

Fairy Tales in the Classroom: Investigating the Effect of English Fairy Tales on Vocabulary Mastery

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Abstract

This research aims to determine the effect of English fairy tales on students' vocabulary mastery. The research employed a true experiment design with 66 eighth-grade students from MTs Masalikil Huda Tahunan, who were divided into two groups: a control group and an experimental group. The pre-test and post-test were conducted to assess students' comprehension and fluency in English fairy tales before and after the treatment. In this research, the experimental group showed a significant improvement in vocabulary mastery, with a mean post-test score of 81.35, while the control group had a mean score of 69.06. The result of statistical analysis conducted by independent sample t-test showed a significant difference between the two groups ($0.000 < 0.05$), indicating that the use of English fairy tales in vocabulary mastery effectively improved students' learning outcomes. This research found that fairy tale techniques with interactive media, such as videos, can help students improve their vocabulary mastery.

Keywords: English fairy tales, English for language, Vocabulary

INTRODUCTION

Acquiring English language skills is important. The basic abilities in English include listening, speaking, reading, and writing. In addition, there are extra skills in vocabulary, grammar, and pronunciation that offer assistance. The main focus is on vocabulary because it helps with pronunciation and grammar. Additionally, acquiring vocabulary is crucial for developing listening, speaking, reading, and writing skills (Johannes Dimara, 2022). The mastery of vocabulary in terms of superficial knowledge refers to the overall number of words that an individual knows. To enhance their academic skills and learn more efficiently, students must acquire a significant vocabulary. They should also become proficient in the vocabulary appropriate for their educational level (Maryamah, 2021). Language vocabulary plays an important role in building good communication between a person and an interlocutor as it forms the foundation of the language, particularly in English (Nurdin et al., 2022). Teaching English well and efficiently is not easy. Therefore, English instructors need to be skilled in planning and overseeing classroom activities.

EFL learners often find it challenging to master vocabulary due to the complexities of pronunciation and comprehension, which leads to their hesitation in learning new words. Vocabulary is essential for language development. Students utilize vocabulary to express their ideas, thoughts, and emotions. Students with limited vocabulary may struggle to comprehend what others are saying and will find it difficult to construct sentences (Umar et al., 2022). Students frequently encounter obstacles while trying to learn English vocabulary, such as struggles with pronunciation, which arise from the disparities between the spoken and written versions of the language. For instance, when students articulate the words muscle, listen, write, honor, and honesty. Certain words with silent letters pose a challenge, particularly for Indonesian students. Mispronunciation frequently occurs due to the differences in sound between English and the student's first language (Siddiqua et al., 2010). Based on the problems experienced by students at MTs Masalikil Huda, students have difficulty writing, spelling, pronouncing, and memorizing vocabulary. Students only know the vocabulary taught on that day and the next day it will be forgotten because students do not apply it. Factors that make it difficult for students to memorize vocabulary are self-confidence, lack of emphasis on reading some vocabulary, and lack

of learning-by-remembering habits so that they cannot develop their ideas and thoughts during class discussions.

Further factors include the teacher using the lecture method, which makes them unresponsive or passive when the teacher teaches. In addition, they are also less interested in English lessons, because students pay less attention when the teacher teaches. Therefore, this learning is less exciting and students' vocabulary becomes low. The problem does not only occur with students but teacher techniques as well. When teachers teach vocabulary, they only ask students to look up the meaning of the new word from the dictionary, this learning process is one of the conventional techniques. The teacher also does not use interactive media, the teacher uses only handbooks and LKS without having any special media in teaching vocabulary. This can make students feel bored and uninterested in learning new vocabulary.

From the above problems, teaching English to junior high school students has several things that need to be considered. In this case, teachers are required to be more innovative in selecting the right methods and media to improve students' ability to master English. Not only that, the thing that needs more attention is to attract students' interest in learning English. Junior high school students, who are typically between the ages of 12 and 15, tend to be more engaged with the idea of 'Learning.' (Ramadhaniarti, 2016). For this reason, teachers must prepare appropriate learning concepts or methods and media to build students' learning motivation. In the research, the investigator aims to show that English Fairy Tales as a medium can assist educators in developing engaging and effective learning experiences for their students. Fairy tales are narratives typically directed toward children that feature enchanting and extraordinary characters like fairies, goblins, and witches, and may occasionally include pixies (Sayer et al., 2018). Furthermore, fairy tales narrate tales to children featuring enchanting and imaginary beings and places.

Fairy tales offer children a means to absorb essential lessons. While certain themes in fairy tales may be fantastical, their overall impact is beneficial and provides essential components for children's growth. According to Jung's analysis, fairy tales instruct children on how to handle conflicts, desires, and fundamental human relationships in a constructive manner (VisikoKnox-Johnson, 2016). Fairy tales have significant potential to serve as a valuable resource in English lessons when teaching English as a Foreign Language (Sulastri & Arifin, 2019). Children's stories feature language that is characteristic of poetry and literary works. Numerous devices provide possibilities for learning foreign languages.

Fairy tales are a form of storytelling that has fascinated both children and adults for centuries. Children who are exposed to fairy tales learn valuable lessons about life and the world around them. Listening, the foundational language skill paves the way for language acquisition. Additionally, fairy tales, which are often the second type of literary text people encounter after lullabies, should be examined alongside this in the context of learning strategies (İlkay Yemenici, 2021). Educators use fairy tales as a resource to assist students in expanding their vocabulary and learning new words. Fairy tales are considered advantageous for students in the process of language acquisition. In language classes, it is important to develop the four skills of reading, writing, speaking, and listening (Rachmawati, 2017).

Several previous studies have explored topics relevant to this research from Dawamah, the results showed that fairy tales can help build children's character and linguistic intelligence (Dawamah et al., 2022). Fairy tales help students become better at language because it makes them accustomed to hearing, which results in a larger vocabulary. To teach students how to make effective and correct sentences. Fairy tales also teach students moral values. Therefore, students can apply the character lessons they learned in their daily lives. Research results show that storytelling, especially fairy tales for children, can improve the character education and linguistic intelligence of students in primary schools. Moreover, Octaviani's research indicated that the videos of English fairy tales enhance narrative writing skills (Oktaviani, 2023). (Arfani, S 2020) noted that the teaching of English pronunciation using fairy tales has been effectively implemented. Fairy tales help students feel comfortable and confident when reading in class, even if their pronunciation isn't perfect yet. The teacher concluded that using fairy tales to present the material offers numerous benefits. The students

were filled with excitement when the teacher handed them the paper that featured the tales of Pinocchio and Thumbelina. The findings of this study indicate that: (1) students find it easier to grasp the material and expand their English vocabulary, (2) using fairy tales to teach English pronunciation effectively enhances students' pronunciation, and (3) students become more engaged and confident when reading texts or fairy tales, demonstrating improved pronunciation. According to the study by (Abd Rahman et al., 2021), the study involved choosing a sample of 20 individuals out of a total population of 320. The results of this study revealed a notable difference between the average scores of the pre-test and post-test, specifically (1.172<1.438), suggesting that students' vocabulary acquisition enhanced following the treatment. Based on Ramadhaniarti's research this study aims to understand students' perspectives on learning English vocabulary through games (Ramadhaniarti, 2016). The study involved 7th-grade students at SMPN 14 Bengkulu City, with data collected through interviews. The majority of students gave positive responses, stating that playing games was fun, interesting, challenging, and enjoyable. Their positive attitude towards the games and activities showed that they enjoyed learning vocabulary through games. In addition, they also had positive opinions about teachers who incorporated games into vocabulary teaching. Games provide a sense of relaxation and fun, making it easier for students to learn and remember new English words. In addition, the element of friendly competition in games helps to maintain students' interest. Overall, learning vocabulary through games is an effective and engaging approach that can be applied in any classroom environment, effectively preventing students from becoming bored in a traditional passive learning environment.

All previous studies share the commonality of utilizing fairy tales as a means to enhance vocabulary. Nonetheless, there are certain distinctions between the previous research and this research. This research employs fairy tale media, particularly videos, to assist students in their learning journey. There could be studies exploring the use of fairy tale media to enhance various skills, including writing. In this study, researchers employed fairy tale media as an engaging learning approach to enhance vocabulary, helping to keep students interested and motivated.

This research investigates the effect of using fairy tales on students' vocabulary mastery. In this study, the researcher aims to demonstrate that fairy tale media can assist teachers in developing engaging and effective learning experiences for students. Moreover, it can assist students in acquiring and retaining vocabulary more effectively. In the English language learning process, a student's proficiency in using the language both in speaking and writing serves as a sign of their success in mastering English skills.

METHODOLOGY

This research was carried out using quantitative methods. This research employed a true experimental design to examine how English fairy tales influence vocabulary learning in eighth-grade students. A true experimental design guarantees strong internal validity by randomly allocating participants to control and experimental groups. The individuals involved are eighth-grade students from MTs Masalikil Huda Tahunan Jepara. A total of 66 students will be randomly chosen and assigned to two groups. The Experimental Group consists of 34 students from class VIII-B who will engage with English fairy tales, while the Control Group includes 32 students from class VIII-A who will adhere to the regular English curriculum without any inclusion of fairy tales.

The researcher employed pre-tests and post-tests to assess vocabulary proficiency. A pretest is a preliminary assessment used to evaluate students' foundational understanding of the subject before any instructional intervention. In this research, both control and experimental groups participated in a pretest. This assessment was administered to evaluate vocabulary before being given a treatment involving fairy tales. The exam requires one hour of study. The post-test is conducted after the instruction to assess the mastery of the content. This is utilized to evaluate students' advancement in vocabulary mastery following the use of fairy tales, regardless of their effectiveness.

The method employed in the study involved utilizing fairy tales to enhance vocabulary learning. In the experimental group, vocabulary learning was carried out through the use of fairy tales. To begin

with, it will analyze and engage with the chosen English fairy tales. Additionally, during the second meeting, each session will feature reading fairy tales, exploring new vocabulary, and participating in activities connected to the story. One of them involves utilizing the Fairy Tale video. The control class will carry on with their usual English lessons, excluding fairy tales. After the intervention, which consists of four sessions, both groups will complete the same vocabulary post-test as they did for the pre-test. The information collected from the pre-test and post-test will be analyzed using statistical techniques applied to data obtained from SPSS 26. Analyses using descriptive methods, such as mean, median, and standard deviation will be calculated for each group. After that, to compare the mean scores of the experimental and control groups, an independent sample t-test will be conducted. This will evaluate whether there is a statistically significant difference in vocabulary learning between both groups. It is anticipated that the experimental group, which is exposed to English fairy tales, will demonstrate a notable enhancement in vocabulary mastery relative to the control group.

RESULT AND DISCUSSION

The instruments employed in this research were initially evaluated for their validity and reliability. Based on the reliability and validity tests, we can conclude that the instruments used in this study are valid and reliable. The analysis will focus on examining the average difference between the pre-test and post-test scores to evaluate the impact of using fairy tale media on enhancing vocabulary in English language learning. The pre-test data is obtained from a single source, specifically the results of multiple-choice tests conducted before the treatment and assessment.

Subsequently, the study's findings consisted entirely of numerical data derived from the test results. The researcher analyzed the research data using re-test and post-test scores to determine if there was a change in students' vocabulary as a result of English fairy tales. To assess the difference, a t-test was performed. The t-test was employed to assess the average learning outcomes of students in the control class and experiment class to determine whether there was a significant difference between the two groups. In this research, the findings from data analysis conducted with SPSS 26 were presented by the researchers. The following normality test results are presented in the table below.

Table 1. Tes of Normality

Class		Test of Normality		
		Statistic	Df	Sig.
Study result	Pre-test experiment	0.101	34	0.200
	Post-test experiment	0.130	34	0.153
	Pre-test control	0.138	32	0.126
	Post-test control	0.148	32	0.074

According to the output of the normality table, it showed that the significant value for the pre-test in the experimental group is 0.200, while for the control group, it is 0.126. As this value is greater than 0.05, it suggests that the scores for both classes follow a normal distribution. Likewise, the post-test score in the experimental group had a significant value was 0.53, while the student's score in the control Class was 0.074. This suggests that the post-test scores of the students in both classes followed a normal distribution. In addition, the homogeneity test demonstrated a significant value of 0.847, indicating that this value exceeds 0.05, indicating that the data is homogeneous.

To examine the notable differences in scores between the pre-test and post-test more closely, the researcher performed independent sample testing. The findings revealed that the experimental group achieved a top score of 95, in contrast to the control group, which reached a maximum score of 85. The minimum score in the experimental group was 65, whereas the control group recorded a score

of 40. The experimental group had an average pre-test score of 60.44 and a post-test score of 81.35. In comparison, the average pre-test score for the control group was 57.66, while their average post-test score increased to 69.06. This indicates that there was a difference in scores between the experimental group and the control group. The subsequent statistical tables show that the researchers identified notable differences according to the independent sample test.

Table 2. Posttest Score

Group Statistic			
class		N	Mean
Result study	Post-test experiment	34	81.35
	Post-test control	32	69.06

The table above shows that the control group consisted of 32 students, while the experimental group had 34 students. A total of 66 students from both classes participated in this study. The average score for the experimental class was 81.35, compared to 69.06 for the control class. This indicates that there is a notable difference in the post-test average scores between the experimental group and the control group, as the experimental class achieved a higher mean value than the control class.

Table 3. Independent Sample t-test

				t-test for Equality of Means						
				t	df	Sig.(2-tailed)	Mean Difference	Std.Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Study result	Equal variances assumed	0.038	0.847	5.481	64	0.000	12.290	2.243	7.810	16.770
	Equal variances not assumed.			5.471	63.111	0.000	12.290	2.246	7.810	16.780

According to the analysis from the Independent sample, the t-test indicates that the calculated t-value for the variance assumption is 5.481, and the two-tailed significance level is 0.000. According to hypothesis testing criteria, if the significance level for a two-tailed test exceeds 0.05, the null hypothesis (H_0) is accepted while the alternative hypothesis (H_a) is rejected. If the significance value is less than 0.05, the null hypothesis (H_0) will be dismissed, and the alternative hypothesis (H_a) will be accepted. Since the Sig (2-tailed) probability value is 0.000, which is below 0.05, we will dismiss the null hypothesis (H_0). These findings underscore a notable disparity in how effective English fairy tales are in enhancing vocabulary for eighth-grade students.

In conducting this study, the researcher used English fairy tales as a unique method to assist students in expanding their vocabulary. The use of fairy tales and videos can increase students' enthusiasm to learn new vocabulary in English. Before using English fairy tales to increase engagement and understanding in learning, the researcher gave a pre-test to assess students' vocabulary ability with narrative content. The experimental group was given the treatment by the researcher, while the control group underwent the traditional method. The researcher then administered the post-test to both groups. The post-test was used to evaluate students' vocabulary ability after the treatment.

The approach involves utilizing an English fairy tale to enhance vocabulary comprehension through both reading a story and viewing a fairy tale video. Each student is instructed to watch the video and take note of the vocabulary they hear. This method can create an enjoyable learning experience, as watching the video keeps students engaged and excited about listening and learning new vocabulary.

The findings show that incorporating English fairy tales in this study effectively improved

students' vocabulary teaching ability. The findings indicated that students in the experimental group achieved higher scores than those in the control group. This can be seen from the mean post-test scores, which were 69.06 for the control group and 81.35 for the experimental group. Furthermore, as illustrated in the table, the significance value of the post-test (2-tailed) value is less than the 5% significance level ($0.000 < 0.05$). This suggests that H_a is confirmed and H_0 is dismissed. This indicates that there is a notable disparity in students' post-test scores following the treatment. The post-test scores of the students, measured after the intervention, indicate that their vocabulary has improved. This indicates that employing fairy tales to enhance vocabulary learning in the eighth grade at MTs Masalikil Huda Tahunan is beneficial. This study concludes that fairy tales serve as an excellent tool for improving vocabulary instruction, as they create a rich context for educators to introduce narrative structure and essential components like plot, setting, characters, event organization, and the overarching themes of the story. According to (Rachmawati, 2017), employing fairy tale techniques in vocabulary instruction can enhance students' vocabulary skills. Interactive media, like videos, can assist students in enhancing their vocabulary.

CONCLUSION

This research employed a quantitative methodology and a true experimental research approach to investigate the effect of English fairy tales on vocabulary mastery. The study included two classes from MTs Masalikil Huda Tahunan, consisting of 66 eighth-grade students. The researcher administered pre-tests and post-tests to assess students' foundational knowledge of the topic and their vocabulary mastery through the use of English fairy tales. The experimental group achieved an average score of 81.35, whereas the control group had an average score of 69.06. The researchers discovered that the experimental group achieved a higher average score, suggesting that using English fairy tales to enhance vocabulary skills at MTs Masalikil Huda Tahunan is effective. The experimental group had a greater mean score than the control group, displaying a 2-tailed significance of $0.000 < 0.05$, indicating significant variation in students' post-test scores. The researcher employed English fairy tales as a method to enhance students' vocabulary mastery. The experimental group was provided with treatment, while the control group underwent the traditional method. The post-test scores of the students indicated that their vocabulary had improved, and employing fairy tales to enhance vocabulary learning is beneficial.

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