

IMPROVING SPEAKING SKILLS THROUGH FAIRY TALES IN INDONESIAN LANGUAGE LEARNING FOR THIRD GRADE ELEMENTARY SCHOOL STUDENTS

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Abstract

This study aims to improve the speaking skills of third grade students of SD Negeri 1 Curugsewu 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 at SD Negeri 1 Curugsewu 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 is that previously only six students (46%) completed the KKM, in the first cycle it increased to eight students (69%). Then there was an increase in cycle I to cycle II from the previous eight students (69%) who completed the KKM to eleven students (84%). 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 has a very important role in creating quality human resources, through education, quality and skilled human beings can be formed (Maisaroh, 2018).

The essence of effective learning is a learning process that is not only focused on the results achieved by students, but also how the learning process is able to provide a good understanding, intelligence, perseverance, opportunity and quality and can provide behavioral changes that can then be applied in their lives. Atmojo, 2018).

Learning Indonesian is an important subject in schools that is taught at all levels of education in Indonesia, from elementary school to university. Indonesian language learning in elementary schools is aimed at improving students' ability to communicate using Indonesian properly orally and in writing. In addition, students are expected to be able to communicate effectively and efficiently in accordance with ethics and behave well (Krissandi, 2018).

The purpose of learning Indonesian is not only to make students only have knowledge of Indonesian, but also aims to make students skilled in language to 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 to one's heart, language is used as a medium of interaction or communication, in the sense of conveying new thoughts, concepts, and ideas.

In addition to language skills speaking skills are very important skills. Speaking skills greatly affect student learning assessment. Speaking skills are defined as one of the language skills in everyday life. Individuals often choose to speak to communicate, because communication will be more effective if it is done by speaking. Talking is something that humans always do in everyday life. Speaking skills as language skills require students to have the ability to pronounce articulation sounds or words to express, convey, and convey thoughts, ideas, ask questions, and feelings (Arsanti, 2012).

The purpose of speaking skills there are four. First, speaking aims to inform, report, and will be carried out by someone if they want to explain about a process, describe, interpret, 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 spontaneously, witty stories, adventure, exciting, and others. Talks should create a happy atmosphere in the hearts of listeners. Third, to move the speaker must be authoritative, in order to become a role model. 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.

The scope of learning to speak in elementary schools at this time is often students are not trained or directed to be able 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 taking into account how the students' competence in speaking increases, so that students' abilities and experiences with speaking skills are only limited to being able or being able to convey the material given to them, this of course affects student achievement (Mansyur, 2017).

The characteristics of children at primary school age play an active role in compiling their knowledge and understanding of the reality that is happening. Children get information through experience. Piaget believed that children's thinking develops over an ever-expanding range of periods. According to Piaget's 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 development earlier than this general pattern. 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, because student learning achievement is a benchmark to see the success of students in mastering the subject matter that has been delivered during the learning process (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 and always try to design, create and practice using learning media (Kurniawati, 2016). The use of learning media can affect student achievement, therefore learning media can be classified in factors from outside the individual, namely instrumental factors (Sunarti, 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, 2015). One of the media or tools that teachers can use to attract students' interest is storytelling. Storytelling or story telling can be said 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 in children, and instilling moral messages conveyed through a story or fairy tale (Syukria, 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).

Children's characters that can be grown by storytelling include instilling life values and ethics, for example honesty, empathy, humility, mutual help. When telling a story, the storyteller must be good at choosing the contents of the story that he wants to give to the child. Both concern for the social environment and love for the motherland, this is obtained from the elements of noble values and advice contained in the stories told. As a teacher, it is hoped that it can revive storytelling culture, foster children's interest in reading as a means of education, and improve children's abilities to think and reason (Aprilliani, 2015).

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 use of the fairy tale method students will be more interested and enthusiastic in participating in Indonesian language lessons, especially speaking. After using the fairy tale method, it is hoped that the students' speaking ability will increase. In addition to the delivery must be more interesting, it can also be interspersed with media images.

The researcher also hopes that after this research the teacher is expected to be able to further 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 so that it has an impact on increasing student achievement where previously there were six students who did not reach the KKM.

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 at SD Negeri 1 Curugsewu, 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 (action research) itself was developed with the aim of finding solutions to problems in class. Meanwhile, according to Sulipan, PTK is research conducted as an effort to find out the impact after an action is taken on research subjects in a class (Rahmawati, 2015). 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 class III students at SD Negeri

Curugsewu, totaling 13 students consisting of seven female students and six male students. For more details, the following are the steps in classroom action research:

A. Cycle I

1. Planning, Planning is an initial reflection based on the results of a preliminary study consisting of:
 - a. Researchers compiled learning tools including lesson plans, syllabus, and textbooks.
 - b. Researchers compile or look for media that are suitable for learning in this case are fairy tales.
 - c. Researchers prepare evaluations for cycle I.
 - d. Researchers make observations in the learning process.
2. Implementation, the implementation of this research researchers collaborated with classroom teachers. Here are the steps:

Initial activity

- a. Students open the lesson with greetings and prayers according to the teacher's guidance.
- b. Students get an initial apperception from the teacher. The teacher introduces the theme title and learning objectives.

Core activities

- 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.
- 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.

End activities

- a. Giving rewards to active students.
 - b. Students and teachers reflect on learning activities.
 - c. Individual assignment.
3. Observation, 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 researchers and classroom teachers.

4. Reflection, after observing the researchers 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.

B. Cycle II

1. Planning, planning is an initial reflection based on the results of a preliminary study consisting of:
 - a. Researchers compiled learning tools including lesson plans, syllabus, and textbooks.
 - b. Researchers compile or look for media that are suitable for learning in this case are fairy tales.
 - c. Researchers observed the results of the first cycle of reflection to be repaired.
 - d. The researcher prepared an evaluation for cycle II.
 - e. Researchers make observations in the learning process.
2. Implementation, the implementation of this research researchers collaborated with classroom teachers. Here are the steps:

Initial activity

- a. Students open the lesson with greetings and prayers according to the teacher's guidance.
- b. Students get an initial apperception from the teacher. The teacher introduces the theme title and learning objectives.

Core activities

- 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.
- d. Students are asked to retell the contents of the fairy tale in their own language and then present it in front of the class.
- e. Researchers made observations of the results of cycle II.

End activities

- a. Giving rewards to active students.

- b. The teacher reflects on learning activities.
 - c. Individual assignment.
3. Observation, 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 researchers and classroom teachers.
 4. Reflection, after observing the researchers 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) the 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:

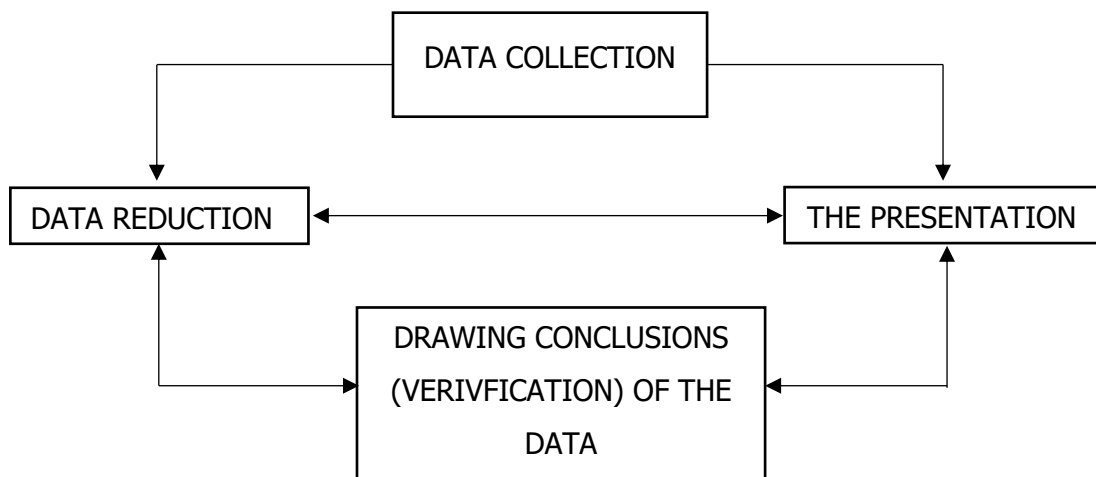


Figure 1. Schematic of Qualitative Analysis

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

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

Findings and Discussion

The results obtained in the first cycle are the first condition that the researcher observes, 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 reads material from the theme book. In addition, sometimes students are 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 are assigned to work on the questions in the LKS (Student Worksheet). This then makes students feel that learning is 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 are only theme books which are actually still very incomplete, moreover the accompanying books are also very 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 researchers found the teacher's difficulties in managing the class. There are students who are cool to talk to their friends when learning takes place, so sometimes the voice of the teacher is not clearly heard, there are also students who go back and forth to their friends' seats just to borrow stationery which they feel is not so important, there are also students who ask 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 so that the class conditions were not very supportive for the achievement of maximum learning outcomes.

During the learning process, many students had difficulty learning Indonesian. The most visible thing is that they find it difficult to express their thoughts in oral form. In addition, students also find it difficult to use the correct pronunciation and intonation in story sentences. Another thing that makes them finally difficult 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 are fluent in telling stories. So that students in doing speaking assignments are more concerned with multiplying and extending the story even though the words are repeated and the pronunciation and intonation are 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 SD Negeri 1 Curugsewu is still low. Based on the results of these observations, teachers and researchers then discussed and collaborated so as to produce an agreement, namely, to overcome problems in learning speaking skills we 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 do 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 can not be separated from the observations of

researchers. Based on these activities, in general, an overview of the course of learning Indonesian with a focus on speaking skills is obtained as follows:

a. Teachers and researchers have made a Learning Implementation Plan (RPP) which will be used as a guide in the implementation of learning.

b. The teacher has carried out speaking learning activities well, namely in a conceptual way. That is, teachers teach with clear and planned directions and goals. Teachers have also tried to create contextual learning and try 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 or 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.

c. Some of the weaknesses that are still visible include the lack of student attention when one of the students is appointed to tell stories that have been discussed together. Student activity in asking and answering questions is still lacking. The courage of students in expressing opinions, asking and answering questions is still lacking. Students' creativity in composing sentences, asking and answering questions and developing stories is still lacking. Then for the speaking skills shown by students, they are still very lacking, there are still five students who have not reached the KKM target value of 78 or only 69% of students who 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 are still visible include the lack of student attention when one student is appointed to tell a story about a fairy tale that has been discussed together.

Student activity in asking and answering questions is still lacking. The courage of students in expressing opinions, asking and answering questions is still lacking. Student creativity in constructing sentences, asking and answering questions and developing stories is still lacking. There are 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 of the 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 researchers 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 are able to carry out the teacher's orders well. The improvement in the second cycle is the priority in learning is motivation to students who are less active in front of the class. Students in carrying out task evaluations are still reluctant to come forward if they are not appointed by the teacher. As an improvement in cycle II, students who come forward based on the order of absence. Students have not used pronunciation and intonation correctly. Improvements in cycle II are the implementation of learning to speak through fairy tales more emphasis on the use of proper pronunciation and intonation in sentences. Students become more enthusiastic in learning. Improvements in cycle II must be maintained or increased.

The results obtained in the second cycle of research, namely the teacher teaching speaking material through fairy tale media emphasized the use of good pronunciation and intonation. At the beginning of learning the teacher starts with apperception, namely asking and answering questions about past material. Then it is continued with the teacher telling about a fairy tale entitled "Butterflies have a noble heart". This activity is 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, namely 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 is obtained about the course of learning Indonesian with a focus on speaking skills as follows:

- a. Third grade teachers and researchers conducted a lesson plan review (RPP) which will be in cycle II. The Learning Implementation Plan is prepared based on the 2013 curriculum syllabus. The planned learning is speaking learning which is carried out using fairy tales.
- b. Teachers and researchers prepare methods that will be used in the implementation of the second cycle of actions. The method used in the second cycle of action is the lecture method, discussion, question and answer, assignment. The media that will be used are teaching materials that have been compiled by researchers which contain fairy tales with animal themes entitled "Butterflies with Noble Hearts".
- c. Teachers and researchers prepare instrument sheets that have been prepared by researchers, 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 will make it easier to determine what things should be prioritized in the observation. The instrument sheet made for students is prioritized on the activeness, courage, and creativity of students in the process of implementing learning to speak. Instrument sheets made for teachers are prioritized on preparation, course of activities, implementation of learning, and evaluation of learning.

d. Teachers and researchers prepare a question and answer guide that will be carried out at the end of the lesson, the question and answer is intended as a reflection at the end of the teacher's lesson to the students. It is intended that students and teachers can discuss the lessons that have been implemented. If in learning there are still shortcomings, they will be solved together and then find a solution.

In practice this activity is carried out by applying the use of good pronunciation and intonation, students are 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 are 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 had been achieved. This is evidenced from the results of the implementation of the first cycle to the first cycle always increases, in other words there is progress seen from the results of the assessment of speaking skills. In the first cycle the average class mastery reached 69% in the second cycle the average class mastery reached 84%. Researchers believe that this value can always increase

if teachers and students continue to develop their abilities in teaching and learning activities.

Discussion

This study uses a classroom action research (CAR) method which was conducted at SD Negeri 1 Curugsewu, Patean District, Kendal Regency, Central Java through two cycles. This study uses the learning method of lectures, discussions, questions and answers, assignments. In this study, researchers succeeded in improving Indonesian language learning outcomes, especially students' speaking skills through the help of reading fairy tales. Students are able to get results by achieving scores above the KKM 78. It is proven that fairy tales can be used to improve the speaking skills of Indonesian learning students Nurliatin Mancoro (2015). As previous research that has been done, 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, namely by asking students to retell in front of the class about the fairy tales that had been discussed together. The results of the analysis prove 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 are required to work carefully and argue according to their own understanding. This also makes students more relaxed and not tense in receiving material. After that students are also taught to have the courage to present their work in front of the class. This is 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 is 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 can be concluded that learning has increased and these results have reached the predetermined success indicator, namely 80% because the completeness of learning outcomes reaches 84%. The results of the analysis of the teacher's observation sheet have increased, students have become more active than before, students are also more interested in learning. The incompleteness of two students was caused by one student not concentrating in learning and tended to often daydream so that the student did not pay attention properly, while the other student tended to still like to play alone in class so he did not pay attention to the material presented by the teacher. For two students who are still not finished, the teacher and researcher agree that the child will still be given action to the next stage accompanied by the class teacher, one of which is 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 researchers provide some inputs that can be considered, namely, for schools 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. 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. For students to always play an active role in the learning process, always do the tasks given by the teacher and increase interest in learning so that they can obtain optimal learning outcomes.

Based on the research described, the use of fairy tale learning media in SD Negeri 1 Curugsewu, Patean District, Kendal Regency, 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 researchers' observations from before being given the action that previously only six students (46%) had completed the KKM, in cycle I increased to eight students (69%). Then there was another increase in cycle I to cycle II from previously eight students (69%) who completed the KKM to eleven students (84%). 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. The follow-up in this research is that it is hoped that the increase will not only be found in students' speaking skills but also the interaction between students and teachers. Then to other teachers who also experience problems with students' speaking skills so they can try adding fairy tale media to their learning.

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