

**INTEGRATING FAIRY TALES FOR EFFECTIVE
READING-LISTENING IN ENGLISH
LEARNING ENVIRONMENT**
(A Study at Eighth Grade Students of SMPN 21 Bengkulu City)

SKRIPSI

Submitted as a partial requirements for the degree of *Sarjana Pendidikan (S.Pd)*
in Study Program of English Education Faculty of Tarbiyah and Tadris
Universitas Islam Negeri Fatmawati Sukarno Bengkulu.



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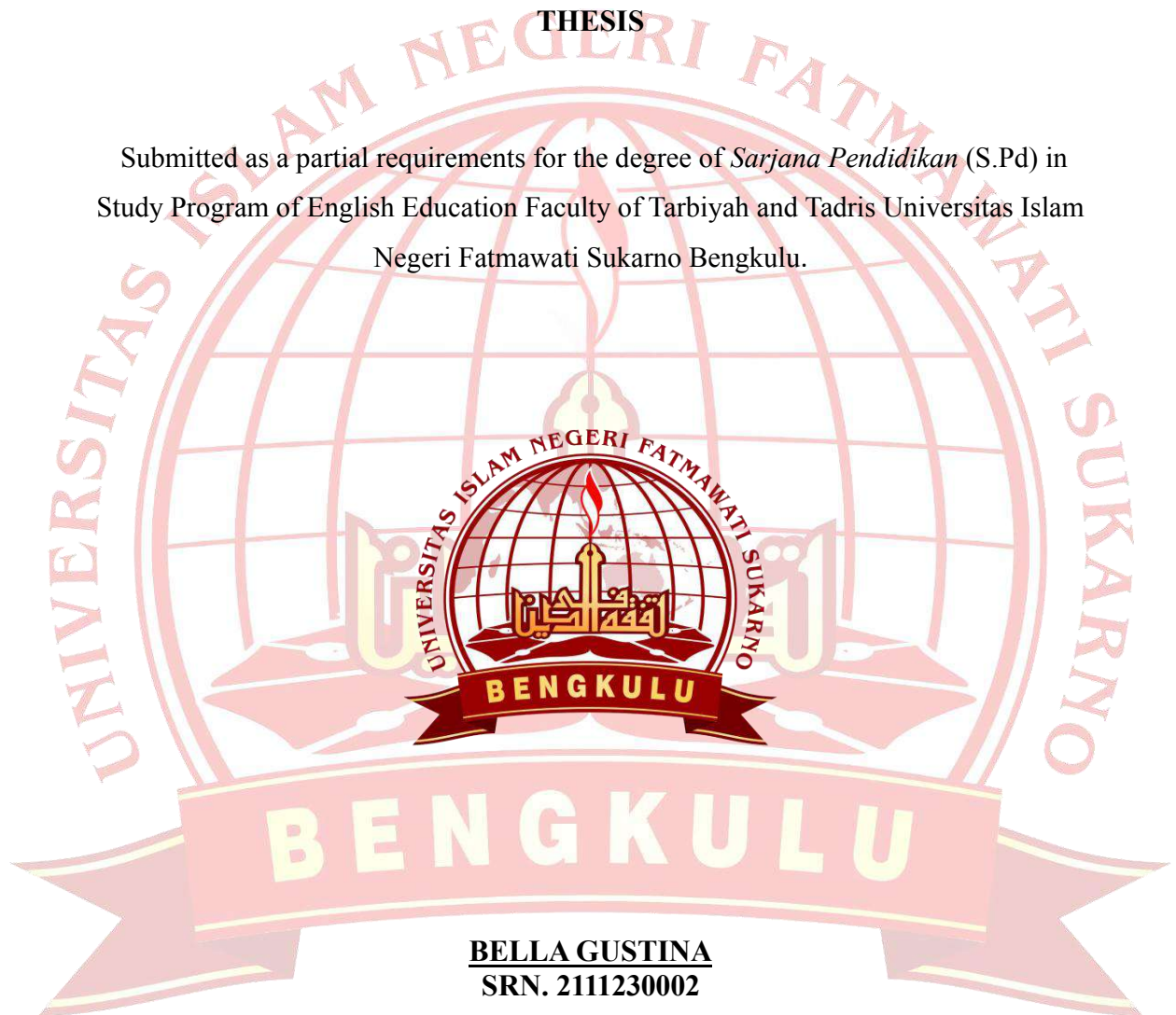
**STUDY PROGRAM OF ENGLISH EDUCATION
DEPARTMENT OF TADRIS
FACULTY TARBIYAH AND TADRIS
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
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THESIS

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2025**



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I hereby declare that my thesis entitled **“INTEGRATING FAIRY TALES FOR EFFECTIVE READING-LISTENING IN ENGLISH LEARNING ENVIRONMENT (A Study at Eighth Grade Students of SMPN 21 Bengkulu City)”** is my own work or research and is not a plagiarism of the work of others. If in the future it is known that this thesis is the result of plagiarism, I am ready to be subject to academic sanctions.

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MOTTO

- “Whatever is your destiny, will find its way to you” -Ali bin Abi Talib
- Then surely with difficulty there is ease. Indeed, with difficulty there is ease. (Qs Al Insyirah 5-6)



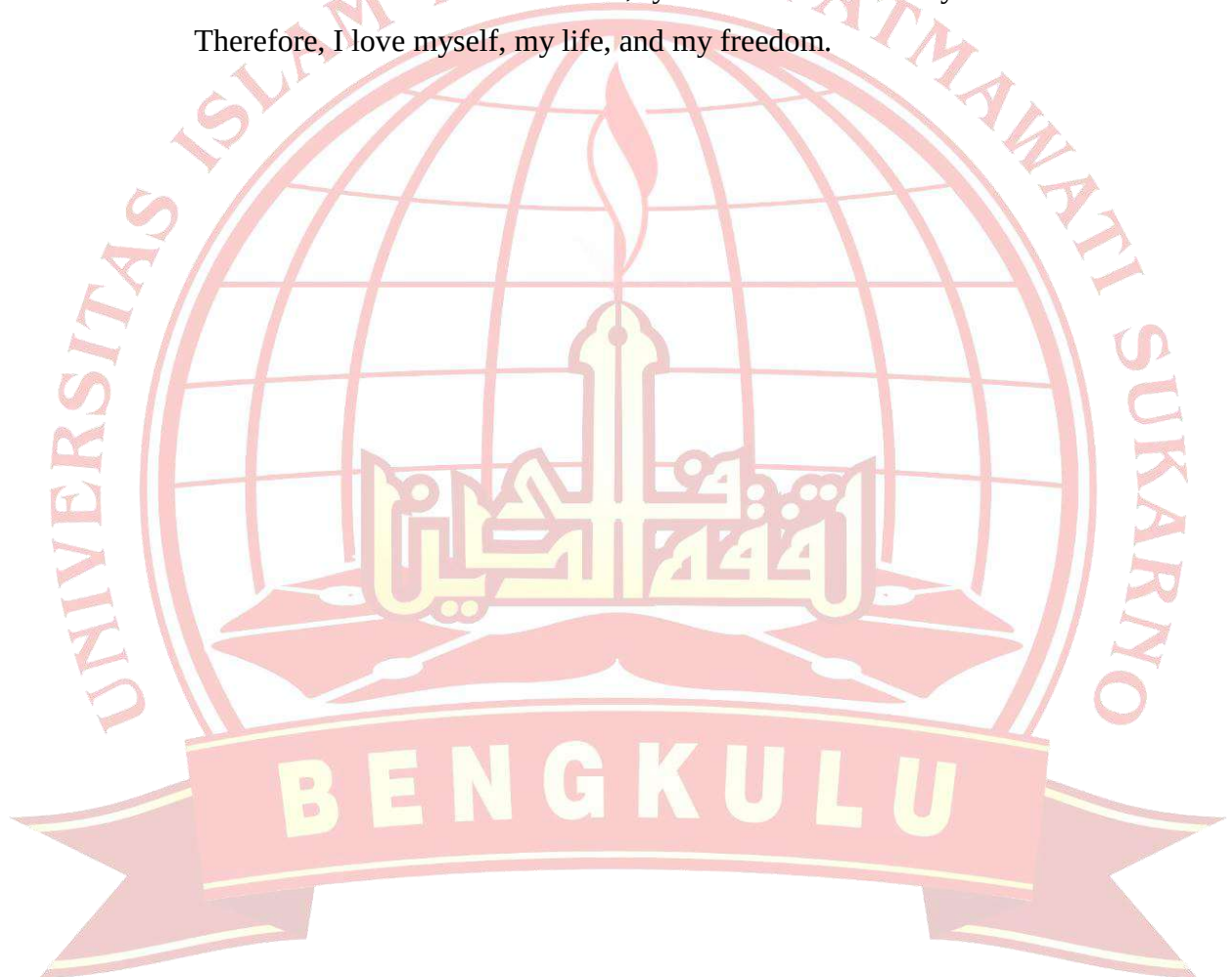
DEDICATION

Alhamdulillahilahi rabbil'alam, The researcher would like to dedicated this thesis to:

1. To Allah SWT the Great, thank you for creating this beautiful life and still allowing me to continue living until now.
2. To my beloved parents, Mr. Buyung Kasih and Mrs. Masnidar, thank you for being the best parents in my life, who always try to fulfill my every need and desire even at a young age.
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ABSTRACT

Bella Gustina, SRN: 2111230002. Title of Thesis: “*Integrating Fairy Tales For Effective Reading-Listening In English Learning Environment (A Study at Eighth Grade Students of Smpn 21 Bengkulu City)*”. Thesis, Study Program of Tadris Bahasa Inggris, Tarbiyah and Tadris Faculty.

Supervisors: 1. Fera Zasrianita, M.Pd 2. Andriadi, M.A.

This research investigates the use of fairy tales as an effective medium for learning English, particularly to enhance reading and listening skills among eighth-grade students at SMPN 21 Bengkulu City. The study aims to address the lack of integration of fairy tales into English learning activities, with a specific focus on improving reading and listening comprehension for this grade level. A mixed-methods approach was employed, combining both quantitative and qualitative techniques to bridge the disconnection between separate fields of study. Data collection methods included interviews, observations, questionnaires, pre-tests, post-tests, and documentation. A total of 31 students participated actively in the research. The pre-test results, conducted before the implementation of fairy tales, showed an average score of 56.55 categorized as low with a standard deviation of 12.33364. The lowest score recorded was 34, while the highest was 74. After the introduction of fairy tales in the learning process, post-test results revealed a significant improvement, with an average score of 80.71 categorized as good—and a reduced standard deviation of 8.6442. Post-test scores ranged from a minimum of 66 to a maximum of 96. Observations and questionnaire responses indicated that the majority of students reacted positively to the use of fairy tales in English lessons. Specifically, 61% of students strongly agreed and 36% agreed that this method improved their reading and listening skills. Overall, the findings demonstrate that incorporating fairy tales into English learning can significantly enhance students’ language comprehension, making the process more engaging and effective.

Keywords: Fairy Tales, Reading, Listening, student engagement.

ABSTRACT

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Supervisors: 1. Fera Zasrianita, M.Pd 2. Andriadi, M.A.

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 methods*, yang menggabungkan pendekatan kuantitatif dan kualitatif untuk menjembatani perbedaan dalam bidang studi yang terpisah. Data dikumpulkan melalui wawancara, observasi, penyebaran angket, pretest-posttest 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 nilai 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 meningkatkan 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: *Fairy Tales, Reading, Listening, keterlibatan siswa*

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