

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

In this chapter, the researcher presents the findings and discussion of the study. Data obtained from observations, interviews and documentation discussed about the theories and concepts of the previous chapter. This chapter discusses Teaching Reading by using Short story the Golden Star Fruit Tree for 9<sup>th</sup> grade Students of MTSN 1 Sampang.

#### **A. Research Finding**

In this study, the researcher would like to explain the research findings based on the focus of the study, How does the teacher teach reading by using Short Story the Golden Star Fruit Tree for 9<sup>th</sup> grade Students of MTSN 1 Sampang and What are the benefits of using Short Story the Golden Star Fruit Tree for 9<sup>th</sup> grade Students of MTSN 1 Sampang,

This section explains the findings of teachers teaching reading by using Short story the golden star fruit tree in the teaching and learning process, especially for Class 9C students. The researcher used several steps to explain these findings. In the first part, the researcher explains how does the teacher teach reading by using short story the golden star fruit tree for 9<sup>th</sup> Grade students of MTSN 1 Sampang, The Second the researcher explains What are the benefits of using Short story the golden star fruit tree for 9<sup>th</sup> Grade students of MTSN 1 Sampang, the researcher not only made observations but also interviewed several students to get the data needed by the researcher. and teachers who teach in class 9C and principals as respondents.

## 1. The Teacher Teaching Reading by using Short Story The Golden Star Fruit Tree for 9<sup>th</sup> grade Students of MTSN 1 Sampang

In this section the researcher conducted observation and interviews to collect data. Researcher conducted observations on 25 January 2024 to 22 February 2024. From the observation of researcher will determine the Teacher Teaching Reading by using Short Story The Golden Star Fruit Tree for 9<sup>th</sup> C grade Students of MTSN 1 Sampang observation were made on Thursday 25 January 2024, In this meeting the researcher is non participant and the teacher is Mrs Anik Rahmadiyah. Types of short stories used by teacher in teaching children English short stories themed folktales entitled “The Golden Star fruit Tree in class 9c MTSN 1 Sampang

### A. Observations Results

#### 1. First Observation

Researcher observed on Thursday 25 January 2024 Researcher came to school and observed what the teacher did to students after entering the classroom starting at 11.00 to 12.00, There are three steps in the proces of teaching short story folktale entitled “The golden star fruit tree” in grade 9C MTSN 1 Sampang, namely Pre teaching, while teaching, and post teaching, of these steps will be described by researcher as follows<sup>1</sup>

#### A. Pre Teaching

Before the teacher starts the lesson, first the teacher greets the students, after which the teacher asks how the students are doing

Teacher : “Assalamualaikum Wr.Wb.”  
Students : “Waalaikum salam Wr.Wb.”  
Teacher : “Good Morning Students?”  
Students: “Good Morning mam”  
Teacher: “How Are you today?”

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<sup>1</sup> The first observation was made on Thursday, 25 January 2024, starting at 11.00 s/d12.00.

Students: "I'm fine thank you, and you?"

Teacher: "I'm fine too thank you"

After that the teacher checks attendance to see which students present and absent, after which the teacher invites students to pray by asking students to read basmalah together.

#### B. While teaching

- The teacher stands in front of the students while asking the students to listen
- Teacher gives a Text and introduces the material of folktales short story The golden star fruit tree
- Teacher told the students to read the text of the golden star fruit tree first
- Teacher analyzes intrinsic and extrinsic elements the background of the story, including its origins if known, as well as the importance of the story in a particular culture or tradition.
- Students are given a general idea of what they expect to find in the story.
- Teacher began story telling about story the golden star fruit tree
- Teacher analyze themes, plot ,Setting, background, characters, problem solving, ending of story, conclusion and moral in the short story The golden star fruit tree
- Teacher asks students to answer the question What is the theme of the Story and where is the setting where the events took place, and who are the characters who play a good or evil role in the story
- Teacher concludes the content of the story and asks the students what is the moral value in the story
- Teacher divides 3 groups to give a tasks

- Teacher gives 1 sheet of paper containing 10 Questions and 1 sheet of cardboard to answer questions to each group
- Teacher tell students to discuss with their groups and give time to ask questions related to the material that has been submitted

In addition the Teacher provide encouragement and motivation to students about learning short stories folktales the golden star fruit tree in Class 9 C at MTSN 1 Sampang then the teacher walked while following the class to ask whether students already understand or not, about what has been explained, after that there are 3 students who asked question namely Daniel Lukman and Nadia.

Daniel : “mam what is greedy older brother?”

Teacher : “The words *Greedy elder brother* mean this brother is a person who really wants to have excessive wealth and possessions, without thinking about the interests of other people. He tends to be selfish and doesn't care about the goodness or needs of other people". Do you understand Daniel?”

Daniel: “Yes mam, I understand So the moral of this story is that we as humans should not be *greedy*”

Teacher : “That's right Daniel”

Lukman: “Who is the figures antagonist and protagonist in the story mam?”

Teacher : “The protagonist is a good character while the antagonist is an evil character Please read in the first paragraph in the story” *an old man in vietnam has 2 sons who have different attitudes, his older brother is very greedy and his younger brother is very kind.* “so who are the good and evil characters.?”

Lukman: “So the good character is his *younger brother* while the bad character is his *older brother.*”

Teacher : “That's right, Lukman”

Nadia : “I want to ask Mam what is the background and setting?”

Teacher : “Setting is the social cultural and historical condition that serves as the background for the story or forms the theme and the plot of the story while the setting when and where the place and time the story takes place.”

Nadia : “So that means the place of the story is in *vietnam* isn't mam?”

Teacher : “yes it's true”

After the discussion finally each group has answered all the questions and question papers and answers will soon be collected to the teacher

### C. Post teaching

Before that the teacher asks students to summarize the themes and moral messages contained in the short story and motivates the students to greet and learn, then the teacher asks the students to close today's meeting by reading alhamdulillah together.

## 2. Second Observation

Researcher observed on Thursday, February 1, 2024, researcher came to school and observed what teacher did to students after entering the classroom starting at 11.00 to 12.00 There are 3 steps of teaching short story Strategy in folktales entitled "The Golden star fruit tree" in class 9C MTSN 1 Sampang, namely Pre teaching, while teaching, and post teaching of these steps will be explained by the researcher as follows.<sup>2</sup>

### A. Pre-Teaching

First the teacher greets the students, after which the teacher asks how the students are doing, and before starting the lesson,

Teacher: "Assalamualaikum Wr. Wb."  
Student : "Waalaikum salam Wr.Wb."  
Teacher : "Good Afternoon, Students ?"  
Students: "Good afternoon Mam."  
Teacher: "How Are you today ?"  
Student: "I'm fine .and you?"  
Teacher: "I'm fine thank you"  
Teacher: "Is there any homework today?"  
Student : "No mam."

After that, the teacher records the attendance of students so that it can be known which students enter and do not enter, after that the teacher invites students to wheel after praying the teacher asks students to read basmalah together.

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<sup>2</sup> The Second observation was made on Thursday, 1 February 2024, starting at 11.00 s/d12.00.

## B. While teaching

- Teacher Introduces the story "The Golden Star Fruit Tree" to students.
- Teacher Provides brief context about Vietnamese stories and culture
- Teacher discuss learning goals and the importance of understanding stories through reading.
- Teacher gives the opportunity to each student to read part of the story section
- The teacher reads the story repeatedly to the students with the correct intonation
- The teacher identifies vocabulary in the story such as, wealthy old man, Vietnam, older brother, and younger brother, golden fruit, the golden star fruit tree ,elder brother, younger brother, greedy
- Teacher train students with drills or repeated in reading vocabulary with the correct intonation

Then the teacher appoints one of the students to read out some vocabulary with the correct intonation in addition to that the teacher gives encouragement and motivation to students about learning English Short Story The Golden Star Fruit Tree for 9C of MTSN 1 Sampang then the teacher while walking and while taking classes.

Teacher: "Do you know how to read *Elder brother*?"

Student: "Yes mam."

Teacher: "Do You know how to read *Rich old man*"?

Student: "Yes mam."

Teacher: "Do you know how to read *Greedy*"?

Student: "Yes mam I knows."

Teacher : "I asked Daniel."

Daniel: "Yes mam."

Teacher: "can you read *elder brother* ?"

Daniel: "Recite the *Elder brother's* vocabulary with the correct intonation or the right voice in terms of volume accurate meaning and desired emotion *Elder brother*."

Teacher: "Yes good."

### C. Post-teaching

The teacher concludes the material and gives motivation to say hello in learning then the teacher asks the students to close today's meeting by reading alhamdulillah together

### 3. Third observation

Researcher observed on Thursday 22 February, 2024 researcher came to school and observed what teacher did to students after entering the classroom starting at 11.00 to 12.00 There are 3 steps of teaching Short Story strategy in folktales entitled "The Golden star fruit tree" in class 9C MTSN 1 Sampang, namely Pre teaching, while teaching, and post teaching of these steps will be explained by the researcher as follows<sup>3</sup>

#### A. Pre-Teaching

First the teacher greets the students, after which the teacher asks how the students are doing, and before starting the lesson,

Teacher : "Assalamualaikum Wr. Wb."

Student : "Waalaikum salam Wr.Wb."

Teacher : "Good Afternoon, Students?"

Students : "Good afternoon Mam."

Teacher : "How Are you today?"

Student : "I'm fine thank you, and you?"

Teacher : "I'm fine too."

Teacher : "Is there any homework today?"

Student : "No mam."

After that, the teacher records the attendance of students so that it can be known which students enter and do not enter, after that the teacher invites students on wheels and asks students to read basmalah together

#### B. While Teaching

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<sup>3</sup> The Third observation was made on Thursday, 22 February 2024, starting at 11.00 s/d12.00.

- Teacher stand in front of students while asking students to listen
- Teacher prepares short story Text the golden star fruit tree
- Teacher told the students to come forward to read the text of the golden star fruit tree short story
- Teacher gives some vocabulary in the story to the students
- Teacher teach students strategies on how to read effectively and
- Teacher have students read the vocabulary with the right intonation and repeated
- Teacher ask students about the Language structure in the story such as orientation, plot and plot, resolution and coda in the text of the golden star fruit tree

Then the teacher appointed one of the students to ask about what has been explained about the Golden star fruit tree short story, besides that the teacher gave encouragement and motivation to students about learning the golden star fruit tree short story at MTSN 1 Sampang ,then the teacher walked while attending class to ask whether the students understood or not ? about what has been explained.

Teacher : “The vocabulary in the story is like *Attitude*, *Long Time ago* ,*Younger brother*, *Golden Star Fruit Tree* and *Greedy*, “do you know what this vocabulary means?”

Students : “No mam.”

Teacher : “If *Attitudes* are good or bad attitudes of someone, *Long time ago* is the time that shows in the past, if the *Younger brother* is a Little brother , if the Golden Star Fruit Tree means a magic tree that can produce gold, if *Greedy* is a selfish person who does not want to share or is greedy.”

Teacher : “Do you understand or not about *the golden star fruit tree* short story.”

Student : “Yes, I understand.”

Teacher : “I asked nadia, so what is the conclusion in the story?”

Nadia : “So the conclusion in the story is that we should not be *greedy* a lot of alms and sharing, if we do good to someone then it produces good results, while greed and evil will face the corresponding consequences.”

Teacher: “Okay good nadia.”

### C. Post-teaching



The teacher concludes the material and motivates students to give greetings during the lesson. Then the teacher asks students to close today's meeting by reading alhamdulillah together. Based on the results of the observations above, the researcher can conclude the findings that the teacher teaches reading the short story the golden star fruit tree for class 9C students. The teacher gives keywords and new words to the students and gives the meaning. This means the students can expand their English vocabulary. Furthermore, the researcher also conducted interviews with teachers and students to support the data and to find out the benefits after teaching and learning using the short story the golden star fruit tree.

## **2. The Benefits of using Short Story The Golden Star Fruit Tree for 9<sup>th</sup> grade students of MTSN 1 Sampang**

The results of Interview the teacher and student regarding the use of the short story The Golden Starfruit Tree in teaching English Mrs. Anik Rahmadiyah "I created a group discussion using the short story The Golden Starfruit Tree so that I can invite students to be actively involved in learning by providing appropriate direction and support, This means that students learn English quickly, such as expanding their English vocabulary in stories and being able to understand the benefits of the short story The Golden Star Fruit Tree. Based on the teacher's statement above, students support it. I can quickly understand the moral message or values contained in the story of The Golden Star Fruit Tree I can learn more about the story, such as the origins of the Golden Tree and the brothers who have different attitudes, the greedy brother and the kind sister make us lose everything, so we must not be greedy because we can lose everything, Based on the results of observations and interviews, it can be seen that Teacher Mrs. Anik

Rahmaniyah gave In group discussions, students can find out the moral message in the story The Golden Star Fruit Tree<sup>4</sup> In the teaching process there must be efforts from teachers who have been prepared such as preparing learning materials because learning requires materials and some preparation of students as well as interesting concepts that stimulate them to be active in class, this is shown when teachers teach Teaching Reading using the short story The Golden Star Fruit Tree for class 9C students at MTSN 1 Sampang. Based on data obtained from observations and interviews, there are several benefits of using the short story The Golden Star Fruit Tree as follows:

#### A. Entertainment

In the teaching process is expected to be able to take over the attention of students to the material presented because of the interesting and entertaining learning can make students more active and confident to learn English such as group discussions applied by Mrs. Anik rahmaniyah in teaching English short stories the golden star fruit tree Based on the results of interviews conducted by researchers there are two statements that come from teachers and students, the first researcher interviewed Mrs. Anik rahmaniyah as an English teacher he said

" Group discussions are very effective in guiding students to better understand the story, including the themes, plots, and characters in my "The Golden Star Fruit Tree" short story, I implement group discussions so that students can share their opinions, understandings, and interpretations of the golden star fruit tree story. This makes<sup>5</sup> learning more interesting and comfortable for children” ” And then the above statement

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<sup>4</sup>Moh. Daniel Fachrillah, class IX C student at MTSN 1 Sampang (Direct interview on 25 January 2024)

<sup>5</sup> Mrs. Anik Rahmaniyah English teacher for class IX C students at MTSN 1 Sampang (Direct interview on 1 February 2024)

was supported by one of the students who said that “I really liked reading the short story The golden star fruit tree because of the interesting storyline, where a rich grandfather has two children with different traits. the problems that arise and the emotional journey of the characters make me interested in following the next story, especially the teacher applies group discussions so that I can participate and voice my opinion. This adds motivation to learn and read the story more vigorously.<sup>6</sup> Based on the statement above, the researcher concluded that teaching the English short story Golden Starfruit Tree through group discussions entertained students and made the learning process enjoyable.

#### B. Moral and ethical lessons

In the process of teaching there must be wisdom that we can like teaching English short story The golden star fruit tree which contains moral Message that we can after reading it because it teaches children about positive values and expected behavior in everyday life is important Based on the results of interviews conducted by researcher there are two statements that come from teachers and students, the first researcher interviewed Mrs. Anik rahmaniyah as an English teacher he said

“in the story The golden star fruit tree students can more easily appreciate the moral message in the story, such as the importance of not being greedy, which is conveyed in an interesting way and captivate the attention of students” and then the above statement is supported by one of the students who said that<sup>7</sup> “I love reading the Golden star fruit Tree folklore short story because of the interesting plot and challenging characters like

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<sup>6</sup> Wilda Nur Diana, class IX C student at MTSN 1 Sampang (Direct interview on 1 February 2024)

<sup>7</sup> Mrs. Anik Rahmaniyah English teacher for class IX C students at MTSN 1 Sampang (Direct interview on 1 February 2024)

the greedy big brother Suffered a tragic fate. When the brother fell into the sea with bags and pockets full of gold, it shows the consequences of his greedy and greedy nature this story taught me about the danger of greed and the importance of a good and humble attitude”<sup>8</sup> Based on the above statement, the researcher concluded that the teacher chose the keyword greedy to make it easier for students to read and understand the moral message in the story such as an older brother who fell into the sea because of his greedy nature.

### C. Language development

In the process of teaching the language it is important that having a broad language helps students in better understanding the texts they read or hear including vocabulary and comprehension, by reading and listening to English short stories The golden star fruit tree based on the results of interviews conducted by researcher there are two statements that come from teachers and students first researchers interviewed Mrs. Anik rahmaniyah as an English teacher she said “ I facilitate discussions in which students use new vocabulary in different contexts or create their own sentences with newly learned words”<sup>9</sup>

and then the above statement is supported by one of the students who said that “ when the group discussion took place I tried to answer the question by reading the text of the story The golden star fruit tree by reading it I found many new words in the story, such as rich old man, greedy elder brother, Magic tree, kind younger brother and etc and

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<sup>8</sup> Moh Erwin Maulana, class IX C student at MTSN 1 Sampang (Direct interview on 1 February 2024)

<sup>9</sup> Mrs. Anik Rahmaniyah English teacher for class IX C students at MTSN 1 Sampang (Direct interview on 1 February 2024)

then I remembered to answer questions that could help me enrich my language skills including listening, writing, and speaking English.” Based on the statement above, the researcher concluded that the teacher gave assignments to students in the form of group discussions so that students were trained to exchange opinions with their group and try to find new words in stories, this made students faster in finding and understanding new words. words as they read and learn new English vocabulary in groups, helping students improve their English language development including listening, reading, writing and speaking English." And Motivating Students to learn English in Short story Golden Star fruit Tree<sup>10</sup>

#### D. Imagination and creativity

Imagination and creativity play an important role in shaping the uniqueness and appeal of a short story, allowing the reader to present a story that captivates and inspires the reader. Based on the results of interviews conducted by researcher there are two statements that come from teachers and students, the first researcher interviewed Mrs. Anik rahmaniyah as an English teacher he said “the golden star fruit tree short story has an interesting plot and diverse characters, sparking students ' imaginations. They can imagine the situation in the story, develop a visual picture, and enter the world of invented stories, and can improve their imagination ability”<sup>11</sup>

and then the above statement was supported by one of the students who said that “after I read the story of the golden star fruit tree I Feel Imagine being in another world and I imagine can feel the atmosphere and emotions in the story, like the natural beauty

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<sup>10</sup> Maufiroh, class IX C student at MTSN 1 Sampang (Direct interview on 1 February 2024)

<sup>11</sup> Mrs. Anik Rahmaniyah English teacher for class IX C students at MTSN 1 Sampang (Direct interview on 1 February 2024)

of Vietnam and the kindness of the grandfather It also helps me to visualize exciting scenes, such as encounters with fairies and the magic of the Golden Star Fruit, Based on the above statement, the researcher concluded that imagination and creativity become two key elements that bring to life the story of "the Golden Star Fruit Tree", give color and life to every page, and fascinate the reader with the magic of unforgettable folktales.<sup>12</sup>

#### E. Cultural awareness

In learning Short Story The Golden Star Fruit Tree cultural awareness helps in understanding the differences between cultures It creates a better connection between learners and the target culture, enriches the ability to communicate effectively with native speakers, and values and respects cultural diversity. Based on the results of interviews conducted by researcher there are two statements that come from teachers and students ,the first researcher interviewed Mrs. Anik rahmaniyah as an English teacher he said”By understanding and appreciating the cultural context contained in the story "The Golden Star Fruit Tree", readers can gain a deeper insight into the values of Vietnamese culture and the moral message conveyed in the story” and then the above statement was supported by one of the students who said that<sup>13</sup>

"I like to read the golden star fruit tree short story because the story" The Golden Star Fruit Tree " contains a message about respect for Vietnamese culture. This is reflected in the portrayal of characters and background stories that illustrate Vietnamese cultural values, such as honesty and simplicity. <sup>14</sup> Based on the above statement, the

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<sup>12</sup> Rika Aulia Safitri, class IX C student at MTSN 1 Sampang (Direct interview on 22 February 2024)

<sup>13</sup> Mrs. Anik Rahmaniyah English teacher for class IX C students at MTSN 1 Sampang (Direct interview on 22 February 2024)

<sup>14</sup> Moh Risqi Alfarizi, class IX C student at MTSN 1 Sampang (Direct interview on 22 February 2024)

Researcher concluded that cultural awareness contains moral messages that are reflected in Vietnamese culture. Understanding this moral message helps readers in learn about the values that matter in everyday life, while enriching their English skills.

## **B. Research Discussion**

In this section the researcher will discuss all the data that has been written above based on the focus of this research. In the data found by the researcher conducting research. In describing the researcher, he wants to provide an explanation to the reader about Teaching Reading by using Short story The Golden Star Fruit Tree for 9<sup>th</sup> grade students of MTSN 1 Sampang and what are the benefits of using short story The Golden Star Fruit Tree for 9<sup>th</sup> grade Students of MTSN 1 Sampang.

### **1. The Teacher Teaching Reading by using Short Story The Golden Star Fruit Tree for 9<sup>th</sup> grade Students of MTSN 1 Sampang**

According to Nova Simorangkir, concluded that group discussions are very useful for improving students English Vocabulary <sup>15</sup> Based on the results of the study, group discussion activities used by teachers to improve students' English vocabulary and the benefits of reading the short story the golden star fruit tree, Mrs. Anik Rahmadiyah as a class 9C English teacher strongly agrees because it provides a very focused group discussion task and quickly guides students to understand English reading with relevant topics folklore the golden star fruit tree, in the discussion task there are 10 Questions to each group helps them deepen their English understanding of the short story it helps students understand the structure of the story,

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<sup>15</sup> I. N. Anisah, Indonesian Gender and Society Journal, "Penggunaan Strategi Group Mapping Activities (Gma) Dalam Meningkatkan Kemampuan Membaca Siswa 2020" Vol 1 No. 2 Tahun (2020)

Including introduction, conflict, climax, and resolution such as discussing the background of the story, including the setting, characters, and problems in the golden star fruit tree story and encourage students to discuss the meaning of words and phrases that may be new to them, and the teacher will guide by providing translations or explanations when needed at the group discussion the teacher will train students to make a summary such as identifying the main characters and conflicts, as well as analyzing The moral message of the story therefore the teacher provides Group Discussion activities that are also important in learning English Students short story the students at MTSN 1 Sampang can develop text comprehension skills through these activities, students can better understand the narrative structure of the story, including the introduction of characters, main conflicts, and moral messages. herefore, they quickly increase their English vocabulary and can find out the benefits of reading the short story The Golden Star Fruit Tree.

And then the teacher discusses the meaning of key words in the story and emphasizes the use of these words in new sentences. This helps students understand and remember vocabulary better, identifying phrases or vocabulary. important in the story of the golden star fruit tree, such as the main character, for example "Younger brother and older brother", and the story conflict, for example "After their father died, the Older Brother took almost all the inheritance, while the Younger Brother only got a little. This creates injustice and tension between them.", and the moral message in the story is for example "we must not be greedy". In the vocabulary above, he teacher asks students to discuss the meaning of key words in the story and emphasizes the use of these words in new sentences. This helps students understand and remember vocabulary better, to



practice the vocabulary above to ensure students understand and can identify it quickly when reading. Therefore, group discussions are also important in Learning and Teaching reading by using Short story The Golden Star Fruit Tree, Through group discussions of MTSN1 Sampang students can Expand the vocabulary used in the story of the golden star fruit tree, such as the main character in the story, the conflict, and the moral message in the story, so that make Folktales better makes it easier for them to understand the text and context of the story<sup>16</sup>

## **2. The Benefits of using English children's short stories to enrich students' reading comprehension in MTSN 1 SAMPANG**

In this section we will explain the benefits of using the short story the golden star fruit tree for class 9C students at MTSN 1 Sampang, The teacher gives group discussions to students to teach the English short story The Golden Star Fruit Tree. Provides several benefits to students. According Odiela Rocha Erkaya short stories instructors can teach literary, cultural, and higher order thinking aspects <sup>17</sup> The benefits obtained are especially important as a means of Entertainment for Moral messages Imagination and Creativity, Language Development, Cultural Awareness, when the teacher provides group discussions in teaching the short story The Golden Star Fruit Tree. The teacher's gives students the opportunity to interact with their friends so that it can make the learning process more entertaining. and the teacher trains students to read and share opinions with their group to visualize scenes and events by telling stories together, and write their ideas freely with imagination and creativity in learning the short

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<sup>16</sup> <https://www.gramedia.com/literasi/teks-naratif-adalah/>

<sup>17</sup> Odilea Rocha Erkaya, Article in Asian EFL Journal, Benefits of Using Short Story in the EFL Context, January 2005

story Golden Starfruit Tree. Working together is important. By working together we can find out words we don't understand and share opinions with teachers and students. Share their language knowledge and experience with each other. This allows students to learn from each other and develop English vocabulary skills together. When teachers teach the short story The Golden Star Fruit Tree through discussion groups, it allows students to explore the values, norms and cultural practices that appear in the story. By understanding the culture presented in literary works, students can develop a deeper understanding of society. and traditions represented. as well as a moral message in discussing ethical issues that arise in the story, such as justice, sacrifice, or honesty. Students can consider various points of view and assess whether the character's actions are in accordance with their moral standards, therefore group discussions are also important in all learning because students do not learn alone but teachers train students to know that working together is very important in solving a problem. <sup>18</sup>

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<sup>18</sup> <https://www.britishcouncilfoundation.id/english/articles/new-words>

