

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

THESIS



**GELEGAR
2010013121021**

**ENGLISH DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
BUNG HATTA UNIVERSITY
2025**

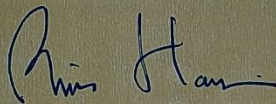
UNIVERSITAS BUNG HATTA

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

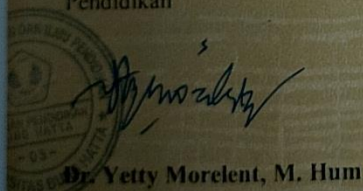
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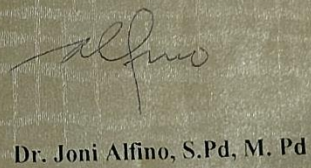
Fitrina Harmaini, S.S., M.A

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

Dinyatakan LULUS setelah dipertahankan di depan Tim Penguji Skripsi Program Studi Pendidikan Bahasa Inggris Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Bung Hatta pada hari Rabu, 30 Juli 2025.

Tim Penguji Skripsi

NAMA

Tanda Tangan

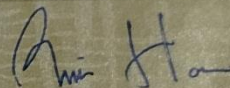
1. Dr. Lely Refnita, M. Pd



2. Dra. Lisa Tavriyanti, M. Pd



3. Fitrina Harmaini, S.S., M.A



ACKNOWLEDGEMENT

First of all, the researcher would like to express his deepest gratitude to Allah SWT for granting him the opportunity, inspiration, and good health, which enabled him to complete this thesis. He also sends his sholawat and salam to the Prophet Muhammad SAW. This thesis, entitled *“An Analysis of the Eleventh Grade Students’ Ability in Comprehending Fairy Tales at SMK 1 Muhammadiyah Padang,”* is submitted as a partial fulfillment of the requirements for the degree of Sarjana (S1) in English Education at the Faculty of Teacher Training and Education, Bung Hatta University.

There are many people who have helped and supported the researcher in completing this thesis. Therefore, he would like to express his sincere gratitude to his advisor, **Fitrina Harmaini, S.S., M.A.**, for her valuable time, guidance, input, and expertise that greatly contributed to the completion of this thesis. He also expresses his heartfelt thanks to his supervisors, **Dr. Lely Refnita, M.Pd.**, and **Dra. Lisa Tavriyanti, M.Pd.**, for their continuous support and insightful suggestions during the writing process. Furthermore, the researcher would like to extend his deepest appreciation to **Dr. Yetty Morelent, M.Hum.**, as the former Dean of the Faculty of Teacher Training and Education, and to **Dr. Joni Alfino, S.Pd, M.Pd.**, as the current Dean. He is also thankful to all the lecturers who have taught and guided him throughout his studies at the English Department of Bung Hatta University.

Special thanks are also addressed to **Yuhendrita, S.Pd.**, an English teacher at **SMKN 1 Muhammadiyah Padang**, for her assistance and cooperation during the data collection process.

The researcher would especially like to thank his beloved parents, **Faedal Castro** and **Zainab**, for their endless support, motivation, and prayers. He is also grateful to his younger brother, **Buana**, for his constant encouragement. He also wishes to give special appreciation to his partner, **Puti Khairani**, who has always supported, accompanied, and helped him throughout this journey. He is truly thankful to his close friends, **Iqbal Vilihanda, S.T.**, and **Ikhsanul Fikri**, for their companionship and mutual support during the thesis writing process. Lastly, sincere thanks are extended to all his classmates in the English Department at Bung Hatta University.

Finally, the researcher hopes that this thesis can be beneficial and inspiring. He realizes that this work is not perfect and sincerely welcomes any suggestions and constructive criticism from the readers.

Padang, August 2025
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 definitions of the key terms.