# CHAPTER 1

# INTRODUCTION

## 1.1 Background of the Study

Fable is one of the narrative texts that can be used in language learning to motivate students and help them meet their learning goals, especially in learning narrative text effectively. This is in line with Khairunnisak (2018), who stated that fables can motivate students because the actual text makes students more interested in learning. It leads them to understand the text easily. Different from other kinds of narrative text, fables are the most exciting and most accessible for students to know because the characters involved are animals that represent human manners and characteristics and speak like humans in a simple and short plot with moral values. According to Khairunnisak (2018), simplicity aims to imprint people's minds. Therefore, the problem of this research arises from the experience of researchers when conducting PLP at a Junior High School in Tasikmalaya,

Fable is classified as authentic material since it is not intended directly for teaching material. However, it can be used as learning material since it provides several benefits when learning narrative text. Jufri (2018) discovered that fables introduce new media in the teaching and reading process. It would help both the teacher and students improve the student's reading comprehension and make the teaching and learning process more fun than it used to be. Mislaini (2015) added that the implementation of Fable material in teaching reading narrative text to motivate students to learn English reading in narrative text is highly suggested. Therefore, English teachers should choose fables rather than informative materials often used in classes.

Because of the benefits of fables in the learning process, teachers prefer to choose fables rather than any other narrative text. The use of fables in ELT classrooms is unquestionable. It is supported by Bae (2014), that.

Fables are often used in class as a learning material because they provide a rich, culturally diverse resource for language learners' reading and writing. Fables also have clear generic structures and typical language features, which are highly accessible to foreign language learners. The use of fables in English language teaching follows the syllabus applied in the school. Fables are used as exciting and suitable learning materials and teaching tools in class. Usually, fables applied in class are translated to English with the characters and moral values following the students' needs and learning objectives.

Based on the syllabus of the second grade of junior high school by the government, three English texts should be mastered by the students, and one of them is narrative text. In this study, the researcher will only focus on the ability of the second-grade junior high school students, particularly in learning narrative text using fables. The narrative text talks about an interesting story that can make students enjoy it. According to Rothman et al. (2004), reading narrative text is generally considered aesthetic reading because it is done for pleasure and delight. Learning narrative text can be done through some ways or techniques to create a good atmosphere and interest. One of them is by implementing fables.

Previous researchers have already researched the use of fables in language teaching. Mislaini (2015) found out that using fables in learning narrative text was successful because there is an improvement in students' reading comprehension of narrative text. Sari and Jufri (2018) discovered that reading narrative text through fables, specifically Aesop's fable, improves the students' reading comprehension, makes the learning process more fun, and motivates the students in learning. Khairunnisak (2018) also found that the student's ability to comprehend text improved after they learned to read using fables. From the three previous studies, the study focuses on the perceptions of EFL students about the use of fables in learning narrative text. However, students' perceptions of the media used in teaching can significantly impact their outcomes. If students find the media

engaging and effective, they are more likely to be motivated and active in the learning process, leading to better understanding and retention of the material. It is supported by Farohah, Setiani, and Santoso (2018) that students' perceptions play a crucial role in shaping their behavior, as a positive perception of learning media can lead to a more engaged and motivated learning experience. This means that if students perceive the learning media used positively, they will learn positively and achieve learning improvement. Therefore, to enrich the investigation, this research focuses on the EFL students' perceptions of using fables in learning narrative text.

## 1.2 Formulation of the Problem

One question will be delivered in this research. The researcher asks, "What are the students' perceptions of using fables in learning narrative text?"

## 1.3 Operational Definitions

To avoid misunderstanding related to terms mentioned in this paper, the research provides the definitions that relate to this study:

### 1.3.1. English Language Learning

It is a term that explains students' activities in class to acquire the target language.

### 1.3.2. English Narrative Text

It is a kind of English text that tells a story to present a view of the world that entertains or informs the readers.

### 1.3.3. Fable

Fable is a part of narrative text that can be used as a teaching tool in learning narrative text. It is a short text with animals as the characters, but they have similar characteristics to humans.

### 1.3.4. Students' Perception

Perception is the identification process with the help of senses and experiences. Students' perceptions refer to the result of identifying

something done by students in their learning processes with the help of their senses, experiences, attitudes, and interests in their learning environment. In this case, students' perception results from identifying fables in the learning narrative.

## 1.4 Aims of the Research

In this research, the researcher wants to explore the outcome of a study about students' perceptions after learning narrative text using fables.

## 1.5 Significance of the Research

**1)  Theoretical Uses**

This study expands and enriches the student's perception of using fables in learning narrative text.

**2)  Practical Uses**

Teachers can use this study as a reference and consideration for using fables in learning narrative text.

**3)  Empirical Uses**

This study gives insight into how students perceive the use of fables in learning narrative text in the classroom.