

CHAPTER V

CLOSURE

A. Conclusion

This research aims to describe how the use of fairy tales can maximize listening skills as well as the process and challenges faced in its implementation. The method used in this research is a case study design, which allows researchers to collect qualitative findings through in-depth interviews and direct classroom observations.

1. The first research question: The process of using fairy tale storytelling to improve the teen's listening skills is:

The statement of this research

How does the process of using fairy tale storytelling improve the teen's listening skills?

In implementing the storytelling method in English classes, there are six important steps. The first step is to activate previous knowledge by inviting students to share their understanding of fairy tale elements such as magical creatures, heroes, villains, and moral lessons. The second step is storytelling, where the teacher uses varied intonation, facial expressions and body movements to attract students' attention, assisted by an LCD projector and the YouTube application. The third

step is pre-writing questions, where students discuss the important elements in the fairy tale and create a list or concept map about the story. The fourth step is a writing exercise, where students in small groups discuss their ideas, summarize the story, and write responses to the fairy tales read. The fifth step is revision and editing. Teachers help students revise their drafts by focusing on idea development, story structure, and character details, as well as teaching editing techniques such as grammar and spelling. The final step is assessment and retelling. Students are asked to retell fairy tales in front of the class to practice their listening, responding, as well as narrative and creativity skills.

2. The second research question: Teens' perceptions of using fairy tales to improve their listening skills is:

The statement of this research

What are the challenges of using fairy tales to improve their listening skills?

The first challenge students face is their difficulty in focusing on the story. One student stated that he found it difficult to focus on stories because not all stories held our interest. However, if a story interests us, we will engage attentively, listening carefully to every detail. The second challenge is when students have difficulty understanding the vocabulary used in the fairy tales they hear. These students stated that

their difficulties were because they had never studied this subject before, which caused them to pay less attention and focus when listening to fairy tales. 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. In addition, 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 long stories in depth.

The final challenge is when students feel lack of self-confidence they are not good enough in English, so I am afraid of making mistakes. This worry often makes 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.

B. Suggestions

1. Teacher

Research findings show that integrating fairy tales into classroom activities can be a very efficient strategy for improving students' listening skills.

It is recommended that teachers consider routinely using fairy tales in their lesson plans. By creating interesting and interactive storytelling sessions, teachers can make the learning process more interesting and beneficial for high school-level students. In addition, teachers are encouraged to choose fairy tales that suit students' interests and level of understanding and use a variety of techniques to provide a vivid fairy tale experience. Integrating fairy tales with other activities, such as discussions, questions and answers, and creative assignments, can also increase student understanding and engagement.

2. Students

The findings of this study highlight the benefits of positive storytelling in improving listening skills. Students are expected to be more interested in listening to English stories, both inside and outside the classroom, by using fairy tales as a learning tool. Students can improve their listening skills by actively participating in storytelling sessions, asking questions, and discussing the stories they hear. Apart from that, they can also listen to English fairy tales independently at home as additional practice to improve vocabulary understanding.

3. Other Researcher

Based on the findings of this research, it is recommended that future researchers research further into the use of fairy tales in developing skills other

than listening, such as speaking, reading, and writing. Researchers can explore how fairy tales can be used to improve speaking skills by encouraging students to retell or create their versions of the story. In addition, further research can be carried out to develop new techniques that can attract students' interest in learning English, such as combining fairy tales with digital technology