Integrating Fairy Tales for Effective Reading-Listening

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Abstrak

Penelitian ini tentang pemanfaatan cerita dongeng (fairy tales) sebagai media pembelajaran Bahasa Inggris, khususnya untuk meningkatkan keterampilan membaca (reading) dan menyimak (listening) pada siswa kelas VIII SMPN 21 Kota Bengkulu. Penelitian ini bertujuan untuk mengisi kesenjangan tersebut dengan mengintegrasikan cerita dongeng ke dalam kegiatan menyimak dan membaca bahasa Inggris, khususnya untuk siswa kelas VIII. Penelitian ini menggunakan metode *mixed method*s, yang menggabungkan pendekatan kuantitatif dan kualitatif untuk menjembatani perbedaan dalam bidang studi yang terpisah. Data dikumpulkan melalui wawancara, observasi, penyebaran angket, pretest-postest dan dokumentasi. Sebanyak 31 siswa terlibat aktif dalam penelitian ini. Hasil penelitian terhadap data pre-test dan post-test reading and listening siswa dengan menggunakan fairy tales menunjukkan bahwa nilai rata-rata pre-test sebelum menggunakan fairy tales sebesar 56,55, yang dikategorikan sebagai kurang, dengan standar deviasi (SD) sebesar 12,33364. Nilai pre-test terendah yaitu 34, sementara nilai tertinggi mencapai 74. Adapun hasil post-test setelah menggunakan fairy tales menunjukkan suatu peningkatan terhadap nilasi siswa dengan rata-rata sebesar 80,71, yang tergolong dalam kategori baik, serta standar deviasi sebesar 8,6442. Nilai post-test terendah yaitu 66, sedangkan nilai tertinggi mencapai nilai 96. Hasil observasi dan angket siswa menjelaskan bahwa metode pembelajaran bahasa inggris menggunakan dongeng dalam mengingkatkan skill membaca dan menyimak siswa mendapatkan respons positif dari mayoritas siswa dengan 61% menjawab sangat setuju dan 36% menjawab setuju. Siswa kelas VIII di SMPN 21 Kota Bengkulu menunjukkan perkembangan yang signifikan dalam peningkatan skill membaca dan menyimak bahasa Inggris selama mengikuti proses pembelajaran menggunakan dongeng.

Kata Kunci: *Cerita Dongeng , Membaca, Menyimak , Keterlibatan Siswa*

Abstract

This research is about the utilization of fairy tales as a medium for learning English, especially to improve reading and listening skills in class VIII students of SMPN 21 Bengkulu City. This research aims to fill the gap by integrating fairy tales into English listening and reading activities, especially for grade VIII students. This research uses mixed methods, which combines quantitative and qualitative approaches to bridge the gap in separate fields of study. Data was collected through interviews, observations, questionnaires, pretest-posttest and documentation. A total of 31 students were actively involved in this study. The results of the research on students' reading and listening pre-test and post-test data using fairy tales showed that the average pre-test score before using fairy tales was 56.55, which was categorized as deficient, with a standard deviation (SD) of 12.33364. The lowest pre-test score was 34, while the highest score reached 74. The results of the post-test after using fairy tales showed an increase in students' nilasi with an average of 80.71, which is classified in the good category, and a standard deviation of 8.6442. The lowest post-test score was 66, while the highest score reached 96. The results of student observations and questionnaires explained that the English learning method using fairy tales in improving students' reading and listening skills received a positive response from the majority of students with 61% answering strongly agree and 36% answering agree. Grade VIII students at SMPN 21 Bengkulu City showed significant progress in improving their English reading and listening skills during the learning process using fairy tales.

Keywords: *Fairy Tales, Reading, Listening, Student Engagement.*

INTRODUCTION

In English language learning, listening becomes one of the important skills because it helps students not only understand linguistic elements such as vocabulary and grammar, but also apply information practically in the context of communication (Rustamov & Mirza ogli, 2023). Listening also contributes to incidental vocabulary acquisition, where students can expand their linguistic horizons through input modes such as listening and reading. This process allows students to learn new vocabulary and understand the language more deeply (Serrano, 2024). Listening skills support learning by providing a foundation for understanding instructions, building relationships, and acquiring new knowledge relevant to the English context.

Lack of listening skills in English learning can have a negative impact, such as misunderstanding instructions or concepts conveyed by the teacher, resulting in errors in assignments or unfinished tasks (Nguyen, 2023). Students who are less skilled in listening also tend to miss valuable feedback that can help them develop better in learning (Alharbi & Al-Ahdal, 2024). Thus, listening skills in English language learning are an essential element that not only supports communication, but also plays an important role in the development of students' linguistic abilities and comprehension.

Integrating listening and reading skills through the use of fairy tales offers an innovative approach to address gaps in English language learning. Although previous research has affirmed the importance of listening as a foundational skill in language learning (Goh, 2023; Rustamov & Mirza ogli, 2023), the practical application of this skill in conjunction with other modes, such as reading, remains largely unexplored. Listening skills not only support linguistic acquisition, such as vocabulary and grammar, but also facilitate incidental learning (Serrano, 2024).

METHODS

This research utilizes mixed methods, which combines quantitative and qualitative approaches to bridge differences in separate fields of study (Snodgrass *et al.,* 2024). With this approach, researchers can explore phenomena more comprehensively, involving complementary numerical and narrative analysis (Taherdoost, 2022). The Sequential Explanatory Design model is applied, which consists of two phases: first, quantitative data collection and analysis, which then leads to a qualitative phase to deepen understanding (Tingli, 2024; Masud et al., 2024). This method was used in improving English listening and reading skills at SMPN 21 Bengkulu.

This study used purposive sampling technique in determining the sample, by selecting class VIII.2 as the research subject. This sample consisted of 31 students, consisting of 19 male students and 12 female students. The selection of this class was based on methodological considerations to obtain representative data in the context of learning fairy tales for reading and listening. This technique allows researchers to focus on one group that has characteristics that are in accordance with the research objectives, so that the results obtained can be analyzed in depth and systematically.

This study uses various instruments to obtain comprehensive data. Quantitative methods are used to collect numerical data through surveys, especially in the context of using fairy tales in reading learning integrated with listening (Sardana et al., 2023). Quantitative instruments include questionnaires and reading and listening comprehension tests. Meanwhile, qualitative methods include in-depth interviews with teachers and students to gain further insights (Denny & Weckesser, 2022). This study aims to analyze the use of fairy tales in improving the reading and listening comprehension of students in class VIII-2 at SMPN 21 Bengkulu. Various data collection techniques were applied to obtain comprehensive information, including reading and listening comprehension tests, observations, questionnaires, and interviews.

The data obtained through the three data collection techniques were analyzed using a thematic analysis approach. This approach aims to identify the main patterns and themes that emerge in the data systematically and in depth (Zein *et al.,* 2025: 108). Each stage in the thematic analysis was designed with specific objectives to ensure that the data were analyzed comprehensively and in accordance with the research focus.

RESULTS AND DISCUSSION

This research aims to explore the utilization of fairy tales in English language learning, particularly to improve the listening and reading skills of grade VIII students at SMPN 21 Bengkulu. The use of fairy tales as teaching materials has the potential to improve students' understanding and interest in learning English, as fairy tales can present content that is interesting and relevant to students' daily lives. The findings show that this approach has a positive impact on improving students' skills. The results of the students' pre-test analysis showed that no students scored in the excellent category, 7 students (22.60%) in the good category, 8 students (25.80%) in the fair category, 12 students (38.70%) in the poor category, and 4 students (12.90%) in the very poor category. Meanwhile, the results of students' post-test scores showed a significant increase in scores compared to the previous pre-test scores, with 12 students (38.70%) in the excellent category, 16 students (51.61%) in the good category, 3 students (9.67%) in the fair category, and there were no students who scored in the poor or very poor categories. These results indicate an increase in student competence after being given treatment which can be seen from the very significant post-test scores.

Furthermore, when making observations during the learning process, at the beginning of the learning process, only a few students asked questions or answered, and still seemed hesitant. Only a few students were involved in the discussion, and the discussion did not run smoothly. Then, the teacher was always present to accompany students during learning activities. The teacher actively helped if there were students who had difficulties and gave clear directions. Furthermore, the teacher encourages students, explains the material clearly, and provides constructive feedback on students' work. next, after the teacher provides guidance during learning, students are quite enthusiastic, following the activities well although occasionally looking less enthusiastic. then, students are quite focused and show interest. In addition, students are quite active, participating in discussions and activities, although not always dominant. In addition, students sometimes give ideas and are willing to work together, although they still need encouragement.

The second study aims to assess the extent to which the integration of fairy tales as teaching materials can contribute to the effectiveness of English language learning at SMPN 21 Bengkulu. By using fairy tales, it is expected to create a learning environment that is not only interesting, but also inclusive, so that students feel more motivated to participate in learning activities. On the indicator of the interestingness of a story 83.46% of students strongly agreed, and 10.48% of students agreed. Thus, 93.94% of students showed a positive attitude towards the interestingness of a story. Meanwhile, 4.03% of students disagreed, and 2.03% of students strongly disagreed. This shows that a small number of students still have difficulties or do not feel involved in the fairy tale method used in English learning. Overall, this data shows that the fairy tale-based learning method makes stories interesting, both in terms of the stories used attracting students' attention and stories that are relevant to students' lives.

Based on the analysis of students' responses, it can be seen that learning using fairy tales is highly preferred because it is able to present a fun learning atmosphere, not boring, and make the material easier to understand. Students feel that fairy tales have an exciting story and a clear plot, which helps them understand vocabulary, pronunciation, and content in English more quickly and naturally. Fairy tales also create a relaxed yet focused atmosphere, making students feel relaxed and interested in listening to the end. In addition, fairy tales are also considered to be able to liven up the classroom atmosphere, increase the spirit of learning, and foster students' courage in participating during the learning process.

Modification of fairy tales is a common thing done by teachers to adjust to the needs of students. Changes are made to the language, characters, and length of the story. The characters in the story are often replaced with names that are more familiar to Indonesian students. If there are parts of the story that are considered too complicated, teachers simplify or replace them with examples that are more relevant to students' lives. To increase the effectiveness of using fairy tales, teachers suggest selecting stories that are appropriate for students' ages and abilities, as well as using supporting media such as pictures, videos, or short dramas. Fairy tales should also be linked to other lessons or daily life to make them more contextualized. Expressive and creative

delivery from the teacher is also important so that students do not get bored quickly. With the support of technology, fairy tales can be developed in digital form such as animated videos or interactive applications. Combining fairy tales with digital media will make learning more interesting and effective, especially for generations who are familiar with technology.

CONCLUSIONS

The results of descriptive statistical analysis of students' pre-test and post-test reading and listening data using fairy tales show that the average pre-test score is 56.55, which is categorized as poor, with a standard deviation (SD) of 12.33364. The lowest pre-test score was 34, while the highest score reached 74. The post-test results showed an increase in students' nylation with an average of 80.71, which is categorized as good, and a standard deviation of 8.6442. The lowest post-test score was 66, while the highest score reached 96. By using fairy tales, it is expected to create a learning environment that is not only interesting, but also inclusive, so that students feel more motivated to participate in learning activities. On the indicator of the interestingness of a story 83.46% of students strongly agreed, and 10.48% of students agreed. Thus, 93.94% of students showed a positive attitude towards the interestingness of a story. Meanwhile, 4.03% of students disagreed, and 2.03% of students strongly disagreed. This shows that a small number of students still have difficulties or do not feel involved in the fairy tale method used in English learning.

It is recommended that teachers use fairy tales more often as a learning medium, especially in reading and listening skills. Fairy tales that are interesting and close to students' lives can increase learning motivation and contextual understanding of English. There is a need for the integration of folklore or fairy tale-based materials into the English learning curriculum, especially in phase D of the Merdeka Curriculum. This can provide a more enjoyable and meaningful learning experience for students. Students are expected to be more active in participating in learning activities that involve fairy tales, such as reading together, listening to audio stories, or discussing the moral values of the story. This can help improve their English literacy skills. Further research is recommended to explore the use of fairy tales in speaking and writing skills and their impact on students' character development. In addition, researchers can also consider a comparison between the use of local stories and international stories in English language learning.

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