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A virtual fairy tale method based on learning to speak in grade IV elementary school

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Abstract

This research is motivated by the low speaking ability of the students. This study aims to improve student learning outcomes in grade IV of SD Negeri 1 Durian Payung Kota Bandar Lampung by using the virtual-based fairy tale method. The research method used by the researcher was classroom action research in collaboration with fourth-grade teachers at SD Negeri 1 Durian Umbrella, with a total of 25

students in class IV consisting of 15 female students and 10 female students. This research took place in 2 cycles, each cycle consisting of 2 actions. The techniques used in data collection are observation, tests, interviews, documentation, and field notes. The results showed that the virtual-based fairy tale method can improve speaking skills in grade IV of SD Negeri 1 durian payung.

Keywords: fairy tale method, e-learning, speaking skills

1. Introduction

Speaking is one skill in language. It is further argued that speaking is a language skill that develops into a child's life which is preceded by listening skills, at that time the ability to speak or speak is learned (Siska, 2011) ^[15]. It can be understood that speaking is a language skill that develops in a child's life which is preceded by listening skills, at that time the ability to speak or speak is learned. Furthermore, it is said that speaking is of course closely related to the development of vocabulary obtained by children through listening and reading activities (Saputra, 2017) ^[12]. Before maturity in language development is also a delay in language activities.

Speaking skills has an important role in the effort to give birth to future generations who are intelligent, creative, critical, and cultured (Permana, 2015) ^[11]. It can be understood that by mastering speaking skills, students can express their thoughts and feelings intelligently according to the material and situation when they are talking. Furthermore, it is stated that speaking skills are also able to shape creative future generations that they can speak in a communicative, clear, coherent, easy to understand manner. In addition, speaking skills are also able to give birth to critical future generations because they have the ability to express ideas, thoughts, or feelings to others coherently and systematically.

It was further argued that speaking is the most important and essential skill, mastery of this skill describes the speaker who has more precise knowledge (Muna, Degeng, & Hanurawan; 2019) ^[9]. Achieving speaking skills can also help students to support other skills such as reading and writing. Students' speaking skills can make it much easier for the listener to listen to what is being discussed (Melylinda, Yuwana, & Sukartiningsih; 2016) ^[8]. In addition, it is reinforced by the opinion expressed by (Hedge, 2008) ^[5], (Agustin, & Puspita; 2020) ^[1] regarding activities that help to improve speaking skills are discussion and role-playing activities. These activities can also increase student activity in language.

Based on the results of observations made in the fourth grade of SD Negeri 1 durian umbrella, it was found that during the Indonesian language learning process, it seemed that 65% of students were not interested in the storytelling method the teacher gave. Some of the attitudes shown are aloofness, being rowdy, and talking to his classmate. The students have not fully mastered the ability to speak. This results in students lacking confidence when appearing in front of the class, students feeling nervous when expressing opinions, afraid of being wrong, and feeling embarrassed. This is of course less than the expectation where learning is said to be successful and complete if 70% of students have reached the Minimum Completion Criteria. Indicators used to measure students' speaking skills, including fluency in speaking, the accuracy of word choice (diction), sentence structure, the intonation of reading sentences and expressions.

Based on the above problems, there needs to be a renewal in the learning process. One alternative that can be used is to use the virtual-based Dongeng method. This has been proven by several researchers, including research conducted by Ahyani (2010) ^[2] regarding the fairy tale method in increasing the development of moral intelligence in pre-school children, showing that the fairy tale method is effective in increasing the development of moral intelligence in early childhood. Furthermore, research conducted

by Benardi (2018) ^[4] on landslide disaster preparedness education for early childhood students using the pop-up book media-based fairy tale method shows that the fairy tale method based on pop up media is effective and feasible to be used as a learning method for early childhood. . The following research that has been conducted by Malau, Permata, Rahmaniya, et al (2019) ^[7] regarding the application of the fairy tale method and serial fable stories to improve pre-reading skills shows that the fairy tale method can improve the beginning reading ability of elementary school students.

Based on the explanation above, the researcher needs to conduct a scientific study of the virtual-based fairy tale method in learning to speak in the fourth grade of elementary school.

2. Methodology

This study uses a classroom action research method by observing elements of activities, actions that aim to fix problems in the learning process, and the same class receives lessons from a teacher (MG E, 2011), (Saputra. Et al; 2019) ^[14], (Saputra, Susilo; 2019) ^[14]. Data collection was carried out through observation, interviews, documentation, and student learning outcomes as many as 25 people. Data analysis techniques were carried out through data reduction, tabulation of data from observations, data analysis, and data exposure. This research was conducted through four phases of the cycle including planning, implementing the action, observing, and reflecting. The classroom action research model used is the Kemmis and Taggart models.

3. Results and Discussion

This study uses a classroom action research approach where the research will discuss the results of each given action cycle. The following diagram shows the results of this study:

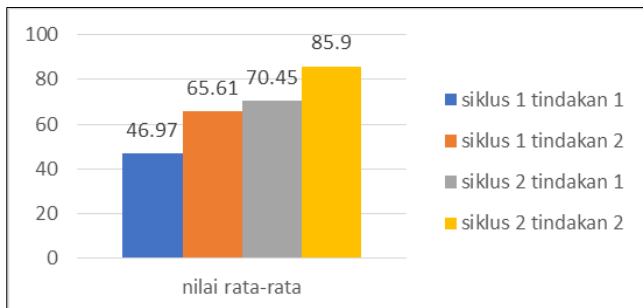


Fig 1: Graph of the average score of students' speaking ability

Based on the figure above, it can be understood that there is an increase in the average score of students' speaking ability in each cycle. This can be seen from the average value of students' speaking ability in cycle 1 action 1 is 46.97, then the average value of students' speaking ability in cycle 1 action 2 is 65.61. This shows that the average value of students' speaking ability in cycle 1 action 1 to cycle 1 action 2 has increased by 18.64. Furthermore, the average value in cycle 2 action 1 reached 70.45, and cycle 2 action 2 reached an average score of student speaking ability, namely 85.90. It can be understood that there is a significant increase in the average score of students' speaking ability from cycle 1 action 2 to cycle 2 action 1 amounting to 4.84. Furthermore, from cycle 2 action 1 to cycle 2 action 2 also experienced an increase in the average score of students' speaking ability by

15.45. It can be understood that the virtual-based fairy tale method is a learning method that involves students actively improving oral communication skills through meaningful experiences so that fairy tales are interesting for children because stories in fairy tales can bring children into the world of imagination.

The results of the above research are in line with the opinion which states that the fairy tales that are read or heard by children, then the children will visualize the story into their imagination. It can be understood that, when children read or listen to fairy tales and then tell the tale again, the child will acquire and learn various new vocabulary (Ardini, 2008) ^[3], (Patimah, 2015) ^[10].

4. Conclusion

Based on the explanation above, it can be concluded that the virtual-based fairy tale method can improve speaking skills in grade IV elementary school. The increase in students' speaking ability is influenced by the activities of students and teachers in the learning process in the classroom. The virtual-based fairy tale method has a positive impact on students' enthusiasm for learning, especially in speaking learning by formulating learning techniques that are very fun so that students do not feel bored while studying the material.

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