AN ANALYSIS OF THE ELEVENTH-GRADE STUDENTS' ABILITY IN COMPREHENDING FAIRY TALES AT SMK 1 MUHAMMADIYAH PADANG

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GELEGAR
2010013121021

ENGLISH DEPARTMENT
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HALAMAN PERSETUJUAN SKRIPSI

Nama	:	Gelegar
NPM	:	2010013121021
Program Studi	:	Pendidikan Bahasa Inggris
Jurusan	:	Pendidikan Bahasa Inggris
Fakultas	:	Keguruan dan Ilmu Pendidikan
Judul Skripsi	:	An Analysis of the Eleventh-Grade Students' Ability in Comprehending Fairy Tales at SMK 1 Muhammadiyah Padang

Padang, 30 Juli 2025

Pembimbing

Fitrina Harmaini, S.S., M.A

Diketahui oleh:

Dekan Fakultas Keguruan dan Ilmu Pendidikan

Dr. Yetty Morelent, M. Hum

Ketua Program Studi Pendidikan Bahasa Inggris

Dr. Joni Alfino, S.Pd, M. Pd

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Nama	:	Gelegar
NPM	:	2010013121021
Program Studi	:	Pendidikan Bahasa Inggris
Jurusan	:	Pendidikan Bahasa Inggris
Fakultas	:	Keguruan dan Ilmu Pendidikan
Judul Skripsi	:	An Analysis of the Eleventh-Grade Students' Ability in Comprehending Fairy Tales at SMK 1 Muhammadiyah Padang

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Tim Penguji Skripsi

NAMA	**Tanda Tangan**
1. Dr. Lely Refnita, M. Pd	
2. Dra. Lisa Tavriyanti, M. Pd	
3. Fitrina Harmaini, S.S., M.A	

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The Researcher

Gelegar

ABSTRACT

Gelegar. 2025. ***An Analysis of the Eleventh Grade Students' Ability in Comprehending Fairy Tales at SMK 1 Muhammadiyah Padang***

Advisor: **Fitrina Harmaini, S.S., M.A.**

The purpose of this study is to describe the ability of the eleventh-grade students in comprehending fairy tales at SMK 1 Muhammadiyah Padang in the academic year 2024/2025. The population of this study was the eleventh-grade students at SMK 1 Muhammadiyah Padang, totaling 89 students from three classes. The researcher used convenience sampling technique to select 14 students as the sample. The instrument used was a reading comprehension test consisting of 25 short-answer items, covering three indicators: character traits, setting of time and place, and moral messages. The test was scored by two raters, and the reliability was measured using the Pearson Product Moment formula. The result showed a correlation coefficient of 0.72, indicating that the test was reliable.

In general, the results showed that the overall ability of the students in comprehending fairy tales was low. This was supported by the fact that 13 students (92.86%) had low ability and only 1 student (7.14%) had high ability. In terms of character traits, 11 students (78.57%) had high ability and 3 students (21.43%) had low ability. In identifying the setting of time and place, 7 students (50%) had high ability and 7 students (50%) had low ability. Meanwhile, in identifying moral messages, all 14 students (100%) were in the low ability category.

Based on the result of data analysis, it can be concluded that students' ability in comprehending fairy tales was generally low, especially in identifying moral messages. In this regard, the research proposes some suggestions to English teachers, students, and future researchers. English teachers are encouraged to apply varied instructional strategies, such as story mapping, guided discussions, and inferential questioning, to enhance students' higher-order thinking skills. Students are advised to actively practice reading comprehension through identifying narrative elements and discussing story meanings. Finally, future researchers are suggested to explore the use of multimedia and interactive storytelling to improve students' comprehension of literary texts.

Keywords: Reading Comprehension, Fairy Tales, Character Traits, Setting, Moral Message

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CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, the research question, the purpose of the study, the significance of the problem, and defintions of the key terms.

1.1 The Background of the Problem

English has become a compulsory subject in schools, and English course have been widely established throughout Indonesia to help people achieve proficiency in English. In learning English, students should master four language skills namely listening, speaking, reading, and writting. Among the four skills, reading skills are the most important skill for students to study in order to be able to use English for comprehending purpose.

Reading is one of the skills with listening, speaking, and writing which the students need to master in language learning. The ability to read and to extract meaning from text is a fundamental skill necessary for most forms of personal learning, intellectual growth, and educational attainment. Many students struggle with effectively comprehending what they read. Learning to read well is a long-term developmental process. At the end point, the proficient adult reader can read a variety of materials with ease and interest, can read for varying purposes, and can read with comprehension even when the material is neither easy to understand nor intrinsically interesting.

Reading is not a straight forward process of removing words from the page. It is a complex problem-solving process in which readers understand a text

not just from the words and sentences on the page, but from the ideas, memories, and knowledge evoked by those words and sentences as well as experiences. The reading process is related to the form of language, while comprehension is related to the final result related to the content of the language. Additionally, reading builds a relationship between the writer and the reader. This involves recognizing words, phrases, and clauses, and in some cases. This can be considered a simpler process than comprehension. To test reading comprehending students must understand several types of texts, including fairy tales. Fairy tales are an ancient form of literature that narrate stories about external events and ordinary things infused with fantasy elements, depicting situations that do not occur in real life (Habsari, 2017).

Fairy tales can be described as fictional or imaginary stories, as also explained by Habsari (2017). Fiction is a narrative work whose content does not show the historical truth. Fiction implies a work that tells something that did not actually happen so there is not need to look for the truth in the real world. Apart from that, the aim of fiction is for students to have fun and develop their imagination, because it is fiction and is available in various types, one of which are fairy tales.

Based on observations during a three-month teaching practicum at SMK 1 Muhammadiyah Padang, the researcher was assigned to teach English to three classes of eleventh-grade students. In teaching narrative materials, the focus was on fairy tales, particularly on identifying the protagonist, setting of place, and setting of time. After the discussion sessions, tests were administered to assess

students' comprehension. However, some students were unable to answer questions that had been previously covered. This situation prompted the researcher to investigate the students' ability in comprehending fairy tales.

Based on this issue, the researcher is interested in conducting a study titled **"An Analysis of Eleventh Grade Students' Ability in Comprehending of Fairy Tales at SMK 1 Muhammadiyah Padang."**

1.2 The Identification of the Problem

Reading is one of the essential skills that students must master, as it plays a crucial role in supporting their overall academic achievement. However, in the learning process, particularly when dealing with fairy tales, many students still face notable difficulties in achieving good comprehension. These difficulties become apparent when students are required to analyze and understand specific elements of the story.

The first problem is related to the identification of character traits. Although characters in fairy tales are generally portrayed with distinct roles and recognizable attributes, some students are unable to interpret these traits correctly. They often confuse the roles of main and supporting characters or fail to associate the characters' actions and dialogue with the traits they represent. This leads to inaccurate descriptions and misunderstandings about the characters' roles in the plot.

The second problem concerns the understanding of the story's setting. Students frequently struggle to determine both the place where the events occur

and the time in which they take place. This lack of clarity often results in vague or incorrect descriptions of the story's background, which can disrupt their overall comprehension of the narrative.

The third problem is the difficulty in interpreting the moral message. Many students are unable to clearly extract the values or lessons intended by the author. As a result, their explanations tend to be general, incomplete, or unrelated to the main events of the story. This issue indicates a gap in higher-order thinking skills, such as the ability to infer and connect story events with moral implications.

These problems collectively show that students' comprehension of fairy tales remains limited, particularly in the areas of character traits, settings, and moral messages. Addressing these issues is essential to help students develop deeper and more accurate reading comprehension skills.

1.3 The Limitation of the Problem

This study is limited to examining the comprehension of fairy tales among eleventh-grade students of SMK 1 Muhammdiyah Padang. The analysis specifically focuses on the students' ability to identify character traits, settings, and moral messages presented in the stories.

1.4 The Formulation of the Problem

Based on the limitation of the problem above, and the formulation of the research problem: "What is the level of eleventh-grade students' comprehension in reading fairy tales at SMK 1 Muhammadiyah Padang?"

1.5 Research Questions

Considering the formulation of the problem above, the research questions of this study were as follows:

1. How well do the students comprehend characters traits in fairy tales?
2. How well do the students comprehend the settings of time and place?
3. How well do the students comprehend moral messages?

1.6 The Purpose of the Research

The purpose of this research is to find out the eleventh-grade students' comprehension of fairy tales at SMK 1 Muhammadiyah Padang:

1. To find out the students' ability to comprehend character traits in fairy tales at SMK 1 Muhammadiyah Padang.
2. To find out the students' ability to comprehend the setting of place and time in fairytales at SMK 1 Muhammadiyah Padang.
3. To find out the students' ability to comprehend moral messages at SMK 1 Muhammadiyah Padang.

1.7 The Significance of the Research

The researcher expects that the findings of this research will provide several benefits to researchers, students, and teachers. For students, they can increase their imagination after reading fairytales and they can be novelists, comic creators, etc. For the teacher this study can assist English teachers in determining their students' comprehension of fairy tales, for researchers, this study will help future researchers for their research.

1.8 The Definition of the Key Terms

To avoid misunderstanding about research results, the researcher defines the key terms used in this study:

1. Characters are the individuals, animals, or supernatural beings in a story that play specific roles in developing the plot and theme. They are often portrayed with distinct traits, behaviors, and motivations, and may represent archetypes such as heroes, villains, or helpers, which help convey the story's meaning and moral values.
2. Setting is an essential element in a story because it provides the background of the time and place where the events happen, and it helps build the structure of the narrative.
3. A moral message is the lesson or value conveyed through a story, which guides readers in distinguishing right from wrong behavior.