

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents an overview of the research findings and a detailed discussion of the study. The researcher addresses the outcomes of maximizing fairy tale storytelling to improve teens' English listening skills, highlighting the benefits and challenges experienced by teachers and students. These findings were analyzed using thematic analysis and an interactive analysis model to answer the research questions. The findings and discussions are systematically organized to ensure accurate representation:

A. Findings

The researcher reported findings from an analysis focused on enhancing teenagers' English listening skills through the use of fairy tale storytelling. When presenting these findings, the researcher highlighted the most common themes and categories that emerged from the responses and feedback collected from both teachers and students during the data-gathering phase. The figures below illustrate the topics and categories identified during the data collection and analysis process. Additionally, based on the data gathered by the researcher, the findings are as follows:

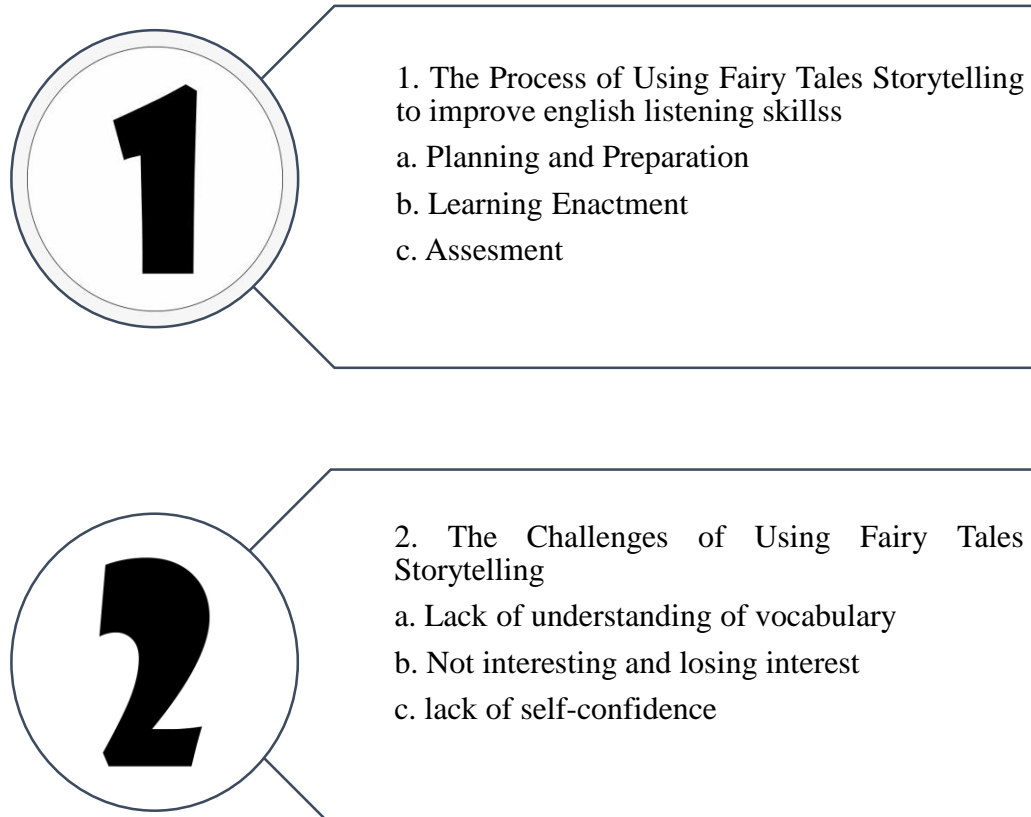


Figure 4.1 Thematic Categories of the Findings

Table 4. 1 Observation Schedule

No	Date	Time	Class
1.	Tuesday, 23 April 2024	09.00-10.00	9A
2.	Tuesday, 23 April 2024	10.30-11.30	8A
3.	Thursday, 25 April 2024	10.00-11.00	8B
4.	Thursday, 25 April 2024	11.00-12.00	9D
5.	Friday, 26 April 2024	08.30-09.30	9C
6.	Friday, 26 April 2024	09.30-10.30	9B
7.	Saturday, 27 April 2024	13.30-14.30	9E

Table 4. 2 Observation Schedule for interview students

No	Date	Time	Class
1.	Tuesday, 23 April 2024	10.00	9A
2.	Tuesday, 23 April 2024	11.30	8A
3.	Thursday, 25 April 2024	11.00	8B

1. The process of using fairy tale storytelling to improve English listening skills.

No	Step	Classroom Activities
1.	Activate prior Knowledge	<p>The teacher asked the student “Have you ever heard fairy tale storytelling?”</p> <p>“Which one story do you like?”</p> <p>(Observations 1)</p> <p>The teacher asked the student “What do you think is the main theme of the fairy tale we will read today?” “Have you ever heard fairy tale storytelling?”</p> <p>(Observation 2)</p> <p>The teacher asked the student “Have you ever heard a story about a Malin Kundang? What was that story like? Who told it to you?” (Observation 3)</p> <p>The teacher asked the student “Who has heard the story about Lake Toba? What do you remember from the story?”</p> <p>(Observation 4)</p>

		<p>The teacher asked the student “Have you ever heard fairy tale storytelling?” “Which one story do you like?” “How about Toba Lake? Have you ever heard it?” (Observations 5)</p> <p>The teacher asked the student “What do you think is the main theme of the fairy tale we will read today?” “Have you ever heard fairy tale storytelling?” (Observation 6)</p> <p>The teacher asked the student “Who has heard the story about Lake Toba? What do you remember from the story?” (Observation 7)</p>
2.	Deliver the story	The teacher started the fairy tale with an interesting introduction to attract

		<p>students' attention by using varied intonation, facial expressions, and body movements to attract students' attention to focus on listening.</p> <p>Teachers use LCD projectors and YouTube applications to learn fairy tale storytelling to make learning more fun and relevant to help students understand the story.</p> <p>During the video. The teacher occasionally pauses the video and then explains in more detail how to pronounce it,</p> <p>Teachers also involve students by asking questions during or after the story. so that students can participate in fairy tales by answering questions or imitating sounds and movements.</p>
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		<p>"What do you think will happen next?"</p> <p>"How do you think the main character will solve his problem?"</p> <p>"Who wants to imitate this character's voice?"</p> <p>"Who can show the character's facial expressions when he feels happy/sad/angry?"</p> <p>"How would you feel if you were in the position of the main character?"</p> <p>"Do you think the main character's actions are right or wrong? Why?"</p> <p>"What moral value can we take from this story?"</p> <p>The teacher also asks students to come forward to act as characters in the story and play role-plays to deepen their understanding.</p>
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		<p>The teacher uses expressions and variations in voice intonation for different characters and different parts of the story. For example, high voices for child characters, low voices for giant characters, and soft voices for quiet parts.</p> <p>then the teacher adjusts the reading speed to the storyline. Action-packed sections may require a faster pace, while emotional sections may require a slower pace.</p> <p>The teacher asks questions about the story during and after reading to ensure students understand the story and to encourage their involvement in listening to the fairy tale.</p> <p>Teachers also pay attention to students' reactions in class and adjust their reading</p>
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		<p>according to their reactions. If they seem bored, maybe you need to increase the dynamics of the story.</p> <p>(In Observation 1,4,5,6)</p> <p>Opening: "Today, we will listen to the fairy tale about Malin Kundang. Who is ready to hear the story?" (Express enthusiasm)</p> <p>then the teacher reads with intonation: "In a small village on the coast of West Sumatra, there lived a poor widow named Mande Rubayah and her son named Malin Kundang. (Soft voice) their life was very simple and full of difficulties. Malin Kundang was A diligent and intelligent child. He often helped his mother work in the fields and fish in the</p>
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		<p>sea, then went abroad to seek his fortune.</p> <p>After many years, Malin managed to become rich and married a beautiful girl.</p> <p>(Express in a cheerful voice)</p> <p>then the teacher paused the story: "One day, Malin returned to his village on a large and luxurious ship. His old and poor mother was very happy to see Malin's arrival. However, when Malin's mother tried to approach him, Malin did not recognize his mother and felt embarrassed by his poor appearance ...</p> <p>(Dramatic pause) "Who are you, old woman? I don't know you!" shouted Malin Kundang coldly." (Low and loud voice)</p> <p>Interaction: "In your opinion, is what Malin Kundang did right? What should</p>
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	<p>Malin Kundang do?" (Invite students to participate) (Observation 1,4,5,6)</p> <p>(In Observations 2 and 3)</p> <p>Opening: "Today we will listen to fairy tales about Lake Toba. Who's ready to hear the story?" (Expressing enthusiasm)</p> <p>then the teacher reads with intonation:</p> <p>"In the North Sumatra area, there is a lake which is very famous for its beauty. This lake is known as Lake Toba. Behind its beauty, there is an interesting legend about the origins of this lake. (Soft voice)</p> <p>Once upon a time, there lived a poor young man who worked as a farmer. One day, while he was fishing in the river, he managed to catch a very large and beautiful fish. The fish had golden scales and radiated a wondrous light. The young</p>
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		<p>man was very happy because he thought he would sell the fish and get money. (voice).</p> <p>then the teacher stopped the story: "However, how surprised the young man was when the fish suddenly spoke to him, "Please, don't kill me. Release me back into the river, and I will give you something more valuable." (pleading voice). They lived happily and had a child named Samosir. Samosir has very large eating habits. One day, because he was very hungry, Samosir ate the food that was supposed to be for his father. Angry, the father said, "You son of a fish!" Toba shouted coldly. (Low and loud voice)</p> <p>Hearing that, the wife was sad because the promise had been broken. He said that</p>
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		<p>he had to return to the underwater kingdom and predicted disaster. Soon after, heavy rains and large floods formed a lake known as Lake Toba, with Samosir Island in the middle, after their son.</p> <p>Interaction: "In your opinion, is what Samosir did right? What should Toba do?" (Invite students to participate)</p> <p>The final observation was made at the 7th meeting with the theme of the story of Noah's Ship (Observation 7)</p> <p>Opening: "Today we will listen to the tale of Noah's Ark. Who's ready to hear the story?" "Have you heard this story before? Raise your hands if you have heard this story!" (Expressing enthusiasm)</p>
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	<p>then the teacher reads with intonation:</p> <p>"Once upon a time, in a very long time ago, there lived a prophet named Noah. Allah chose Noah as a prophet to convey His message to a people who had gone astray and committed many crimes. However, despite Noah's efforts, only a few were willing to listen and follow his teachings. (Soft voice) Allah then ordered Prophet Nuh to build a big ship because a big flood would come as punishment for the disobedient people. Prophet Nuh, with full obedience, began to build the ship amidst the ridicule and ridicule of his people. They thought Noah was crazy because he built ships in a place far from water. (Express in a soft voice)</p> <p>then the teacher stopped the story: "Allah said to Prophet Nuh, "O Nuh, your people</p>
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		<p>have disobeyed. Build a big ship because a big flood will come." (Teacher expresses in dramatic voice)</p> <p>Noah asked, "O Allah, how can I build a ship in the middle of this land?"</p> <p>Allah answered, "Wake up according to My guidance, and pay no attention to their ridicule."</p> <p>So, Prophet Noah started building a ship. His people mocked, "Look at Noah! He built a ship on land! He is crazy!" (The teacher explains in a loud and loud voice)</p> <p>Noah answered, "You will see the truth of God's words." (The teacher's voice returns to softness)</p>
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		<p>After the ship was completed, Allah ordered, "Put into the ship believers and a pair of every kind of animal."</p> <p>Noah called out to his people, "Come into this ship, salvation is here."</p> <p>Only a few want to listen. When everyone was inside, heavy rain began to fall. Noah said to his people who were still outside, "Come in before it's too late!" (teacher shouts)</p> <p>But they refused, "We don't believe it!" (The teacher uses a loud and loud voice)</p> <p>The water overflowed, submerging the entire land. Prophet Noah's ship floated safely. After the water receded, the ship anchored at the top of a mountain.</p>
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		<p>Allah said, "O Noah, get out of the ship and start a new life."</p> <p>Noah gave thanks, "Thank you, O Allah, for Your protection."</p> <p>This story teaches about obedience, patience, and Allah's protection for those who believe.</p> <p>Interaction: "In your opinion, what lesson can you take from this story?" (Invite students to participate)</p>
3.	Prewriting Questions	The teacher invites students to discuss important elements in fairy tales, such as characters, setting and plot.

		<p>then the teacher asks students to make their own lists or concept maps in their notebooks about what they expect from this story. This could include predictions about what will happen, character descriptions, or questions they have.</p> <p>teachers also encourage students to imagine and write about the background of the main characters before the story begins. What do they do every day? What are their dreams and fears?</p> <p>After reading the fairy tale, the teacher asks students to write their responses to the story. Use the ideas they have developed during the prewriting stage.</p> <p>This response could be a review of the story, a letter to a character, or an alternative story with a different ending</p>
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		<p>Lastly, the teacher asks trigger questions such as, "What if the main character made a different decision?" or "What happens after the end of the story?"</p>
5.	Practice Writing	<p>The teacher divides the students into small groups or together with their classmates and asks them to discuss the ideas they wrote in the prewriting stage. They can share their predictions, characters they like or dislike, and interesting story elements. The group can then create a summary or story sketch based on their discussion.</p> <p>After reading the fairy tale, the teacher asks students to write their responses to the story. Use the ideas they have developed during the prewriting stage.</p> <p>This response could be a review of the story, a letter to a character, or an</p>

		<p>alternative story with a different ending.</p> <p>(Observation 1,4,5,6)</p>
5.	Revisi and edit	<p>The teacher guides students in revising their drafts. teachers encourage them to focus on idea development, story structure, and character details. then the teacher teaches editing techniques such as correcting grammar, spelling, and punctuation. Ask students to give each other constructive feedback.</p> <p>(Observation 1,4,5,6)</p>
6.	Assignment	<p>Assignment Title: Retelling the Story</p> <p>Task Description:</p> <p>Students will listen to a fairy tale read by the teacher and then be asked to retell the story. The goal of this assignment is to improve students' listening skills, as well as their ability to respond to and retain the information they hear. Apart from that, this assignment will also train</p>

		<p>students' narrative skills and creativity in telling stories.</p> <p>Task Steps:</p> <ul style="list-style-type: none">▪ The teacher will choose a fairy tale or short story that suits the student's level of understanding and read it clearly and expressively to the class.▪ During reading, students are asked to pay close attention, noting important details in the story, such as characters, setting, plot, conflict, and resolution.▪ After finishing reading, the teacher will give time for students
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		<p>to collect and think back on the stories they have heard.</p> <ul style="list-style-type: none">▪ Students will then be asked to retell the story using their own words and language. They can choose to tell the story orally in front of the class or write it in the form of a short narrative.▪ Students are allowed to add additional details or change some elements in the story according to their imagination and creativity. However, they are expected to maintain the core of the story and the moral message contained in the fairy tale.▪ After all students have finished telling their stories, they can give
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		<p>each other constructive feedback about their presentations and the content of each other's stories.</p> <ul style="list-style-type: none"> ▪ The teacher will evaluate students' listening abilities based on accuracy in responding to the story, ability to reconstruct the story correctly, and the overall quality of the presentation. <p>(Observation 1-7)</p>
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2. The challenges of using fairy tale storytelling to improve English listening skills.

There are four challenges found based on the results of interviews with the students.

The first challenge was students had difficulty focusing on the story. The student said: “We find it difficult to focus on stories because not all

stories are interesting to us. but, if the story is of great interest to us, we will listen carefully.”

The second challenge was students had difficulty with the vocabulary. The student said: “We have difficulty understanding the vocabulary from the fairy tales we hear because we have never studied the vocabulary before, which makes us pay less attention and listen to fairy tales.”

The third challenge was if the story being told was not interesting or relevant to students. “We have lost interest. Stories that are too complicated or not appropriate to our level of understanding can also be a cause and we cannot yet listen carefully and understand long stories.”

The last challenge was the student's lack of self-confidence "I feel like I'm not good enough at English, so I'm afraid of making mistakes." "I'm worried that my pronunciation isn't correct and other people can't understand what I'm saying."

B. Discussion

Researchers have carried out qualitative research using the case study method to collect relevant data. This research specifically focuses on identifying the process of implementing the use of digital story telling media and the challenges experienced by students. In the discussion section, the researcher details the findings obtained from the data collection and analysis

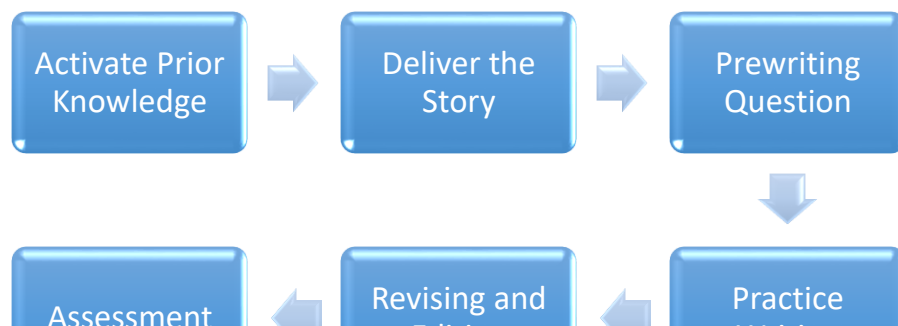
process. The main aim of this discussion is to provide answers to general and specific research questions that have been formulated in the context of this research.

The researcher focused on the following research questions when explaining his findings:

1. How does the process of using fairy tale storytelling improve the teen's listening skills?
2. What are the challenges of using fairy tales to improve their listening skills?

Several important themes and categories that emerged from data collection and analysis were used as core concepts in connecting the findings of this research with previous theories and studies regarding the process of how to implement digital storytelling and the challenges experienced by students in the classroom. The following description explains each research problem discussed in this study:

- a. The Process of Using Fairy Tale Storytelling to Improve the Teen's Listening Skills (Kozdras, 2015)



As can be seen in Figure 4.1, the process of maximizing fairy tale storytelling illustrates 6 stages that researchers pay attention to with a focus on teacher activities from the beginning to the end of the learning session. Even though the sequence of teacher activities is not always the same, the concept remains the same.

In the first stage, the teacher activates previous knowledge by asking trigger questions before telling the story. The teacher can ask about the elements in the fairy tale and whether the students are familiar with the story that will be told. For example, the teacher might ask, "What are the elements of a fairy tale?" or "Have you heard the story I'm going to tell you today?" These questions help prepare students to receive new material by connecting to the knowledge they already have. The results of the research are in line with the initial process of implementing Kozdras (2015) in that the teacher asked open questions about fairy tales and the teacher asked other questions related to their initial knowledge.

After asking the trigger questions, the teacher then tells the story. In the process, the teacher delivers the system by playing fairy tale videos on YouTube. During the video playback, it is interspersed with explanations of key words, how to pronounce them, and the meaning of these words. So the teacher is not silent during the video playback but the teacher occasionally stops the video while explaining. This is in line with previous research that teachers, while delivering material, stop at key points to discuss the story in more depth and open a question session if students have questions (Kozdras, 2015).

The third stage is after reading the fairy tale, the teacher asks students to provide their responses to the story using the ideas they developed in the pre-writing stage, which can be in the form of in-depth observations of the plot, characters and themes of the story, letters to characters in the story expressing their understanding of these characters, or creating alternative stories with different plots to explore different narrative possibilities. This research aligns with Kozdras (2015) approach, wherein teachers engage students in critical thinking by presenting pre-writing questions that delve into various aspects of fairy tales. These questions prompt students to analyze character motivations, predict potential outcomes, and reflect on the moral dilemmas presented within the narrative. By incorporating such pre-writing activities, educators foster an environment that encourages active

and deep engagement with the text, thereby promoting comprehensive understanding and critical analysis skills among students.

Kozdras (2015) states that in the writing practice step teachers help students create fairy tales and encourage creativity and originality while including key elements such as magic, moral lessons, and character development. This statement is in line with this research that after prewriting questions, the teacher then divides the students into several groups and asks them to discuss the ideas they have gotten at the prewriting question stage. At this stage the teacher also provides periodic guidance to each student so that their fairy tale writing is in accordance with the storyline created.

The fifth stage is the teacher provide in-depth guidance to students in the process of revising their works, emphasizing the importance of focusing on developing ideas, refining the story, improving the narrative structure, and elaborating on character details. Apart from that, teachers also teach editing techniques which include grammar correction, spell checking, and proper punctuation. In addition, students are also asked to provide constructive feedback to each other, creating a cooperative and constructive learning environment. This research is in line with research from Kozdras (2015) teacher help students revise and edit their written work or fairy tale assignments, providing feedback on plot coherence, character development, use of language, and overall storytelling effectiveness. Additionally,

teachers also encourage peer review sessions where students can provide constructive feedback to each other, fostering a collaborative learning environment that supports and enriches their writing experience.

The final stage is when the teacher assesses students in class in the form of Retelling the Story. Students will listen to a fairy tale read by the teacher and then be asked to retell the story. The goal of this assignment is to improve students' listening skills, as well as their ability to respond to and retain the information they hear. Apart from that, this assignment will also train students' narrative skills and creativity in telling stories. This research is in line with research from Kozdras (2015). However, this research uses storyboards and their written stories, while the schools studied only use assessments of their written stories. After collecting their storyboards and written stories, provide in-depth feedback. Focus on the points they did well, such as clarity of narrative structure or rich use of imagination, and provide constructive suggestions for areas that could be improved, such as deeper character development or story arc enhancements. By providing detailed feedback, you can help students improve their storytelling skills significantly.

b. The Challenges of Using Fairy Tales to Improve Their Listening Skills

The first challenge The first challenge faced by students was their difficulty in focusing on the story. One student articulated, "We find it difficult to focus on stories because not all stories capture our interest. However, if a story resonates with us, we'll engage attentively, listening intently to every detail." This research is in line with Apsari and Satriani (2016) Difficulties in Learning: Students often experience difficulties in understanding and mastering English, which hinders their ability to express opinions clearly and participate actively in class discussions or other learning activities.

The second challenge is when students face difficulties in understanding the vocabulary used in the fairy tales they hear. These students stated that their difficulties were because they had never studied these subjects before, so this caused them to pay less attention and focus in listening to the fairy tales. This research is in line with research conducted by Apsari and Satriani (2016) The Role of Increasing Vocabulary: Increasing vocabulary is expected to help students feel more comfortable and confident in using English, so that they can participate more actively in learning activities.

The third challenge is when students feel that the story being told is not interesting or relevant to them, so they start to lose interest. Apart from that, if the story is too complicated or exceeds their level of understanding, this can also cause them to be unable to listen carefully and understand in depth the long story. This research is in line with research conducted by Apsari and

Satriani (2016). The main challenge in using storytelling in teaching English is closely related to students' language abilities. One significant obstacle is language limitations, including lack of understanding, limited grammar, and incorrect pronunciation. These limitations are the main obstacles in implementing existing teaching programs.

The final challenge is when students feel less confident because they are not good at English, so they are afraid of making mistakes. These worries often make students feel anxious every time they have to speak or tell a story in front of the class. One of the things that students fear most is incorrect pronunciation. they worry that if they mispronounce the words, others will not be able to understand what the student is saying. This makes students hesitate to speak because students don't want to look stupid or confuse other people. This lack of self-confidence is a big obstacle for students, especially when they have to make presentations or tell stories in English. Even though students strive to learn and improve their English skills, this fear persists and often hinders students' ability to perform well in public. they want to feel more confident, but worry about others' pronunciation and understanding what students say. This research is in line with research by Apsari and Satriani (2016), namely Inability to Convey Ideas: Language limitations often hinder students' ability to convey ideas accurately and clearly. Difficulty in finding the right words can also reduce students' confidence in using English.