Kurt Lewin's model of CAR. It consists of four components, they are; 1) planning, 2) acting, 3) observing and 4) reflecting. The relationship between these four components is viewed as one cycle as described below:

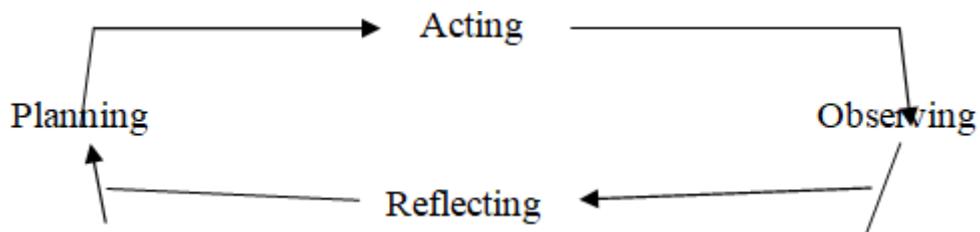


Figure 1. Kurt Lewin's model of CAR cycle
reading comprehension test before using

RESULTS AND

DISCUSSION

The researcher collects some information after calculating and analyzing the data obtained from the research. First, according to hypothesis testing and effect size calculation, the use of demonstrative method is recognized as one of the techniques that can have a significant impact on reading comprehension in teaching fairly tale. Although not specifically designed for vocabulary, it can be implemented in learning and teaching in schools. Students are more enthusiastic about learning reading comprehension of fairly tale as English text by using demonstrative method. At first, they may be confused by lessons using demonstrative method. When they are involved in the learning process, the use of demonstrative method guides them to be more creative and more active in class. Second, the hypothesis that there is a significant increase in the reading comprehension skill of students who are taught using demonstrative method is evidenced by the results of data analysis. The interpretation of the data results between the pre-test, post-test cycle 1 and post-test cycle 2 are as follows: In the pre-test, the students' average score on the

CAR and applying demonstrative method in teaching vocabulary was 44.66. This average value is low because the average minimum standard set by the teacher is 75 (seventy five).

So, the average score of 44.66 is considered to be in the category of bad scores. Then to compare whether the CAR was successful or not, a post-test was conducted after the CAR was applied for each cycle. The result of the average value of the post-test cycle 1 is 68.00. This is considered a bad category value obtained by students because they have not been able to pass the minimum standard value set by the teacher. However, in this case it is said that the average score of students from pre-test to post-test increased. The percentage increase is 55.7%. However, from this percentage, the CAR is not fully satisfactory. Furthermore, the

mean score of post-test 2 was 84.83. It can be said that the students showed their best performance.

They prove a good improvement for each cycle. The percentage increase in the mean

score between pre-test and posttest 2 was 88.82%. From this percentage, it can be concluded that the CAR was successful because the post-test average score of 2 students passed the CAR success criteria, which was 70%. So, the CAR cycle is stopped. This study focuses on the use of demonstrative method in teaching fairly tale of reading comprehension. Therefore, the use of demonstrative method was investigated to prove that it is statistically effective as a useful tool for increasing reading comprehension.

After calculating the research data, it can be seen that the use of demonstrative method can increase students' reading knowledge. By using demonstrative method, students can pay more attention to the teaching and learning process. In addition, the use of demonstrative method can also help students to be more active in the teaching and learning process.

The Conclusions

After following the statistical process in this study, it can be concluded:

1. Before applying demonstrative method in teaching fairly tale, students' reading comprehension scores can be categorized into the poor category. This can be seen from the average value of the pre-test reading comprehension, which is 44.67.
2. After applying the demonstrative method in cycles one and two, students' reading comprehension scores can be categorized into capable categories. This can be seen from the average scores of post-test students in cycles 1 is 68.33 and in cycle 2 is 84.83
3. Percentage of grade VIII students

of MTs Taman Perguruan Padangbolak Julu for the academic year 2023 - 2024 who managed to achieve the Minimum Completeness Criteria (KKM) at the end of the cycle is 88.82%. This achievement passed the target of 70%. So the cycle stop in cycle 2.

4. There is a significant improving of students' reading comprehension who are taught by using demonstrative method". Then, hypothesis of this research is accepted.

REFERENCES

Baddock, M., & Bucat, R. (2008). Effectiveness of classroom chemistry demonstrations using cognitive conflict. *Journal of Chemical Education*, 30(8), 1115-1128. 2016). Kompetensi Guru SD dalam Penerapan Metode Pembelajaran di SD Negeri Pacar Sewon Bantul. Yogyakarta: Universitas Negeri Yogyakarta.

Bare, W. D., & Andrews, L. (1999). A demonstration of ideal gas principles using a football. *Journal of Chemical Education*, 76(5), 622-624. Bowen, C. W., & Phelps, A. J. (1997). Demonstration based cooperative testing in general chemistry: A broader assessment of learning technique. *Journal of Chemical Education*, 74(6), 715-719.

Buncick, M. C., Betts, P. G., & Horgan, D.D. (2001). Using demonstrations as a contextual road map: enhancing course continuity and promoting active engagement in introductory college physics. *International Journal of Science Education*, 23(12), 1237-1255

Eilks, I. (2002). "Learning at stations" in secondary level chemistry lessons. *Science Education International*, 12(1), 11-18.

Federal Republic of Nigeria (2009). National Policy on Education. Lagos: NERDC Press.

Hartina,Sitti.(2018). Efektivitas Penerapan Metode Demonstrasi Terhadap Keterampilan Membaca. Makassar:Universitas Muhammadiyah Makassar.

Idodo, C. U., & Oladimeji, A. J. (2002). Agricultural Improvement and Development through Education. An overview. *Teacher Education Journal*, 2(1), 35-40.

Lepin,Maria.(2012).Fairy Tales In Teaching English Language Skills and Values In School Stage II. Universitas Of Tartu

Mutangalimah.(2020). Pengaruh Metode Demonstrasi Dengan Media Wayang Kartun Terhadap Peningkatan Keterampilan Menyimak Cerita .Magelang: Universitas Muhammadiyah Magelang.

Nancy L. Canepa, (2019) Teaching Fairy Tales. Wayne state university press
detroit
Yuferni,Reze,Asi.(2014).Teaching Speaking By Using Retelling Famous Fairy Tale. Padang.Bung Hatta University.

Pekene, D. J. (2002). Effects of Greeno and Mettes et al Problems Solving Models on Students Achievement in Physics. *Journal of Science Teachers' Association of Nigeria (STAN)*, 37(1&2), 39-43.