

Improving Speaking Skills through Fairy Tales in Indonesian Language Learning

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Abstract

This study aims to improve the speaking skills of third grade students of a primary school in Central Java, Indonesia using fairy tales as media. Based on the results of observations, it was found that the increase in speaking skills in the third-grade Indonesian material in a primary school in Central Java, Indonesia was relatively low. This is indicated by the achievement of student assessment results that have not been completed or have not reached the KKM (Maximum Completeness Criteria) which is 78. The percentage of speaking skill scores of 13 students, 6 students (46%) who completed or passed the KKM while 7 students (54%) did not complete or pass the KKM. The method used in this research is Classroom Action Research (CAR). Classroom Action Research is the result of the development of action research. Action research itself was developed with the aim of finding solutions to problems in the classroom. The result of this research showed that prior to the implementation only six students (46%) completed the KKM. In the first cycle it increased to eight students (69%). Then there was an increase from cycle I to cycle II resulting to eleven students (84%) who completed the KKM. Therefore, it can be concluded that storytelling media in Indonesian language learning is able to improve the speaking skills of third grade elementary school students.

Keywords: *Speaking Skills, Fairy Tales, Indonesian Language*

Introduction

Education plays a very important role in creating quality human resources; through education, quality and skilled human beings can be formed (Isna & Maisaroh, 2016). The essence of effective learning does not only focus on the results achieved by students, but also how the learning process provides a good understanding, intelligence, perseverance, opportunity and quality thereby leading to behavioral changes applicable in students' daily lives (Anggriyanto & Atmojo, 2019). Learning Indonesian is an important subject taught at all levels of education in Indonesia. Indonesian language learning in elementary schools is aimed at improving students' ability to communicate using Indonesian properly, both orally and in writing. In addition, students are expected to communicate effectively and efficiently in accordance with ethics and proper behavior (Krissandi et al., 2017).

The purpose of learning Indonesian is not only to make students have knowledge of Indonesian, but also aims to make students skilled in language to effectively communicate orally (Utami, 2017). In learning Indonesian, there are four skills that must be possessed by students, namely, listening skills, writing skills, speaking skills, and reading skills. It can be concluded that language is a tool to convey something that comes from one's heart. Language is used as a medium of interaction or communication, in the sense of conveying new thoughts, concepts, and ideas.

There are four purposes of speaking skills. First, speaking aims to inform, report, and carry out from someone if they explain a process, describe, or interpret something. Second, in terms of entertaining, it means that a speaker must be able to attract the attention of listeners in various ways, such as humor, speaking spontaneous speaking, witty stories, adventure, exciting tales, and others. Talks should create a happy atmosphere in the hearts of listeners. Third, to move the audience, a speaker must be authoritative. Through intelligence in speaking, speakers can direct their listeners by utilizing situational skills, coupled with their mastery of mass psychology. Fourth, speaking to stimulate listeners is more complex than the purpose of speaking in general, because speaking must be good at influencing, seducing, and even convincing the listener. Of course, this can be achieved if the speaker really knows the wants, needs, inspirations, interests, and aspirations of his listeners (Wuryaningtyas, 2015).

The scope of learning to speak in elementary schools is seldom. Students are not trained or directed to speak with attention to the accuracy and fluency of speech. Sometimes the aspect that matters is only the completeness of the subject matter without considering how the students' competence in speaking increases. In turn, students' abilities and experiences with speaking skills are only limited to being able to convey the material given to them. This limitation affects student achievement (Noer & Mansyur, 2017).

The characteristics of children at primary school age play an active role in compiling their knowledge and understanding of the reality. Children get information through experience. According to Piaget in Ibda (2015) believes that children's thinking develops based on periods that continue to expand according to these stages every human being will go through a series of qualitative changes. This change occurs because of biological pressure to adapt to the environment and the grouping of thinking structures. Children's intellectual development proceeds gradually and continuously as they get older. Even though intellectual development at a certain age has a general pattern, there is still a chance that some children show early development. Generally, the average cognitive development of elementary school age children ranges from 6-13 years, from grade one to grade six.

One of the indicators of the success of national education can be seen from student learning achievement which serves as a benchmark to see if students master the subject matter that has been delivered during the learning process (Heni & Kurniawati, 2016). The use of media in learning is one way that can be used by teachers as an effort to improve student achievement. Teachers as educators must be brave to design, create and practice using learning media (Quin & Kurniawati, 2016). The use of learning media can affect student achievement, therefore learning media can be classified as a factor of learning aside from individual factors; specifically, it is an instrumental factor (Sunarti et al., 2016).

As an effort to increase interest and learning outcomes in Indonesian, the use of effective and fun learning media can be chosen as a tool in the implementation of Indonesian language learning for students (Sunarti & Fairuzabdi, 2015). One of the media or tools that teachers can use to attract students' interest is storytelling. Storytelling has been shown to be the most positive activity for children's development in many aspects. There are many benefits that can be taken from storytelling activities, including fostering interest in reading, and instilling moral messages conveyed through a story or fairy tale (Syukria & Siregar, 2018).

Various ways can be done in conveying a message, either directly or indirectly. Messages can be conveyed directly through conversations between the messenger and the party to whom the message is intended. Messages can also be conveyed indirectly through special methods, such as songs, comics or fairy tales. The benefits of using fairy tales in the learning process are that students can channel messages, stimulate thoughts, and feelings so that students can be involved in an effective learning process (Karmila, 2018). Mancoro (2017) explained in his research that fairy tales can be used to improve the speaking skills of students learning Indonesian in class 1 students at SD Negeri 2 Tatura. This classroom action research was carried out in two cycles with the use of fairy tales. The first similarity with this research is that both use the Classroom Action Research method. The aim is to improve students' ability and speaking skills. The difference in this study is in the data collection technique used.

Karmila (2018) explained in his research that conveying learning by storytelling is as interesting as learning using teaching aids or learning media. Storytelling can be used as a fun medium to learn about moral values in life and broaden one's horizons. (Gunawan et al., 2019) explained in his research that fairy tales proved to be more memorable than the advice parents gave their children. Stories will be recorded much stronger in human memory. Stories or fairy tales heard as a child can still be remembered intact even decades later. Through fairy tale parents can instill moral values and character values in children. So that, children will grow and develop accompanied by good personality and morals. In a fairy tale there is a message that can support the development of mindset in children. The impact of the message on fairy tales can be used by parents as a method to shape children's character. In addition, characters in fairy tales can also be role models for children. Characters that can be grown by storytelling include instilling ethics and life values such as honesty, being humble, being helpful, and empathy. In addition, fairy tales can also encourage children's concern for the environment and social. It can be concluded that one way to instill positive character in children is through fairy tales. For children, listening to fairy tales or stories brought by their parents can add insight and imagination to them. In addition, fairy tales can also be a means to bring closer the relationship between children and their parents.

To overcome the lack of speaking skills, it is necessary to make improvements in the learning process carried out by the teacher, especially in speaking skills. The solution taken is to use the

fairy tale method in learning to speak but must be presented with better models and media. Through the using of fairy tale method, students will be more interested and enthusiastic in participating in Indonesian language lessons, especially speaking. After the using of fairy tale method, it is hoped that the students' speaking ability will increase. In addition to a more interesting delivery, it can also intersperse with media images. The researcher also hopes that after this research, the teacher can develop fairy tale media in learning. The use of fairy tale media in learning Indonesian is also expected to increase students' understanding of Indonesian concepts which leads to the increase of student achievement.

This research was conducted with the aim of improving students' speaking skills in learning Indonesian for elementary school students with the help of storytelling media. The way of solving problems in this study was carried out by using interesting learning intermediaries aimed at activating students in learning, using fairy tales to improve the speaking skills of third grade elementary school students in a primary school in Central Java, Indonesia, and increasing interactions between students and teachers to improve students' speaking skills.

Method

The method used in this study is the Classroom Action Research (CAR) method. Classroom Action Research is the result of the development of action research. Action research itself was developed with the aim of finding solutions to problems in class. According to Sulipan in Rahmawati (2015) PTK is research conducted as an effort to find out the impact after an action is taken on research subjects in a class. Action research begins with a systematic study of a problem. The results of the study are then used as a basis for preparing a work plan or action as an effort to overcome the problem. The next activity is the implementation of the action then proceed to the observation and evaluation stage. The results of observation and evaluation are used as input in reflecting on what happened during the implementation of the action. The results of this reflection are then used as a basis for determining improvements and perfecting further actions. The research subjects who were subjected to this action were grade 3 students in a primary school in Central Java, Indonesia totaling 13 students consisting of seven female students and six male students. For more details, the following are the steps in classroom action research in two cycles. Each cycle consists of four steps namely; planning, implementing, observing, and reflecting.

On the cycle I, the planning is an initial reflection based on the results of a preliminary study consisting of: 1) researcher compiled learning tools including lesson plans, syllabus, and textbooks, 2) researcher compile or look for media that are suitable for learning in this case are fairy tales, 3) researcher prepare evaluations for cycle I, and 4) researcher make observations in the learning process. On the implementation, the researcher collaborated with classroom teachers in doing the activities in the classroom: 1) initial activities (students open the lesson with greetings and prayers according to the teacher's guidance, and students get an initial apperception from the teacher. The teacher introduces the theme title and learning objectives; 2) core activities namely: a) students get an explanation from the teacher about the material learned today, b) students pay attention to the teacher explaining the material, c) students listen to interludes in the form of fairy tales from the teacher related to the material being studied, and d) students answer questions from the teacher about the content of the fairy tale, namely in the form of characters, plots, and mandates contained in the fairy tale, then the students are presented in front of the class, 3) end activities such as giving rewards to active students, students and teachers reflect on learning activities, and individual assignment. The observation stage is carried out simultaneously with the implementation stage. In this stage, data collection in the form of field notes is also carried out. Every action taken by teachers and students will

be observed by observers, namely researcher and classroom teachers. After observing, the researcher conducted an analysis of the results of the implementation of learning. Then reflect on the results of the learning as material for carrying out improvements in the next lesson.

On the cycle II, planning is an initial reflection based on the results of a preliminary study consisting of: 1) researcher compiled learning tools including lesson plans, syllabus, and textbooks, 2) researcher compile or look for media that are suitable for learning in this case are fairy tales, 3) researcher observed the results of the first cycle of reflection to be repaired, 4) the researcher prepared an evaluation for cycle II, 5) researcher make observations in the learning process. The implementation of this research researcher collaborated with classroom teachers in some steps: 1) initial activities (students open the lesson with greetings and prayers according to the teacher's guidance, students get an initial apperception from the teacher, and the teacher introduces the theme title and learning objectives), 2) core activities (students get an explanation from the teacher about the material learned today, students pay attention to the teacher explaining the material, students listen to interludes in the form of fairy tales from the teacher related to the material being studied, students are asked to retell the contents of the fairy tale in their own language and then present it in front of the class, and researcher made observations of the results of cycle II), 3) end activities (giving rewards to active students, the teacher reflects on learning activities, individual assignment). The observation stage is carried out simultaneously with the implementation stage. At this stage, data collection was also carried out in the form of field notes. Every action taken by teachers and students will be observed by observers, namely researcher and classroom teachers. After observing the researcher conducted an analysis of the results of the implementation of learning. Then reflect on the results of the learning as material for carrying out improvements in the next lesson.

Instruments and data collection techniques used in this study used observations and field notes. Data analysis techniques used in this research are qualitative analysis techniques and quantitative analysis techniques. Data analysis in research can use a qualitative analysis model (interactive) which has four stages, namely: (1) data collection, (2) data reduction, (3) presentation (display) of data, and (4) drawing conclusions (verification) of the data. To make it clearer, the following interactive analysis process of this research is in the form of a schematic:

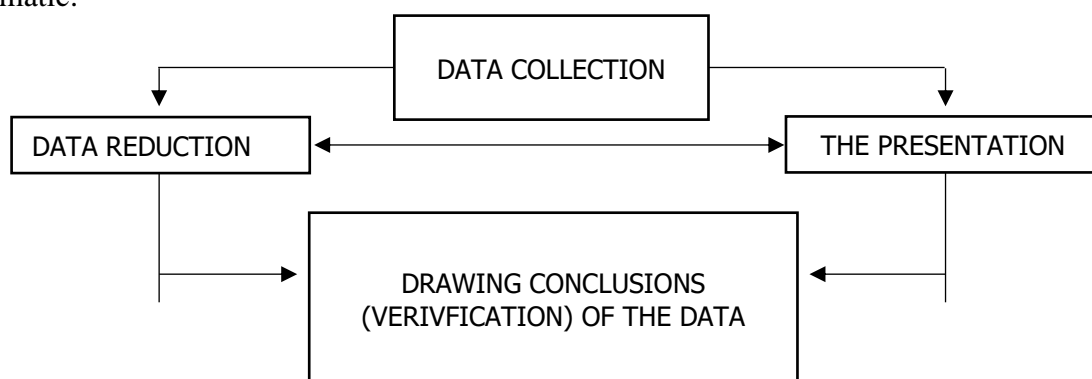


Figure 1. Schematic of Qualitative Analysis

The quantitative analysis is obtained by calculating the total number of students who completed the KKM and then dividing it. This data is used to measure the increase in student learning outcomes. The activity assessment formula is

$$\text{Classical learning outcomes} = \frac{\text{Number of students who completed}}{\text{Total number of students}} \times 100$$

Result and Discussion

The results obtained in the first cycle were the first condition that the researcher observed, namely the teaching method applied by the teacher so far only using the lecture method and assignments in Indonesian language learning. The teacher only occasionally read material from the theme book. In addition, sometimes students were only given the task of studying the material themselves without direct guidance from the teacher. After students read the material from the theme book, students were assigned to work on the questions in the LKS (Student Worksheet). This then made students feel that learning was less interesting, boring, and monotonous, especially in learning to speak, which should make students feel that learning is interesting and fun. In this case, the teacher has not developed an interesting learning approach and has not been able to utilize learning resources other than the theme book. In addition, the books used were only theme books which are actually still very incomplete; moreover, the accompanying books were also lacking. The story books or fairy tale books available in the library have not been utilized optimally as a learning resource that can support the learning process, especially in learning to speak.

Based on field observations carried out during learning to speak in class III, the researcher found the teacher's difficulties in managing the class. There were students who were cool to talk to their friends when learning took place, so sometimes the voice of the teacher was not clearly heard. There were also students who go back and forth to their friends' seats just to borrow stationery which they feel was not so important. There were also students who asked permission to go to their room.

In the implementation of field observations, it was also found that students paid attention to the teacher when learning took place, but only a small part. This showed that the class conditions were not very supportive for the achievement of maximum learning outcomes. During the learning process, many students had difficulties learning Indonesian. The most visible thing was that they found it difficult to express their thoughts in oral form. In addition, students also found it difficult to use the correct pronunciation and intonation in story sentences. This was another difficulty in the learning process. At that time, students were immediately assigned to read and then tell it in front of the class without being equipped with sufficient knowledge regarding the use of proper pronunciation and intonation, the purpose of speaking, and the benefits of speaking skills. The teacher's assessment in learning Indonesian, especially speaking skills, also does not refer to aspects of the assessment in the speaking assessment criteria, for example pronunciation and intonation, expressions and story sequences.

Teachers have been using speaking assessments only based on the length of the story, whether or not students were fluent in telling stories. So that students in doing speaking assignments were more concerned with multiplying and extending the story even though the words were repeated and the pronunciation and intonation were not right. It can be concluded that students still have difficulty in good speaking skills, as evidenced by the results of speaking scores that have not reached the predetermined KKM of 78. So it can be said that the speaking ability of third grade students of a primary school in Central Java, Indonesia is still low. Based on the results of these observations, teachers and researcher then discussed and collaborated so as to produce an agreement. To overcome problems in learning speaking skills, they can use fairy tales as media.

In the implementation of the first cycle of actions, the teachers focused on speaking skills using the lecture, discussion, question and answer, and assignment methods. Observations did not only focus on student activities but also on teacher activities in teacher learning. Broadly speaking, what was observed in this study included the application of the use of fairy tales. In addition, evaluation activities cannot be separated from the observations of researcher. Based on these activities, in general, an overview of the course of learning Indonesian with a focus on speaking skills was obtained as follows:

1. Teachers and researcher made a Learning Implementation Plan (RPP) which was used as a guide in the implementation of learning.
2. The teacher carried out speaking learning activities well, especially in a conceptual way. That is, teacher taught with clear and planned directions and goals. Teachers also tried to create contextual learning and tried to invite students to be active in participating in the learning process. The evaluation carried out was also in accordance with the objectives to be achieved, but the results of the evaluation were still lacking. Students who scored above the KKM had not reached 80% as expected in the indicators of research success. The suitability of teachers when teaching with lesson plans can be seen in the appendix.
3. Some of the weaknesses that were still visible include the lack of student attention when one of the students was appointed to tell stories that have been discussed together. Student activity in asking and answering questions was still lacking. The courage of students in expressing opinions, asking and answering questions was still lacking. Students' creativity in composing sentences, asking and answering questions and developing stories was still lacking. Then for the speaking skills shown by students, they were still very lacking. There were still five students who have not reached the KKM target value of 78. Only 69% of students have completed the KKM.

The research implementation in cycle one was in accordance with the objectives to be achieved, but the results of the evaluation were still lacking or students who scored above the KKM had not reached 80% as expected in the indicator of research success. Some of the weaknesses that were still visible include the lack of student attention when one student was appointed to tell a story about a fairy tale that has been discussed together.

Student activity in asking and answering questions was still lacking. Students lacked the courage of expressing opinions, asking and answering. Moreover, they lacked the creativity in constructing sentences, asking and answering questions and developing stories. There were still five students who have not reached the KKM score target of 78 or only 69% of students have completed the KKM. The results of the assessment of students' speaking skills can be seen in table 1.

Table 1. Results Cycle I Speaking Skills Assessment

Number	Student Name	Cycle Score I	Information
1.	A Z	77	Not Complete
2.	A Y	61	Not Complete
3.	A R Y	89	Complete
4.	D F	83	Complete

5.	E K B S	89	Complete
6.	I K P	89	Complete
7.	K J	83	Complete
8.	M L	83	Complete
9.	M R	83	Complete
10.	O	72	Not Complete
11.	R A	67	Not Complete
12.	S A	72	Not Complete
13.	Y W	94	Complete
Completed Amount			8 students
Uncompleted Amount			5 students
Average			69%

Based on the observations and the results of the evaluation of students' speaking skills in the first cycle, the teacher and researcher discussed and reflected, namely, students who were less active needed to get more encouragement from the teacher to increase courage in expressing their ideas. While active students were able to carry out the teacher's orders well. The main improvement in the second cycle was to motivate the students who were less active in front of the class. Students in carrying out task evaluations were still reluctant to come forward if they were not appointed by the teacher. As an improvement in cycle II, students came forward based on the order of absence. Students have not used pronunciation and intonation correctly. Improvements in cycle II were the implementation of learning to speak through fairy tales, more emphasis on the use of proper pronunciation and intonation in sentences. Students became more enthusiastic in learning. Improvements in cycle II must be maintained or increased.

The results obtained in the second cycle of research showed that the teacher teaching speaking material through fairy tale media emphasized the use of good pronunciation and intonation. At the beginning of learning, the teacher started with apperception, namely asking and answering questions about past material. Then it was continued with the teacher telling about a fairy tale entitled "Butterflies have a noble heart". This activity was carried out by the teacher using good pronunciation and intonation. The activity continued with questions and answers about the characters and characteristics in the fairy tales, then the teacher and students concluded the results of the learning that had been carried out, and ended with an evaluation. The students were again asked to tell fairy tales in front of the class in the hope that the delivery was better than the previous cycle. Based on these activities, an outline was obtained about the course of learning Indonesian with a focus on speaking skills as follows:

1. Third grade teachers and researcher conducted a lesson plan review (RPP) which will be in cycle II. The Learning Implementation Plan was prepared based on the 2013 curriculum syllabus. The planned learning was speaking learning which was carried out using fairy tales.
2. Teachers and researcher prepared methods that were used in the implementation of the second cycle of actions. The method used were the lecture method, discussion, question

and answer, and assignment. The media used were teaching materials that have been compiled by researcher which contain fairy tales with animal themes entitled "Butterflies with Noble Hearts".

3. Teachers and researcher prepared instrument sheets that have been prepared by researcher, not only for students but also for teachers including assessment of speaking skills, assessment of the suitability of lesson plans with the learning carried out, and field notes. The use of the instrument sheet made it easier to determine what things should be prioritized in the observation. The instrument sheet made for students was prioritized on the activeness, courage, and creativity of students in the process of implementing learning to speak. Instrument sheets made for teachers were prioritized on preparation, course of activities, implementation of learning, and evaluation of learning.
4. Teachers and researcher prepared a question and answer guide that was carried out at the end of the lesson. The question and answer were intended as a reflection at the end of the teacher's lesson to the students. It was intended that students and teachers can discuss the lessons that have been implemented. If in learning there were still shortcomings, they will be solved together and then find a solution.

In practice, this activity was carried out by applying the use of good pronunciation and intonation. Students were asked to come forward one by one in order of absentee numbers. The activities of teachers in making lesson plans, using methods, and providing motivation to students were very good. The suitability of teachers when teaching with lesson plans can be seen in the appendix. The activeness, courage, creativity and initiative of the students increased on average compared to the first cycle. The students' ability in telling stories was better.

Table 2: Results of Cycle II Speaking Skills Assessment

Number	Student Name	Cycle Score I	Information
1.	A Z	89	Complete
2.	A Y	61	Not Complete
3.	A R Y	94	Complete
4.	D F	94	Complete
5.	E K B S	89	Complete
6.	I K P	94	Complete
7.	K J	83	Complete
8.	M L	94	Complete
9.	M R	89	Complete
10.	O	83	Complete
11.	R A	72	Not Complete
12.	S A	83	Complete
13.	Y W	100	Complete

Completed Amount	8 students
Uncompleted Amount	5 students
Average	69%

The final conditions in the study using fairy tale media in class action research to improve the speaking skills of class III students were declared successful and the desired learning objectives were achieved. This is evident on the increase of the results of the implementation from the first cycle to the second cycle. This shows a progress seen from the results of the assessment of speaking skills. In the first cycle, the average class mastery reached 69%; while in the second cycle, the average class mastery reached 84%. Researcher believe that this value can always increase if teachers and students continue to develop their abilities in teaching and learning activities.

This study used a classroom action research (CAR) method which was conducted in a primary school in Central Java, Indonesia through two cycles. This study used the learning method of lectures, discussions, questions and answers, assignments. In this study, researcher succeeded in improving Indonesian language learning outcomes, especially students' speaking skills through the help of reading fairy tales. Students were able to get results by achieving scores above the KKM 78. It was proven that fairy tales can be used to improve the speaking skills of Indonesian learning students Mancoro (2015). This result is supported by a previous study which posited that one way to instill a pleasant positive character in elementary school-aged children is through the fairy tale Gunawan (2019).

At each meeting, the researcher was assisted by the class teacher in presenting assignments which was asking students to retell in front of the class about the fairy tales that had been discussed together. The results of the analysis proved that student learning outcomes can increase due to increased teacher performance and student activities during the teaching and learning process.

Improving students' speaking skills in Indonesian subjects through fairy tale media can involve students actively in learning, and focus more on students, students work independently by solving problems given by the teacher. Students were required to work carefully and argue according to their own understanding. This made the students more relaxed and not tense in receiving material. The students also developed the courage to present their work in front of the class. This was the focus of research, namely improving students' speaking skills.

The completeness of students in cycle I was 8 students (69%) while students who had not completed the KKM were 5 (31%). From these data it can be concluded that there has been an increase in learning outcomes even though the value was not satisfactory and must be increased again. The completeness of students in cycle II was 11 students (84%) while students who had not completed the KKM were 2 (16%). From these data it can be concluded that there has been an increase in learning outcomes in cycle II.

The learning outcomes in cycle I and cycle II lead to a conclusion that learning has increased. The learning outcome of 84% have reached, and even surpassed, the predetermined success indicator of 80%. The results of the analysis of the teacher's observation sheet have increased; students have become more active than before. Students were also more interested in learning.

The incompleteness of two students was caused by one student not concentrating in learning and tended to often daydream. This student did not pay attention to the material presented by the teacher and preferred playing alone in the class. For the two students who were still not finished, the teacher and researcher agree that the children will still be given action to the next stage accompanied by the class teacher. One of these actions will be the class teacher will guide students individually in learning activities at school. In the learning cycle II learning completeness has reached $84\% \geq 80\%$ of the success indicators that have been set; thus, this classroom action research (CAR) has proven to be successful.

To further improve students' speaking skills, the researcher provide some inputs that can be considered. First, schools need to improve and add facilities in the form of tools/media in Indonesian language lessons, especially class III, so that they are more supportive in planting Indonesian concepts in a more real way while increasing interest student learning. Second, teachers must always carefully prepare learning support devices and learning facilities that are needed because they greatly affect the effectiveness and efficiency of learning which in turn affects the process and results of learning Indonesian lessons. Third, as students play an active role in the learning process, they should do the tasks given by the teacher and increase interest in learning so that they can obtain optimal learning outcomes.

Based on the research, the use of fairy tale learning media in a primary school in Central Java, Indonesia, Semester I of the 2022/2023 Academic Year can improve students' speaking skills. In line with previous research, this research has differences and advantages, namely: students are really guided carefully by the class teacher.

Conclusion

Based on the results of classroom action research (CAR) that had been carried out in two cycles using fairy tale media in Indonesian language learning for third grade students, it can be concluded that there was an increase in speaking skills for third grade students after learning using fairy tale media. This can be seen from the activity of students in the learning process which is increasing in each cycle. The results of the researcher' observations from before being given the action, only six students (46%) had completed the KKM. In cycle I this increased to eight students (69%). Then there was another increase from cycle I to cycle II, from eight students (69%), there were now eleven students (84%) who completed the KKM. Based on the results of class action research using the 2 cycles, it turns out that the hypothesis that has been formulated is proven to be true, meaning that learning steps through fairy tales can improve students' speaking skills in class III students in 2022. It is hoped that the increase will not only be found in students' speaking skills but also the interaction between students and teachers. To other teachers who also experience problems with students' speaking skills, they can try adding fairy tale media to their learning.

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