

“A LITERARY AND PEDAGOGICAL ANALYSIS OF INTRINSIC TEXTUAL ELEMENTS IN *SCHNEEWITTCHEN*: IMPLICATIONS FOR GERMAN READING COMPREHENSION INSTRUCTION”

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ABSTRACT

Fairy tales are form of literary work that contain educational values and can be utilized in foreign language learning. One well-known fairy tale in German literature is Schneewittchen, collected by Jacob Grimm and Wilhelm Grimm. This study aims to analyze the intrinsic elements found in the fairy tale Schneewittchen and examine its relevance as a medium for teaching reading skills in German. This research uses a qualitative descriptive method with a content analysis approach. The results show that the intrinsic elements in Schneewittchen include theme, characters and characterization, plot, setting, and moral message, which are interconnected in constructing a coherent story structure. The simple narrative structure and clear language make this fairy tale suitable as a medium for teaching reading. Therefore, literary works such as fairy tales can be used as effective teaching materials to improve reading comprehension and introduce cultural elements in German language learning. The findings indicate that the linear narrative structure and explicit characterization in Schneewittchen facilitate comprehension for beginner-level learners (A1-A2), supporting its pedagogical applicability in German Language instruction.

Keywords: Fairy Tales; Intrinsic Elements; German Language Learning; Reading Comprehension; CEFR; Literary Pedagogy.

INTRODUCTION

Foreign language learning not only focuses on mastering grammar and vocabulary, but also includes the ability to understand the text and the cultural context contained in it. In learning German as a foreign language (Deutsch als Fremdsprache), reading skills are one of the important competencies that need to be developed. According to Khairuddin (2013), reading is seen as an important activity because it can encourage learning success. Through reading activities, learners are able to enrich vocabulary, understand sentence structure, and get to know cultural elements contained in German texts. Reading comprehension itself is not a passive activity, but an active process in which learners construct meaning through interaction with texts. This process involves not only decoding linguistic forms but also interpreting meaning based on context and prior knowledge.

One type of text that is often used in language learning is literary works, especially fairy tales. Fairy tales are narrative stories that generally contain moral messages and are presented with a relatively simple story structure. In literary studies, fairy tales have various intrinsic elements that build the structure of the story from within, such as themes, characters and characterization, plots, settings, and mandates. As stated by Huck et al. (1987:4), literary works are imaginative descriptions of life that are conveyed through the form and arrangement of language. These intrinsic elements are an important part of understanding the meaning of a literary work in its entirety.

In the German literary tradition, fairy tales played an important role, especially through the collection of folklore collected by Jacob Grimm and Wilhelm Grimm. The collection of fairy tales is widely known through Grimm's Fairy Tales, which contains

various German folklore that has become famous all over the world. One of the most popular fairy tales in the collection is Schneewittchen. This fairy tale tells the conflict between the main character Schneewittchen and her stepmother who is jealous of her beauty. This story is not only interesting in terms of plot but also contains moral values and has a clear narrative structure.

Although previous studies have discussed the use of literary texts in language learning, there is still limited research that specifically integrates the analysis of intrinsic elements with its application in teaching reading skills, particularly in the context of German language learning. Several previous studies have shown that literary works can be used as an effective medium in learning foreign languages (Varita, 2017). A study found that students who were taught reading comprehension through literature-based approaches achieved significantly better results compared to those who were taught using conventional teacher-centered methods. The use of literary texts in learning to read can help learners understand the structure of the text, improve interpretation skills, and enrich vocabulary. In addition, literary works also provide opportunities for learners to understand the cultural values contained in the language learned. Fairy tales are also reported to be able to improve students' vocabulary mastery (Roya, 2015; Sari, 2013). Therefore, the analysis of the intrinsic elements in a literary work can make an important contribution to the development of language teaching materials. Although fairy tales are often used in language learning, studies that specifically analyze the intrinsic elements of fairy tales and relate them to their use as a medium for learning to read German are still relatively limited. Therefore, this study aims to analyze the intrinsic elements contained in the fairy tale of Schneewittchen and examine its relevance as a medium for learning reading skills in German.

This research focuses on the analysis of intrinsic elements in the fairy tale of Schneewittchen which includes themes, characters and characters, plot, setting, and mandate. This study does not examine extrinsic elements or conduct direct testing on the learning process in the classroom. Thus, this research has limitations in qualitative text analysis based on literary studies.

The selection of the fairy tale Schneewittchen as the object of this study is based on several considerations. This tale is one of the well-known classical literary works from the collection Grimm's Fairy Tales by Jacob Grimm and Wilhelm Grimm, making it easily recognizable to learners. In addition, the story has a simple structure with complete intrinsic elements, which facilitates German language learners in understanding the text. The language used is also narrative in nature and relatively easy to comprehend, making it suitable as a medium for teaching reading skills (Lesen).

This article is organized into several main sections. The first part is an introduction that explains the background of research, research objectives, and scope of the study. The next section outlines the theoretical foundations related to the intrinsic elements of literary works and learning to read in German. The next section explains the research methods used. Furthermore, the results of the analysis of the intrinsic elements in the fairy tale Schneewittchen and their discussion in the context of learning German are presented. The last part is a conclusion that summarizes the findings of the research.

Literature Review

1. Intrinsic Elements in Literary Works

Literary works are one of the learning resources that can be used in learning foreign languages because they are able to present the use of language contextually while introducing the cultural values contained in it. In the language learning process, literary texts not only play a role as reading materials, but also as a means to develop the ability to

understand meaning, enrich vocabulary, and improve the ability to interpret a text. According to Lestari and Rahmawati (2021), the use of literary texts in language learning can help students understand language structures more naturally because the language used in literary works reflects the real use of language in daily life.

One form of literary work that is often used in learning is fairy tales. Fairy tales have a relatively simple storyline, clear characters, and moral messages that are easy for readers to understand. These characteristics make fairy tales an effective reading material in learning to read, especially for foreign language learners. Research conducted by Sari and Nugroho (2020) shows that the use of fairy tale stories in learning can increase students' interest in reading and help them understand the content of reading better because the stories presented are interesting and easy to understand. In addition, fairy tales also have an important role in the development of students' language skills. The stories conveyed in fairy tales generally use simple narrative language so that it makes it easier for readers to understand the content of the text. Pratiwi and Hidayat (2022) stated that the use of story media in reading learning can improve students' reading comprehension skills because they are more likely to relate the content of stories to their own experiences and imaginations. This shows that the use of narrative texts such as fairy tales can be an effective alternative teaching material in learning to read.

Fairy tales also have a function as a means of character education because they contain various moral values that can be learned by readers. Through the stories presented, readers not only gain reading experience, but can also understand values such as honesty, courage, patience, and kindness. According to Putri and Wulandari (2023), fairy tales can help develop imaginative thinking skills and instill moral values in readers because the stories presented often depict conflicts and problem-solving that contain positive messages.

Intrinsic elements are the elements that build a literary work from within the text itself. So that this element can play a role in shaping the storyline, meaning, and overall content of literary works so that readers can understand the story in its entirety. In literary works such as Schneewittchen fairy tales, the intrinsic elements consist of the following parts:

a. Theme

A theme is the main idea or main idea that underlies a story. The theme is the core of the message that the author wants to convey to the reader. For example, in Schneewittchen, the themes that emerge are about jealousy, goodness, and the triumph of good over evil.

b. Characters and Characterization

The character is the perpetrator in the story, while characterization is the author's way of describing the character or character. In Schneewittchen, for example, Schneewittchen is portrayed as a kind and innocent figure, while his stepmother is portrayed as envious and cruel.

c. Plot

A plot is a series of events that shape the course of the story from beginning to end. The plot usually consists of the introduction, conflict, climax, and resolution stages. In fairy tales, the plot often moves forward chronologically.

d. Setting

The setting is a description of the place, time, and atmosphere of the story. The setting helps the reader understand the situation in the story. For example, in Schneewittchen, the setting includes a castle and the house of seven dwarfs in the forest.

e. Viewpoint

The point of view is the author's position in telling the story. The point of view determines from the perspective of who the story is being told, for example the first person or the third person. Fairy tales like Schneewittchen generally use a third-person point of view.

f. Mandate

A mandate is a moral message or value that the author wants to convey to the reader through a story. In Schneewittchen, the mandate is that good will triumph in the end, while evil will be rewarded.

g. Conflict

Conflict is a conflict or problem experienced by a character in a story. Conflict is the main driver of the story. In Schneewittchen, the main conflict occurs between Schneewittchen and her stepmother who is jealous of her beauty.

2. Fairy Tales and Reading Skills in Foreign Language Learning

In literary studies, the understanding of a work cannot be separated from the analysis of the intrinsic elements that build the story. Intrinsic elements are elements found in literary works and serve to form the structure of the story as a whole. These elements include themes, characters and characterization, plot, setting, and mandate. According to Nurgiyantoro (2019), intrinsic elements are important elements that form the unity of the story so that readers can understand the meaning contained in a literary work in its entirety.

In the context of learning German as a foreign language, the analysis of the intrinsic elements in fairy tales can help students understand the content of the text in a more structured way. By understanding the elements of the story such as the characters, plot, and setting, students can more easily grasp the overall meaning of the text being read. Hidayati and Kusuma (2021) explained that the use of literary texts in learning foreign languages can improve reading skills as well as introduce cultural aspects contained in the language. According to Duff and Maley (1990), literary works can be used as an effective resource in language learning because they are able to provide an authentic and engaging reading experience for learners. Literary texts allow learners to understand the use of language in a more natural context as well as develop the ability to interpret the content of the text. Fairy tales encourage the development of children's creativity and imagination, especially when they participate as part of the stories they read or listen to. This involvement helps students more easily understand the content of the reading, recognize the message of the story, and connect the events in the text. Research conducted on fourth-grade students with a sample of 17 students showed that the use of fairy tales is effective in improving reading skills, with an effectiveness rate of up to 85%. Fairy tales help students understand the facts in the story, both real and imaginary, so they more easily connect the content of the reading to their learning experiences (Lescano et al., 2024).

In the context of learning German as a foreign language, the use of fairy tales such as Schneewittchen can help improve learners' reading skills. The clear structure of the story and the use of relatively simple narrative language make this fairy tale suitable for use as teaching material in reading activities. In addition, fairy tales can also introduce elements of German culture to learners so that the language learning process becomes more meaningful. Based on this, the study of the intrinsic elements in the fairy tale of Schneewittchen is important to do. The analysis not only provides an understanding of the structure of the story but also shows the potential use of fairy tales as a medium for learning reading skills in German.

METHODS

(1) Research Design

This study employs qualitative content analysis using a literary structural approach with a library research approach. The focus of the study is on textual analysis of the Schneewittchen fairy tale. The use of analytical techniques in the research entitled "A Literary and Pedagogical Analysis of Intrinsic Textual Elements in Schneewittchen: Implications for German Reading Comprehension Instruction" is based on the need to understand the text in depth, both in terms of literary structure and pedagogical potential. The analysis of intrinsic elements such as themes, characters, plots, and settings allows researchers to identify how meaning is constructed in the text, making it relevant for use as teaching material for reading in German.

In addition, this analysis technique is important because learning to read in a foreign language requires not only literal understanding, but also interpretive comprehension. By systematically analyzing textual elements, this study can show how the text Schneewittchen can help learners develop reading skills such as understanding context, drawing inferences, and interpreting implicit meanings. Furthermore, the pedagogical approach in this analysis aims to bridge the gap between literary studies and learning practices. The results of the analysis do not only stop at the description of the text but are directed at the concrete implications in learning to read, so that literary texts can be used effectively as a medium for learning German.

The use of textual analysis in this study is important because the object studied is in the form of a literary text, namely Schneewittchen, whose meaning is not always expressed, but is built through many elements in the text itself. Textual analysis allows researchers to in-depth study the structure of language, word choice, and relationships between intrinsic elements such as themes, characters, and plots, so that the meaning of the text can be comprehensively understood. In addition, in the context of learning to read German, the understanding of the text does not only stop at the literal meaning, but also includes the ability to interpret implicit meanings and understand the context. Through textual analysis, this research can identify parts of the text that have the potential to be used to practice reading skills such as inference, interpretation, and critical analysis.

Thus, textual analysis was chosen because it is able to bridge the gap between the study of the structure of literary texts and pedagogical needs in reading learning, so that the results of the research are not only descriptive, but also applicable in the context of German language teaching.

(2) Data Collection

This study uses a qualitative approach with a text analysis method. The research data is in the form of the text of the fairy tale Schneewittchen which is included in the collection of fairy tales. The text of the fairy tale was chosen as the object of research because it is one of the classic German literary works that has a clear story structure and contains various intrinsic elements that can be analyzed.

The data collection technique is carried out through library research. The researcher collected data by reading the text of the Schneewittchen fairy tale in depth and identifying parts of the story related to intrinsic elements, such as themes, characters and characterization, plot, setting, and message. In addition, the researcher also collected various relevant literature sources, such as literary theory books, language learning books, and previous research related to literary studies and reading learning. The data collection process is carried out by recording important parts of the fairy tale text that show the

presence of intrinsic elements in the story. The data that has been obtained is then categorized according to the type of intrinsic elements so that the next analysis process can be carried out more easily. In addition, literary works are not only used as sources of data, but also as pedagogical tools in foreign language learning. Literary texts provide authentic language input, enrich learners' vocabulary, and enhance their ability to interpret meaning within a cultural context. Therefore, the use of literary texts in language learning can support the development of learners' linguistic competence as well as their cultural understanding.

Furthermore, the analysis of intrinsic elements such as theme, characters, plot, setting, and moral values plays an important role in helping learners understand texts more systematically. By identifying these elements, learners are able to comprehend the structure and meaning of the text more effectively, which contributes to the improvement of their reading comprehension skills.

(3) Data Analysis

The data analysis in this study was carried out using content analysis techniques through a qualitative descriptive approach. The analysis process was conducted by identifying and examining the intrinsic elements contained in the fairy tale Schneewittchen. The intrinsic elements analyzed include themes, characters and characterization, plots, settings, and moral messages that make up the overall structure of the story. According to Burhan Nurgiyantoro (2018), intrinsic elements are the fundamental components that build a literary work from within and determine the coherence of the narrative structure.

Furthermore, the relevance of literary texts as reading materials in foreign language learning is supported by the theory proposed by Duff and Maley (2007), who state that literary texts can enhance language learning by providing authentic language use and meaningful contexts for learners. Therefore, the use of the fairy tale Schneewittchen is considered appropriate in supporting the development of reading skills in German language learning. The first stage in the analysis process is to read the text of the fairy tale as a whole to understand the storyline and narrative context contained in the text. The second stage is to identify the parts of the story that show the presence of certain intrinsic elements. The third stage is to group the data that has been found into the appropriate intrinsic element categories.

After the data classification process is carried out, the researcher then elaborates the results of the analysis of each intrinsic element systematically. The results of the analysis are then interpreted to explain how the story structure in the Schneewittchen fairy tale can be used as a medium for learning reading skills in German. Thus, the analysis carried out not only focuses on the structure of literature, but also considers its relevance in the context of language learning.

The analysis was conducted through several systematic steps:

- (1) text familiarization,
- (2) coding of intrinsic elements,
- (3) categorization of data, and
- (4) interpretation based on relevant literary and language learning theories.

Data validity was ensured through theory-based interpretation and cross-referencing with established literary frameworks.

RESULTS AND DISCUSSIONS

Intricate Elements		Scene Quotes/Dialogue
Theme	Good versus evil shows strong moral values that can be used in learning German, especially in character development in character development and understanding of students' social values.	<i>"Da hatte ihr neidisches Herz Ruhe, so gut ein neidisches Herz Ruhe haben kann."</i>
Characters and Characterization	<ol style="list-style-type: none"> 1. (Snow White): Beautiful, innocent, kind, but easy to trust strangers. 2. (Stepmother): Beautiful, yet very arrogant, vindictive, and dominated by envy. 3. Seven Dwarfs: Hardworking, protective, and deeply loving Snow White. 4. Hunter: Has compassion and good morals. 	<ol style="list-style-type: none"> 1. <i>"Schneewittchen hatte kein Arg, stellte sich vor sie und ließ sich mit dem neuen Schnürriemen schnüren."</i> (Snow White was unsuspecting, stood in front of [the woman] and allowed herself to be tied up with a new strap) 2. <i>"Es war eine schöne Frau, aber sie war stolz und übermütig und konnte nicht leiden, daß sie an Schönheit von jemand sollte übertroffen werden."</i> (She was a beautiful woman, but she was arrogant and haughty and couldn't stand it if her beauty was beaten by anyone). 3. <i>"Die Zwerge sprachen: 'Willst du unsern Haushalt versehen... so kannst du bei uns bleiben, und es soll dir an nichts fehlen.'"</i> (The dwarves said: 'If you will take care of our household... then you can stay with us, and you will lack nothing'). 4. <i>"Und weil es gar so schön war, hatte der Jäger Mitleiden und sprach: 'So lauf hin, du armes Kind!'"</i> (And because she was so beautiful, the hunter felt sorry and said: 'Run, poor child!').

Alur	<p>The plot used is the Forward Plot (Progressive), starting from the birth of Snow White, the conflict with her stepmother, until finally she marries a prince.</p> <p>The use of advanced flow makes it easier for beginner German learners to understand stories, thus supporting a more effective learning process.</p>	<p><i>"Da erschrak die Königin und ward gelb und grün vor Neid."</i> (So the queen was surprised and turned yellow and green with envy).</p>
Background	<ol style="list-style-type: none"> 1. Setting: In the forest, the house of seven dwarves, and a castle. 2. Time Setting: Winter and night. <p>Varied settings such as palaces and forests provide a clear visual context, thus assisting students in understanding vocabulary and situations in language learning.</p>	<ol style="list-style-type: none"> 1. <i>"Nun war das arme Kind in dem großen Wald mutterseelenallein..."</i> (Now the poor child is alone in the vast forest...). 2. <i>Es war einmal mitten im Winter..."</i> (Once upon a time in the middle of winter...).
Viewpoint	<p>Using a third-person (all-knowing) point of view. The author tells all the characters' hearts, from the Queen's jealousy to Snow White's fear.</p>	<p><i>"Die wilden Tiere werden dich bald gefressen haben, dachte er..."</i> (The wild beast will eat you soon, he thinks [hunter]...).</p>
Mandate	<p>Physical beauty is meaningless if the heart is full of hatred, and evil will eventually destroy itself.</p>	<p><i>"Da mußte sie in die rotglühenden Schuhe treten und so lange tanzen, bis sie tot zur Erde fiel."</i> (Then he had to step on the scorching red shoes and dance until he fell dead to the ground).</p>

Language Style	The language style is typical of the Classic Fairy Tale with the use of repetition in magic mirror spells and very contrasting descriptions (white as snow, red as blood).	<i>"Spieglein, Spieglein an der Wand, Wer ist die Schönste im ganzen Land?"</i> (A small mirror, a small mirror on the wall, who is the prettiest in the whole country?).
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The results of the study show that the fairy tale of Schneewittchen has several intrinsic elements that build the structure of the story as a whole. These elements include themes, characters and characterization, plot, setting, and mandate.

The main theme in the Schneewittchen fairy tale is the conflict between good and evil. The character of Schneewittchen is described as a good, honest, and non-malicious figure towards others. In contrast, the queen, who is her stepmother, is portrayed as an envious figure and has ambitions to be the most beautiful. The conflict between these two characters is the center of the development of the story until finally good defeats evil. Themes like this are commonly found in fairy tales that depicting the moral conflict between the protagonist and the antagonist (Nurgiyantoro, 2018).

Characters and Characterization: The main character in this story is Schneewittchen who is described as a kind, innocent, and patient figure. The antagonist in the story is a queen who has an envious and cruel nature. In addition, there are supporting figures such as the seven dwarfs who are described as good characters and help Schneewittchen when she is in trouble. The characters in this story are clearly depicted so that readers can easily understand the character of each character.

According to Nurgiyantoro (2018), characterization in fictional works serves to describe the character of the characters and help readers understand the conflicts that occur in the story.

Plot: The storyline in the Schneewittchen fairy tale uses a forward plot. The story begins with the introduction of the character Schneewittchen and the queen who is jealous of her beauty. The conflict develops when the queen tries to get rid of Schneewittchen. The story reaches a climax when the queen manages to put Schneewittchen to sleep through a poisonous apple. The ending of the story shows the resolution of the conflict when Schneewittchen is finally saved, and the queen accepts the consequences of her actions.

Setting: The setting in this story includes the setting, time, and atmosphere. The dominant setting in the story is the royal palace, the forest, and the house of the seven dwarves. The time setting is not explained specifically, but it describes the past as it is commonly found in fairy tales. The atmosphere in the story varies from the tense atmosphere when Schneewittchen is chased by the queen to the happy atmosphere at the end of the story.

Amanat: The fairy tale of Schneewittchen contains a strong moral message, namely that kindness, honesty, and patience will ultimately defeat evil and envy. In addition, this story also teaches that envy, and arrogance can have a bad impact on a person.

The relevance of the fairy tale Schneewittchen in German language learning can be explained through several theoretical perspectives, including reading comprehension, graded text selection, cultural understanding, and the implementation of intrinsic elements in teaching.

First, in terms of reading comprehension, understanding a text involves the interaction between the reader and the content of the text. According to David Nunan (2003), reading comprehension is a process of constructing meaning through the interaction between prior knowledge and textual information. In this context, the use of

familiar and structured narratives such as fairy tales can support learners in comprehending texts more effectively.

Second, the selection of texts in foreign language learning should be adjusted to the learners' proficiency level. Based on the Common European Framework of Reference (CEFR), level A1 represents beginner learners who require simple vocabulary and sentence structures. Therefore, the fairy tale *Schneewittchen* is suitable for A1-level learners because it uses relatively simple narrative structures and repetitive patterns that facilitate comprehension.

Third, from the perspective of cultural understanding, literary texts play an important role in introducing cultural aspects of the target language. The fairy tale *Schneewittchen*, as part of Grimm's Fairy Tales by Jacob Grimm and Wilhelm Grimm, reflects elements of German cultural heritage, such as traditional values, moral lessons, and social structures. According to Michael Byram (1997), language learning should also involve intercultural competence, enabling learners to understand and interpret cultural meanings. For Indonesian learners, this exposure helps broaden their understanding of German culture through literary narratives.

Finally, the intrinsic elements identified in this study can be directly implemented in German language teaching. The clear themes, well-defined characters, linear plot, and explicit moral messages found in *Schneewittchen* provide structured material for reading activities. These elements can be used to design comprehension questions, vocabulary exercises, and text analysis tasks that enhance learners' reading skills (*Lesen*). Thus, the integration of intrinsic literary analysis into language teaching not only improves comprehension but also encourages critical thinking and cultural awareness.

Discussions

The results of the analysis show that the story structure in the fairy tale *Schneewittchen* has intrinsic elements that are clear and easy for readers to understand. The simple story structure and clear conflicts make this fairy tale easy for readers, including foreign language learners. This shows that fairy tales can be an effective medium in learning to read. This is in line with the opinion of Nurgiyantoro (2018) who states that intrinsic elements in literary works function to build story structure so that readers can understand the meaning of the work as a whole. In the context of learning German as a foreign language, the use of fairy tales such as *Schneewittchen* can help improve learners' reading skills. Stories that have a simple plot allow learners to understand the content of the text gradually without experiencing excessive difficulty. In addition, the use of narrative language in fairy tales can also help learners recognize sentence structures and vocabulary that are often used in story texts.

In addition to the linguistic aspect, fairy tales also provide an opportunity for learners to understand the cultural elements contained in German literary works. Through the story of *Schneewittchen*, which comes from the collection of Grimm's Fairy Tales by Jacob Grimm and Wilhelm Grimm, learners can get to know one of the most important parts of German literary and cultural traditions. Duff and Maley (2007) stated that literary works can be used as a source of language learning because they are able to present authentic language use and encourage learners to interpret the meaning of texts in more depth.

Thus, the results of this study show that the analysis of intrinsic elements in the *Schneewittchen* fairy tale not only provides an understanding of the structure of the story, but also shows the potential use of fairy tales as a medium for learning to read in German. The use of literary texts such as fairy tales can help learners understand texts more interestingly while enriching cultural knowledge related to the language being learned.

CONCLUSION

This study concludes that the intrinsic elements in the Schneewittchen fairy tale contain significant moral and education values. Based on the results of the analysis that has been carried out, the purpose of this research can be achieved by identifying various intrinsic elements that build the structure of the story, namely themes, characters and characterization, plot, setting, and mandate. These elements form a narrative structure that is clear and easy for the reader to understand.

The results of the study show that the fairy tale Schneewittchen has a simple but interesting story structure, so it can be used as an alternative teaching material in learning to read German. The use of literary texts such as fairy tales can help learners understand the content of the text, enrich vocabulary, and recognize cultural elements contained in German literary works. Thus, this study provides an implication that the use of literary works in language learning can improve the quality of the learning process, especially in the development of reading skills. In addition, the study of intrinsic elements in fairy tales also provides a deeper understanding of how the structure of the story can affect the reader's understanding of a text. This shows that literary analysis is not only important in the field of literary studies but also has a contribution to the development of foreign language learning methods.

This research has several limitations, namely focusing only on the analysis of intrinsic elements in one fairy tale without involving analysis of extrinsic elements or direct application in the learning process in the classroom. Therefore, further research is recommended to study more German literary works or conduct research that directly tests the use of fairy tales as a learning medium in German language classrooms. Thus, this research is expected to contribute to the development of literary studies and its use in learning German as a foreign language.

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