



Improving the Speaking Skills of Class Students through Fairy Tales at UPT SDN 263 Pinrang

Hasniar^{1*}; Irman Syarif²; Dedi Setiawan³

UPT SDN 263 Pinrang^{1*}, Universitas Muhammadiyah Enrekang^{2,3}

E-mail: hasniar.324@gmail.com¹, irmansyarif@unimen.ac.id²,

dedii.setiawan95@gmail.com³

Receive: 11/08/2024

Accepted: 10/09/2024

Published: 01/10/2024

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan proses pembelajaran melalui cerita dongeng yang dapat meningkatkan hasil belajar Bahasa Indonesia siswa kelas IV UPT SDN 263 Pinrang. Jenis penelitian ini adalah Penelitian Tindakan Kelas (PTK). Subjek pada penelitian ini adalah siswa kelas IV UPT SDN 263 Kab. Pinrang tahun ajaran 2023/2024 yang berjumlah 24 siswa. Desain penelitian ini meliputi (1) tahapan perencanaan, (2) pelaksanaan, (3) pengamatan dan (4) refleksi. Metode pengumpulan data yang digunakan dalam penelitian ini adalah (1) tes, (2) observasi dan (3) dokumentasi. Instrumen penelitian yang digunakan adalah lembar observasi dan tes. Berdasarkan hasil penelitian menunjukkan bahwa penggunaan proses pembelajaran melalui dongeng dapat meningkatkan hasil belajar Bahasa Indonesia khususnya keterampilan berbicara pada siswa kelas IV UPT SDN 263 Kab. Pinrang. Rata-rata hasil belajar pra siklus sebesar 62,50 dan sedikit mengalami peningkatan pada siswa secara keseluruhan pada siklus I sebesar 75,25, setelah dilakukan perbaikan dengan membagi kelompok sesuai hasil belajar siklus I, membagi tugas pada setiap anggota kelompok, memberikan waktu kepada siswa untuk melakukan proses keterampilan berbicara melalui cerita dongeng dapat meningkatkan hasil belajar Bahasa Indonesia pada siswa menjadi 81,35 pada siklus II.

Kata Kunci: Keterampilan Berbicara, cerita dongeng

Abstrack

This study aims to describe the learning process through fairy tales that can improve the learning outcomes of Indonesian language students in class IV UPT SDN 263 Pinrang. This type of research is Classroom Action Research (PTK). The subjects in this study were fourth grade students of UPT SDN 263 Pinrang Kab. Pinrang school year 2023/2024 which amounted to 24 students. This research design includes (1) planning stages, (2) implementation, (3) observation and (4) reflection. The data collection methods used in this study were (1) test, (2) observation and (3) documentation. The research instruments used were observation sheets and tests. Based on the results of the study, it shows that the use of the learning process through fairy tales can improve Indonesian language learning outcomes, especially speaking skills in class IV UPT SDN 263 Kab. Pinrang. The average pre-cycle learning outcome was 62.50 and slightly increased for students as a whole in cycle I of 75.25, after improvements were made by dividing groups according to cycle I learning outcomes, dividing tasks to each group member, giving students time to carry out the process of speaking skills through fairy tales can improve Indonesian learning outcomes in students to 81.35 in cycle II.

Keywords: Speaking Skills, fairy tales.

Intruduction

Humans as social creatures need speaking skills to interact and socialize. Stewart and Kenner Zimner (Haryadi and Zamzani, 2016/2017) state that effective communication is

important for individual and group success. Speaking is an active language activity to express oneself orally (M. Soenardi Djiwandono, 2001) and convey intentions with

spoken language (Depdikbud, Haryadi and Zamzani, 2016/2017). Speaking skills are very important in communication, both in learning and everyday life. This skill supports listening, reading, and writing skills. Yeager (Ahmad Rofi'uddin and Darmiyati Zuhdi, 2018) emphasizes that speaking requires the ability to distinguish facts from opinions, understand cause-and-effect, and state arguments. Teaching speaking skills from an early age is important so that students can speak fluently and confidently. Students will find it difficult to communicate, ask questions, explain, tell stories, and interpret the meaning of speech. In fact, learning to speak is the main and principal after the listening process, namely 42% of listening activities, 32% of speaking, 15% of reading, and 11% of writing (Haryadi and Zamzani, 2016/2017: 17). Speaking activities need good interaction between teachers and students. If teachers and students do not have good interaction or communication, then the purpose of speaking activities will be difficult to achieve. According to Wijaya and Iswatiningtyas, speaking skills need to be honed in children from an early age so that they can express and express their thoughts, ideas, feelings and answer questions given to them orally.

Meanwhile, according to Isnaini Yulianita, speaking ability is an oral productive ability that demands many things that children master, including linguistic and non-linguistic aspects. From the above opinions, it can be concluded that speaking ability is the ability, proficiency and strength of self to convey information in the form of expressing ideas and thoughts on linguistic and non-linguistic aspects. The results of researchers' observations of Indonesian language learning in class IV UPT State Elementary School 263 Pinrang there are problems encountered, namely students' speaking activities are less honed by the teacher. As a result, students are reluctant to speak for fear of being wrong and students' vocabulary is also still minimal and their speaking skills are not developed, students are also less active, do not dare to speak in front of the class or ask questions and conclude opinions in learning because students are accustomed to the classical method.

This method is one of the causes of low learning outcomes so that learning objectives are difficult to achieve, especially in the material of

retelling the results of reading or stories that have been read. According to Adawiyah, the inability to express ideas can be caused by mental aspects (nervousness, pressure, low self-esteem), lack of vocabulary, or inability to organize speech (organize the order of ideas so as not to overlap). This happened when the observation took place, students were still nervous and shy in speaking to people around them, both friends and teachers. This is also evidenced by the fact that students who score below the KKM are still greater than those who score above the KKM, and from the results of daily tests that are often carried out by the class teacher. From the analysis of these problems, it should be that in teaching Indonesian, a teacher is expected to be able to improve students' skills by paying attention to linguistic and non-linguistic aspects.

Teachers need to choose the right media in Indonesian language learning. Therefore, researchers are interested in conducting Classroom Action Research on "Improving Speaking Skills of Grade IV Students through Fairy Tales at UPT SDN 263 Pinrang" in Indonesian language learning. The problems that the author formulates in this research are as follows: 1. How are teachers' efforts to improve the speaking skills of grade IV students through fairy tales at UPT SDN 263 Pinrang? 2. How are students' learning outcomes on speaking skills in Indonesian language learning through fairy tales in class IV UPT SDN 263 Pinrang?

The objectives to be achieved in this study are as follows: 1. To find out the teacher's efforts in improving the speaking skills of grade IV students through fairy tales at UPT SDN 263 Pinrang 2. Student learning outcomes in speaking skills in Indonesian language learning through fairy tales in grade IV UPT SDN 263 Pinrang. The benefits of this research are as follows: a. For Researchers Knowing direct problems in the field, so that they can provide assistance to teachers and students in solving problems related to learning, especially learning mathematics in Class IV about speaking skills. b. For Teachers Adding knowledge of the use of fairy tale media in improving speaking skills so that learning is more effective and efficient and can achieve maximum learning results. c. For Students Can provide motivation and activity in learning, so that the results of learning Indonesian language about speaking skills in

Class IV at UPT SDN 263 Pinrang will be more improved. d. For Schools As an addition to knowledge insights for reference in policy making at the school, motivation for other teachers to improve learning and as input in improving speaking skills. For Schools As an addition to knowledge insights for reference in policy making at the school, motivation for other teachers to improve learning and as input in improving speaking skills.

Method

This research is classified into classroom action research. This classroom action research was conducted to describe and observe the learning process of students through fairy tales in improving speaking skills in Indonesian language subjects for class IV UPT SDN 263 Pinrang students. The implementation mechanism was two cycles. Each cycle was carried out with three stages, namely (1) planning, (2) action and implementation, (3) reflection. This classroom action research is an effort to improve Indonesian language learning practices to make them more useful. The research subjects in this study were fourth grade students of UPT SDN 33 Pinrang, Pinrang Regency, South Sulawesi Province. Which amounted to 23 people. The object of this research is Indonesian language subjects about speaking skills.

The research was conducted at UPT SDN 263 Pinrang, Pinrang Regency. The reason the researchers conducted research at this elementary school was to motivate students in participating in the Indonesian language learning process in class IV, and so that class IV students of UPT SDN 263 Pinrang, Pinrang Regency can achieve optimal learning outcomes. In addition, this research location is the place where the researcher is assigned, making it easier to consult and not leave obligations as a teacher with the research time even semester of the 2023/2024 school year. The population in this study were fourth grade students of UPT SDN 263 Pinrang even semester of the 2023-2024 school year totaling 24 students and the sample in this study were fourth grade students of UPT SDN 263 Kab. Pinrang even semester of the 2023-2024 school year totaling 24 students consisting of 11 male students and 13 female students.

Data Collection Techniques are 1. Pre-Cycle Stage (Introduction) a. Observation In this pre-cycle (preliminary) stage, the researcher together with a colleague to conduct an assessment through observation, documentation study, and learning outcomes test, so that a description of student learning outcomes in learning Indonesian Language in Class IV UPT SDN 263 Kab. Pinrang. b. Reflection In this reflection stage, researchers together with observers (peers) provide an assessment or opinion from the results of observations, documentation studies and learning outcomes tests formulated on learning improvement steps so that they are used as a basis for cycle 1.

Research Process at Cycle I Stage At this stage the material that researchers prepare is material with the subject matter of introducing fractions using the help of concrete props. a. Action Plan 1) Develop a Learning Implementation Plan (MODULE AJAR) regarding speaking skills using fairy tale media 2) Determine the steps that will be implemented during teaching and learning activities (KBM) 3) Arrange and make observation tools used in research to see student activities in the development of speaking skills using fairy tale media 4) Arrange written assessments (tests) that will be used in the Teaching and Learning Process (PBM) 5) Make plans to make improvements as a follow-up 6) Plan for data processing from the results of the study. b. Implementation of Action 1) The teacher explains the material about fairy tales using fairy tale media. 2) Teacher conducts questions and answers about fairy tale material a) Distribution of LKPD to each student b) Students work on tasks on LKPD c) Students practice working on problems about units of length d) Students report the results of their work. c. Action Observation 1) Observers (peers) observe teacher activities during learning and observe student activities using teacher and student learning observation instruments. 2) The teacher evaluates student responses during learning through pretests, process tests and final tests. d. Action Reflection Researchers review, see and consider the results or impact of actions from various criteria. Based on the results of this reflection. Researchers together with colleagues can revise

improvements to the initial plan through the next cycle which includes activities: re-planning, re-action, and re-observation so that problems can be overcome.

Data analysis is an effort to select, discard, classify, arrange into categorization, classify data to support the objectives of the research. As in the implementation of PTK, the data analysis used in this study are: 1. Qualitative analysis is used to provide information that describes the improvement of learning outcomes and students' learning motivation by using fairy tale media 2. Quantitative analysis is used to analyze the value of students' learning outcomes and the acquisition of students' learning motivation scores by using fairy tale media In this case, researchers used descriptive statistics by finding the average value and percentage of learning outcomes and learning motivation. The analysis used in general consists of an analysis process to calculate the percentage of student motivation seen from the results of observations and to determine the level of student learning outcomes The steps taken in data analysis are as follows. a) Selecting data (data reduction) In this data selection step, data that is relevant to the purpose of learning improvement is selected. Irrelevant data can be discarded, and if deemed necessary, researchers can add new data by recalling events or phenomena that occurred during the implementation of the action plan. b) Describing the data findings (describing data) In this activity, researchers make a description of the steps taken in activity a). c) Drawing conclusions from the description Based on the description that has been made in step b), conclusions can then be drawn on the results of the implementation of the action plan that has been carried out. The rules for calculating are as follows: a) Learning Outcome Test To find out the ability of students to solve questions, sianalisis by calculating the average value of classical learning completeness. The tests used in this study were written tests (individual quizzes and final evaluations). The quiz in cycle I was an activity question contained in the LKPD and the final evaluation consisted of 4 essay questions. The formula and criteria used are as follows: b) Individual Completeness It is said that learning is complete if students get a score of more than or equal to the existing KKM, namely 65. Tests

are held at the end of each cycle, scoring guidelines and assessment criteria for analyzing data are contained in the rubric of the test questions. The assessment criteria for using the data obtained are as follows:

Classical Completeness Data obtained from student learning outcomes can determine classical learning using percentage descriptive analysis, with calculations. Indicators of success for classical learning completeness are determined if individual completeness ≥ 65 and classical completeness $\geq 85\%$.

$$Nilai = \frac{Skor\ Perolehan\ Sisw}{Skor\ Maksimal} \times 100.$$

Result and Discussion

This research begins with observation activities, namely observing Indonesian language learning in class IV UPT SDN 263 Pinrang. The learning process of Indonesian language, especially speaking skills. Observations were made to determine the results of speaking skills before and after using the storytelling method. The results of observations of the initial conditions of learning become a reference for action planning.

Based on the results of observations made in class IV UPT SDN 263 Pinrang, and the results of interviews with class teachers, the learning method used by the teacher is the lecture method. The teacher also did not use varied methods during the learning process. After explaining the material, the teacher asked students one by one to answer orally, but most students answered in an unclear voice, students were embarrassed to speak, and hesitated to speak. Almost all students had difficulty speaking. This resulted in the average value of speaking skills of class IV UPT SDN 263 Pinrang only 62.50 and has not met the KKM value of 65. The low level of speaking skills is due to the use of the lecture method in explaining the material so that there is no stimulus from the teacher to develop students' imagination. In addition, the use of the lecture method also results in student inactivity in learning because what happens is one-way communication. Students look unenthusiastic and bored in participating in learning.

Based on the observation results, only 12 students looked active or 50% of the total number of students, namely 24. The effort to

improve speaking skills is by reflecting on Indonesian language learning which in the initial condition, the teacher only used the lecture method and did not use a variety of methods. As a result, students' speaking skills have not met the KKM. To improve these speaking skills, researchers will improve them in the next action cycle I.

Description of Cycle I Action Implementation a. Cycle I Action Planning Cycle I action planning in cycle I can be described in several steps, namely as follows. 1) Identifying problems through interviews with fourth grade teachers and observations, then formulating problems. 2) Preparation of teaching and learning activities (KBM), such as: teaching modules, instruments, and story scripts. The Teaching Module contains learning that will be carried out using the storytelling method. The materials prepared include the steps of the storytelling method as an example for students and the subject matter to be provided for students. Instruments prepared include assessment sheets and observation sheets, and field notes. Story scripts were distributed to students in order to understand the story being told. Implementation of Cycle I Action Cycle I action was carried out in three meetings. The following is a description of the implementation of actions at each meeting.

1) **Meeting I** of cycle I was held on Monday, January 8, 2024, at 07.00-08.10 WIB, theme "Budi Pekerti", story title "Nyi Roro Kidul". Initial Activities (10 minutes) a) The teacher conditions the students and invites all students to pray according to their respective religions and beliefs to start the lesson, check attendance, apperception, classroom. b) Questions and answers related to the material. "Children, what stories do you like? Have you ever heard the story of Nyi Roro Kidul?" Core Activities (45 minutes) Exploration a) Students pay attention to the teacher's explanation of the selected story. b) Students listen to the teacher's example of storytelling. Elaboration a) Students answer questions. b) Students write down the elements of the story. c) Students read their writing in front of the class. d) The class is divided into several groups. e) Each group is guided on the steps to play drama with the storytelling method. f) Students are guided by the teacher to act out the characters according to

the story. g) Each group is given a story text. h) Each group practices telling stories, students re-read the story to be acted out. Closing Activities (15 minutes) a) Students together with the teacher make conclusions from the material. b) Students express their feelings after the learning process. c) The teacher motivates students to always learn.

2) **Meeting II** of cycle I was held on Tuesday, January 9, 2024, at 07.00-08.10 WIB, the theme "God", the title of the story is "People who are always grateful". Initial Activities (10 minutes) a) The teacher conditions the students and invites all students to pray according to their respective religions and beliefs to start the lesson, check attendance, apperception, classroom. b) Ask questions related to the material. "Children, who here is often grateful when they get something? To whom is the gratitude directed?" Core Activities (45 minutes), Exploration a) Students pay attention to the teacher's explanation of the selected story. b) Students listen to the teacher's example of storytelling. Elaboration a) Students answer questions. b) Students write down the elements of the story c) Students read their writing in front of the class. d) The class is divided into several groups. e) Each group is guided on the steps to play drama with the storytelling method. f) Students are guided by the teacher to act out the characters according to the story. g) Each group is given a story text. h) Each group practices telling stories, students re-read the story to be acted out. Confirmation a) Each group comes forward to act out the characters in the story by adding the necessary items according to the story. b) Each student pays attention to other groups who are advancing. Closing Activities (15 minutes) a) Students together with the teacher make conclusions from the material. b) Students express their feelings after the learning process. c) The teacher motivates students to always learn.

3) **Meeting III**, Meeting III of cycle I was held on Wednesday, January 10, 2024, at 07.00-08.10 WIB, the theme "Friendship", the title of the story is "Bambam the Faithful". Initial Activities (10 minutes) a) The teacher conditions the students and invites all students to pray according to their respective religions and beliefs to start the lesson, check attendance,

apperception, classroom. b) Ask questions related to the material. "Children, who here has a best friend? Well, what are our attitudes towards friends?" Core Activities (45 minutes) Exploration a) Students pay attention to the teacher's explanation of the selected story. b) Students listen to the teacher's example of storytelling Elaboration a) Students answer questions. b) Students write down the elements of the story. c) Students read the results of their writing in front of the class. d) The class is divided into several groups. e) Each group is guided on the steps to play drama with the storytelling method. f) Students are guided by the teacher to act out the characters according to the story. g) Each group is given a story text. h) Each group practices telling stories, students re-read the story to be acted out. Closing Activities (15 minutes) a) Students together with the teacher make conclusions from the material. b) Students express their feelings after the learning process. c) The teacher motivates students to always learn.

Observation of Action Research Cycle I Teacher Activities The results of observations were obtained from observing the teacher by filling out the observation sheet that had been prepared by the researcher. Observation of the teacher was carried out by observing the teacher's activities during the learning process. All activities that appear are recorded in the observation sheet in accordance with the indicators that appear. Based on the results of observations of teacher activities, it shows that the teacher has carried out the steps of learning speaking skills using the storytelling method as planned. The teacher asks students about their favorite stories. The teacher conveys the story that will be discussed in the lesson. Before starting the storytelling, the teacher arranged the students' sitting position to be calm. Each student is given a story that will be discussed.

The teacher gives an example of how to tell a story by dramatizing the story discussed. After the story is finished, the teacher asks questions about the story. The teacher asks the students to write down the elements of the story. The teacher asks some students to come forward to read their writing in front of the class. The class is divided into 4 groups. Each group is asked to tell a story by dramatizing the story, where each student in the group acts out the characters in the story. Before coming

forward, each group is guided to practice optimally for 10-15 minutes.

The teacher helps students to prepare the necessary items such as the pictures in the story. However, there are still aspects that have not been implemented, namely the teacher does not guide students to write down the elements of the story and when students practice telling stories, this causes some students to not understand the character of the character from the story. The teacher only sat in front of the class and did not guide the students. In addition, the teacher is still lacking in guiding students to repeat what they know. In addition, the teacher still seems to dominate when summarizing the material, so that students are less involved in formulating the conclusion of the material learned.

Student Activities Observations of student activities were made during the implementation of cycle I actions which included meeting I, meeting II, and meeting III. The aspects of observation at the three meetings were the same. Researchers made observations from the beginning of learning activities to the end of learning at each meeting. The observation results were obtained from observations made by the researcher as an observer with a friend from PGSD as an observer as well, by filling in the observation sheet that had been prepared previously. All visible activities were recorded in the observation sheet in accordance with the indicators that appeared. In addition to the observation sheet, researchers also used field notes to see the conditions during the learning process.

Based on the observation, it shows that students have implemented the steps of learning speaking skills using the storytelling method. Students read the story chosen by the teacher. Students pay attention to the teacher's example when dramatizing the story. Students are asked to write down the elements of the story and read it in front of the class. The class of 24 students was divided into 4 groups.

Students practice telling stories with their groups to understand each character in the story. Groups that tell stories in front of the class use complementary items to make the story more vivid such as using pictures. Some students who came forward looked earnest. Students who have not come forward listen to

their friends who have come forward. When all groups have come forward to tell stories, students together with the teacher summarize the story and express their feelings during learning. The observation results of cycle I, obtained an increase in student activity of 70%. This has increased by 20 in the initial condition which is 50%. During the learning process, there are still aspects that have not been implemented. Some students do not dare to ask questions related to stories that have not been understood.

Some students do not listen when the teacher gives examples of storytelling and when other students tell stories. Students also did not take advantage of their time to practice storytelling. Students were seen joking with their classmates, and there were students who were less excited. When students tell stories in front of the class, they are still shy, hesitant, and lack confidence.

Reflection and Revision of Cycle I Action Implementation 1) Reflection Reflection is an important part of the action research process because reflection activities will stabilize activities and actions to overcome problems by modifying previous planning according to what will happen in the field. In this study, reflection activities focused on three stages, namely the problem discovery stage, the action design stage, and the implementation stage. The problem discovery stage can be identified two problems in Indonesian language learning in class IV UPT SDN 263 Pinrang, namely problems originating from teachers and students. Based on observation sheets, documentation and field notes, it can be seen that during the learning process of cycle I it was found that the problem from the teacher was the limited use of learning methods. In addition, the problem of students is the difficulty to speak, so that the average absorption is low.

The design and revision of the action plan after the teacher attended the additional knowledge, then the teacher compiled an action plan in the form of a design for learning to speak with the storytelling method that would be improved. In order to evaluate every Friday, the level of achievement of the action is reported, the percentage, the achievement of the action compared to the achievement of the target that must be achieved that has been

determined previously. If the program has not been successful, the teacher revises or improves the design according to the list of problems that arise in the process of implementing the action. In the implementation of the action, the researcher assisted by one student made regular and systematic observations using observation sheets, documentation, and field notes to record everything that took place in the process of implementing the action, so that the process of implementing the action at this stage could be used as material for discussion in reflection. Researchers assisted by one student and the class teacher discussed the results of observations collaboratively carried out in the action process which were clearly and completely stated in the observation sheet and field notes.

This discussion was conducted to find the problems that occurred and improve the learning design. The results of reflection, namely in the form of findings on the level of effectiveness of the learning design with the storytelling method and a list of problems that arise in the field, are poured back into the design of the next action, then the action of reflection on the design that has been rearranged before use. Based on the results of observations, it can be seen that in the learning process of speaking using the storytelling method in cycle I, the teacher has implemented the steps of the storytelling method as planned. However, there are still aspects that have not been implemented, namely the teacher does not guide students to write the elements of the story and when students practice telling stories, it is still lacking in guiding students to repeat what they know, and the teacher still seems to dominate when the activity concludes the material.

In addition, students have carried out the learning process well. Although, there are still some aspects that have not been implemented, namely some students do not dare to ask questions related to stories that have not been understood. Some students did not listen when the teacher gave examples of storytelling and when other students told stories. Students also take less time to practice telling stories and when telling stories in front of the class. Some students are still shy, hesitant, and lack confidence. On the other hand, the use of the

storytelling method makes students active, students are enthusiastic and more eager to take part in learning. From the analysis of the implementation of actions in cycle I, some students still experienced many difficulties. These difficulties include: a) Students are still shy, hesitant, and afraid that students are not confident to speak in front of the class, b) Students are not clear when speaking to demonstrate the characters in the story in front of the class, c) Students are less fluent, stammering to speak, and d) Aspects in speaking skills, namely pressure, speech, vocabulary, sentence structure and story material are many that are not appropriate.

The following are examples of student speaking transcripts in the low, medium, and high categories. In a village there lived a farmer. (e... e...) Pak Rejo. Pak Rejo has a rice field and a buffalo. Mr. Rejo's wife complained because his buffalo was thin. "(e.. e.. e..) So what, ma'am." "This buffalo helps me with the plowing. If I take this buffalo to the market, what will I plow the fields with." "Ah, I will exchange (e...) this buffalo for that goat. How about exchanging your goat for this buffalo?" "(e.. e..) Hey, will you exchange your chicken for my goat" "Hahahaha. (e.. e..) I traded the buffalo for the goat. Then swapped it for a chicken". (Low category, name AT, Tuesday, January 9, 2024, story title People who are Always Grateful) From the results of the speaking transcript above, it appears that the student with the initials AT has not been good at speaking aspects, namely linguistic and non-linguistic aspects. The linguistic aspect is that the pressure used is still not appropriate, which can be seen in the use of question sentences, AT is still monotonous when speaking. Speech is less clear. Some vocabulary used is not appropriate, for example when AT uses the words "same" and "which". Sentence structure is not fully correct, namely in the sentence "this buffalo helps me plow. And the sentence "then exchanged it for a chicken". In addition to linguistic aspects, non-linguistic aspects such as fluency, courage, speech material, and attitude are still lacking. Students are less fluent, stammer, and appear to use the word (e... e...). The speech material expressed is less in accordance with the story and the attitude shown seems less confident and when telling stories by moving the body. "Sir, can you take

this buffalo to the market?" "Trade this skinny buffalo for a healthier one!" That morning, Pak Rejo took his buffalo to the market. On the way, Pak Rejo met someone with a goat. (e.. e..) Pak Rejo wanted to exchange his buffalo for the goat."(e.. e) Why did you bring home a chicken? You fool!" (Medium category, name NK, Tuesday, January 9, 2024, story title Orang yang Selalu Bersyukur).

From the results of the speaking transcript above, the student with the initials NK is quite good in speaking aspects, namely linguistic and non-linguistic aspects. The linguistic aspect is that the pressure used is quite appropriate, for example the use of question and exclamation sentences although NK is sometimes still monotonous when speaking. Speech is quite clear. There is vocabulary that is not yet appropriate, namely the word "ketemu" and the sentence structure is less precise, namely in the sentence "Pak Rejo met the person who brought the goat". In addition to linguistic aspects, non-linguistic aspects such as fluency, courage, speech material, and attitude are quite good. Students are quite fluent even though they sometimes use the word (e... e...). The speech material expressed is quite in accordance with the story. Although the attitude shown still looks less confident, NK still moves the body. In a village there lived a farmer, Mr. Rejo. Pak Rejo had a rice field and a buffalo that helped him plow the field. One morning, Mr. Rejo's wife complained that his buffalo was thin. "What's wrong, Mom?" "If I take this buffalo to the market, what can I plow the field with?" "Alright, I'll take it to the market!" "Ah, I'll trade this buffalo for that goat. Goats give birth faster and don't need a big pen to keep them. How about I trade your goat for this buffalo?" "(e.. e..) Hey, will you trade your chicken for my goat". "Hahahaha. (e.. e..) I traded our buffalo for a goat. On the way, I met someone with a chicken, so I exchanged it". (High category, name NA, Tuesday, January 9, 2024, story title People who are Always Grateful).

From the results of the speaking transcript above, students with the initials NA are good at speaking aspects, namely linguistic and non-linguistic aspects. The linguistic aspect is the pressure used is quite appropriate, namely the use of question sentences. Speech is quite clear. The vocabulary used and the sentence

structure are appropriate. In addition to linguistic aspects, non-linguistic aspects such as fluency, courage, speech material, and attitude are good. Students are quite fluent even though they sometimes use the word (e... e...). The speech material expressed is quite in accordance with the story. The attitude shown looks confident, although sometimes it looks smiling. This is because speaking is not something easy. The most important speaking is a process that requires special guidance and practice. However, the results of the speaking test in cycle I showed that speaking skills had improved when compared to the initial conditions. By using the storytelling method, the improvement of learning outcomes can be seen from Pre-Action Cycle I Pre-Action Cycle I the average value of the speaking skills test at the end of the cycle I action is higher than the pre-action. The use of the storytelling method can improve speaking skills in class IV UPT SDN 263 Pinrang students. The increase in speaking skills in cycle I amounted to 12.75 initial conditions 62.50 increased to 75.25. For more details, see the following table.

Table 1 Average Value of Speaking Skills in Pre-Action and Cycle I

Kelas	Nilai Rerata		Rerata Aktivitas Siswa	
	PraTindakan	Siklus I	PraTindakan (%)	Siklus I (%)
IV	62,50	75,25	50	70

Based on the results of the speaking skills test of class IV cycle I, the following are classified student scores with very good, good, sufficient, and less criteria.

Table 2 Classification of Speaking Skills Value Cycle I .

Angka	Kriteria	Jumlah Siswa	Persentase (%)
80-100	Sangat baik	4	16,66
66-79	Baik	17	70,83
56-65	Cukup	3	12,5
40-55	Kurang	0	0

2) Revision Based on the problems of cycle I and the shortcomings found in cycle I, revisions were made to improve the shortcomings in cycle I. The improvements made were used as a reference in planning the implementation of cycle II actions. The things

that were done to improve the shortcomings in cycle I were: a) Changes during the planning of cycle II. The changes made were to a different theme in cycle I, b) Motivate students to be active and participate during the learning process, and c) Teachers provide guidance during the learning process.

3. Description of Cycle II Action Implementation a. Cycle II Action Planning Action planning in cycle II can be described as follows: 1) presenting stories with more interesting themes, 2) students and teachers will jointly practice telling stories by dramatizing stories, and 3) teachers guide students during learning. b. Implementation of Cycle II Action Cycle II action was carried out in three meetings. The following is a description of the implementation of actions at each meeting. 1) Meeting I Meeting I of cycle II was held on Monday, January 15, 2024, at 07.00-08.10 WIB, theme "Family", story title "Father and the Three Children". Initial Activities (10 minutes) a) The teacher conditions the students and invites all students to pray according to their respective religions and beliefs to start the lesson, check attendance, apperception, classroom. b) Ask questions related to the material. "Children, who here wants to have a lot of wealth? Well, if we have a lot of wealth, what should we do?" Core Activities (45 minutes) Exploration a) Students pay attention to the teacher's explanation of the selected story. b) Students listen to the teacher's example of storytelling. Elaboration a) Students answer questions b) Students write down the elements of the story. c) Students read their writing in front of the class. d) The class is divided into several groups. e) Each group is guided on the steps to play drama with the storytelling method. f) Students are guided by the teacher to act out the characters according to the story. g) Each group is given a story text. h) Each group practices telling stories, students re-read the story to be acted out. Closing Activities (15 minutes) a) Students together with the teacher make conclusions from the material. b) Students express their feelings after the learning process. c) The teacher motivates students to always learn.

2) Meeting II Meeting II of cycle II was held on Tuesday, January 16, 2024, at 07.00-08.10 WIB, the theme of "Disgraceful Acts",

the title of the story "Loreng's Vanity". Initial Activities (10 minutes) a) The teacher conditions the students and invites all students to pray according to their respective religions and beliefs to start the lesson, check attendance, apperception, classroom. b) Ask questions related to the material. "Children, who here is often ignorant or arrogant towards friends? Well, what does this behavior include?" Core Activities (45 minutes) Exploration a) Students pay attention to the teacher's explanation of the selected story. b) Students listen to the teacher's example of storytelling. Elaboration a) Students answer questions. b) Students write down the elements of the story. c) Students read their writing in front of the class. d) The class is divided into several groups. e) Each group is guided on the steps to play drama with the storytelling method. f) Students are guided by the teacher to act out the characters according to the story. g) Each group is given a story text. h) Each group practices telling stories, students re-read the story to be acted out. Closing Activities (15 minutes) a) Students together with the teacher make conclusions from the material. b) Students express their feelings after the learning process. c) The teacher motivates students to always learn.

3) Meeting III Meeting III of cycle II was held on Friday, January 19, 2024, at 07.00-08.10 WIB, theme "Praiseworthy Actions", story title "Princess Malika and the Kendil". Initial Activities (10 minutes) a) The teacher conditions the students and invites all students to pray according to their respective religions and beliefs to start the lesson, check attendance, apperception, classroom. b) Ask questions related to the material. "Children, who here has ever sacrificed anything for someone we love? What kind of sacrifice is it?" Core Activities (45 minutes) Exploration a) Students pay attention to the teacher's explanation of the selected story. b) Students listen to the teacher's example of storytelling. Elaboration a) Students answer questions. b) Students write down the elements of the story. c) Students read their writing in front of the class. d) The class is divided into several groups. e) Each group is guided on the steps to play drama with the storytelling method. f) Students are guided by the teacher to act out the characters according to the story. g) Each group is given a story text. h) Each group practices telling stories, students re-

read the story to be acted out. Closing Activities (15 minutes) a) Students together with the teacher make conclusions from the material. b) Students express their feelings after the learning process. c) The teacher motivates students to always learn.

c. Observation of the Implementation of Cycle II Teacher Activities The results of observations were obtained from observations of teachers by filling out observation sheets that had been prepared by researchers. Observation of the teacher was carried out by observing the teacher's activities during the learning process. All activities that appear are recorded in the observation sheet according to the indicators that appear. Based on the results of observations of teacher activities, it shows that the teacher has implemented. The steps of learning speaking skills using the storytelling method as planned. The teacher asks the students about their favorite stories. The teacher conveys the story that will be discussed in the lesson. Before starting the storytelling, the teacher arranges the students' sitting position so that they are calm. Each student is given a story that will be discussed. The teacher gives an example of how to tell a story by dramatizing the story discussed. After the story is finished, the teacher asks questions about the story. The teacher guides the students to write down the elements of the story. The teacher asks some students to come forward to read their writing in front of the class. The class is divided into 4 groups. Each group is asked to tell a story by dramatizing the story, where each student in the group acts out the characters in the story. Before coming forward, each group is guided to practice optimally for 12-15 minutes. The teacher helps students to prepare the necessary items such as pictures in the story. Unlike cycle I, cycle II, the teacher and students practiced telling stories together and the teacher guided students to understand the characters in the story. The teacher also repeats what the students know, and together the students conclude the story has improved well.

Observations of student activity were carried out during the implementation of cycle II actions which included meeting I, meeting II, and meeting III. The aspects of observation at the three meetings were the same. Researchers made observations from the beginning of learning activities to the end of learning at each

meeting. The observation results were obtained from observations made by the researcher as an observer with a friend from PGSD as an observer as well, by filling in the observation sheet that had been prepared previously. All visible activities were recorded in the observation sheet in accordance with the indicators that appeared. In addition to the observation sheet, researchers also used field notes to see the conditions during the learning process.

Based on the observation of student activities, it shows that students have carried out the steps of learning speaking skills using the storytelling method. Students read the story chosen by the teacher. Students pay attention to the teacher's example when dramatizing the story. Students look enthusiastic and excited when practicing storytelling with the teacher. Students have dared to ask questions related to the story, such as difficult words. Students are asked to write down the elements of the story and read it in front of the class. The class of 24 students is divided into 4 groups. Students practiced telling stories with their groups to understand each character in the story. The group that tells the story in front of the class uses complementary items to make the story more vivid such as using pictures. Some students who came forward looked serious. Students who have not come forward listen to their friends who have come forward. When all groups have come forward to tell stories, students together with the teacher summarize the story and express their feelings during learning. The observation results of cycle II, obtained an increase in student activity of 89%. This increased by 39% from the initial condition of 50%. During the learning process, students have seen progress compared to the first cycle. Students look excited and dare to ask questions related to the story. Students also take advantage of their time to practice with their groups. In addition, students tell stories in front of the class with sincerity.

d. Reflection on the Implementation of Cycle II Action Based on the observation sheet, documentation and field notes, it can be seen that during the learning process of cycle II the teacher has used the method well. The teacher gave examples of how to tell stories and guided students to practice telling stories so that

students understood the character of each story character. In addition, students have been active in participating in the lesson, students are more focused during the lesson, so that the implementation of learning is maximized. Students dare to ask questions related to stories that have not been understood. Students are eager to follow the learning. This can be seen when the teacher gives time to practice telling stories, students make good use of the time. Students also listen when the teacher gives examples of storytelling and when other friends tell stories in front of the class. However, from the results of the analysis of documentation and assessment sheets in cycle II learning, there were still some students who experienced deficiencies, but fewer than in cycle I. These deficiencies include the following: 1) There were still students who were shy, afraid, and still looked less fluent, less clear and stuttered when speaking in front of the class, and 2) Students still seemed to pay less attention when the teacher gave examples of storytelling. The following are examples of student speaking transcripts in the low, medium, and high categories. In a forest lived a big tiger, Rama Harimau. Rama Harimau is famous for being kind. (e... e...). Rama Harimau had a son named Loreng. Si Loreng was very ignorant, he was also arrogant. One day, Loreng found a red anthill. And the anthill was covered with stones. "(e.. e.. e..) Let the ants die, ants are too weak to live everywhere the strong will always be able to survive". "Hahahaha... Poor snail. You walk slowly. Aren't you embarrassed. After all, you carry your house everywhere!!!". "Forgive Loreng, Rama. (e...) Loreng promises not to do it again". (Low category name SA, Tuesday, January 13, 2024, story title Loreng's arrogance).

From the results of the speaking transcript above, students with the initials SA are quite good in speaking aspects, namely linguistic and non-linguistic aspects. The linguistic aspect is that the pressure used is less precise such as the use of exclamation sentences. Speech is quite clear although sometimes it is not heard. The vocabulary used is appropriate although there are words that are less standardized, namely "his name" should be "named" and the sentence structure is quite appropriate. In addition to the linguistic aspects,

non-linguistic aspects such as fluency, courage, speech material, and attitude have shown enough progress. Students are a little less fluent, seen in the use of words (e... e..). The speech material expressed is in accordance with the story. The attitude shown is still less confident. The red ants and snails secretly complained about Loreng's actions to Rama Harimau. "Forgive my son, Ants and Snails, I will definitely punish Loreng my son!" (e... e..) "Loreng, what did you say to the ants and snails? You have mocked them" (e.. e...) "Rama forgives you, Loreng. You must be punished for the wrong you have done and you must not repeat your actions again." (Medium category, name ZZT, Tuesday, January 13, 2024, story title Loreng's arrogance) From the results of the speaking transcript above, students with the initials ZZT are good at speaking aspects, namely linguistic and non-linguistic aspects. The linguistic aspect is that the pressure used is quite good, namely the use of exclamation sentences is correct. Speech is clear enough. The vocabulary used and the sentence structure are quite appropriate. In addition to the linguistic aspects, non-linguistic aspects such as fluency, courage, speech material, and attitude are good. Students are slightly fluent although it appears to appear in the use of words (e.. e..).

The speech material expressed is quite in accordance with the story. The attitude shown looks confident. In a forest lived a big tiger nicknamed Rama Harimau. Rama Harimau was known to be wise and kind. He was chosen as the leader of all the animals in the forest. Rama Harimau had a son named Si Loreng. Si Loreng was hated by the animals in the forest. He was ignorant and arrogant. One day Loreng found a nest of red ants and he covered it with a stone. "Let the ants die, after all the ants are too weak to live where the strong will always survive". "Hahahaha... Poor snail. You walk so slowly. Aren't you embarrassed. After all, you take your house with you everywhere you go!". (e..) "Forgive Loreng, Rama. Loreng promises not to repeat such behavior again". (High category, name MRS, Tuesday, January 13, 2024, story title Loreng's arrogance). From the results of the speaking transcript above, students with the initials MRS are good at speaking aspects, namely linguistic and non-linguistic aspects. The linguistic aspect is that the pressure used is

quite appropriate. Speech is quite clear. The vocabulary used and the sentence structure are appropriate such as the use of exclamation sentences. In addition to linguistic aspects, non-linguistic aspects such as fluency, courage, speech material, and attitude are good. Students are fluent when telling stories even though they use a few words (e...). The speech material expressed is in accordance with the story. The attitude shown looks confident. The implementation of actions in cycle II has improved quite well, but there are still some students who still experience deficiencies. This is because speaking is not something easy. Speaking is a process that requires special guidance and practice. However, the test results 72 100 80 60 40 20 0 Pre-Action Cycle I Cycle II Pre-Action Cycle I Cycle II 62.50 75.25 81.35 Improvement of Speaking Skills of Class IV UPT SDN 263 Pinrang Cycle II speaking in cycle II showed that speaking skills using the storytelling method had improved when compared to the first cycle. By using the storytelling method, the improvement in learning outcomes can be seen from the average value of the speaking skills test at the end of the cycle II action which is higher than in cycle I. The use of the storytelling method can improve speaking skills in class IV UPT SDN 263 Pinrang students. The increase in speaking skills in cycle II amounted to 18.85 in pre-action 62.50 increased by 81.35. For more details see the following table:

Table 3 Average Value of Speaking Skills Students in Pre-Action, Cycle I, and Cycle II

Kelas	Nilai Rerata			Rerata Aktivitas Siswa		
	Pra Tindakan	Siklus I	Siklus II	Pra Tindakan	Siklus I	Siklus II
IV	62,50	75,25	81,35	50	70	85

The improvement in speaking skills of fourth grade students of UPT SDN 263 Pinrang in cycle II action can also be seen in the picture below



Figure 1 Improvement of Speaking Skills of Class Cycle II

Based on the results of the speaking skills test of class IV cycle II, the following are classified student scores with very good, good, sufficient, and less criteria.

Table 4 Classification of Speaking Skills Score of Class V B SD 1 Pedes Cycle II

Angka	Kriteria	Jumlah Siswa	Persentase (%)
80-100	Sangat baik	14	58,33
66-79	Baik	10	41,66
56-65	Cukup	0	0
40-55	Kurang	0	0

Below, the achievement of KKM in learning to speak in the initial condition, cycle I, and cycle II of class IV UPT SDN 263 Pinrang. From the table above, it can be seen that the average value of students' speaking skills in the initial condition of 62.50 has not met the KKM. Furthermore, given the action of using the storytelling method, in cycle I, the average value of students increased from the initial condition, which was 75.25. This value has met the KKM which is 65. In cycle II, the

References

- Abdul Azis Abdul Majid. (2022). Educating with Stories. Bandung: PT Remaja Rosdakarya.
- Ahmad Rofi'uddin and Darmiyati Zuhdi. (2018/2019). Indonesian Language and Literature Education in the Higher Grades. Jakarta: Directorate General of Higher Education.
- Anas Sudijono. (2012). Introduction to Educational Evaluation. Jakarta: Rajawali Press. Bachtiar S. Bachtiar. (2019). Development of Storytelling Activities in Kindergarten, Techniques, and Procedures. Jakarta: Directorate General of Higher Education.
- Burhan Nurgiyantoro. (2021). Competency-based Language Learning Assessment. Yogyakarta: BPFE-Yogyakarta.
- David Hopkins. (2019). A Teacher's Guide To Classroom Research. Yogyakarta: Student Library.
- Desi. (2018). Increasing Student Activeness Through the Use of Multimedia in Chemistry Learning at SMA Negeri 10 Palembang. Journal of Research. Page 2.
- Dimiyati and Mudjiono. (2019). Learning and Learning. Jakarta: Rineka Cipta.
- Dwi Saksomo. (2018). Principles of Speaking Lectures. Malang: FBS IKIP Malang.
- Fathurrohman and Wuri Wuryandani. (2021). Civics Learning in Elementary Schools. Yogyakarta: Nuha Litera.
- Fitri Cahyo Arini. (2021). Application of the Storytelling Method to Improve Listening and Speaking Skills of Grade V Students of Bukanagara State Elementary School in Indonesian Language Subjects. Thesis, unpublished: UPI
- Haryadi and Zamzani. (2016/2017). Improving Indonesian Language Skills. Jakarta: Depdikbud
- Henry Guntur Tarigan. (2018). Speaking as a Language Skill. Bandung: Angkasa Bandung.
- Hidayati, et al. (2018).

average value of students increased by 81.35, the value has met the value above the KKM. Of the 24 students in class IV, all have met the KKM.

Conclusion

The storytelling method effectively increases the activity and speaking skills of fourth grade students of SDN 263 Pinrang. Student activity increased from 50% in the initial condition to 70% in cycle I and 85% in cycle II. Speaking skills also experienced a significant increase, from 62.50 in the initial condition to 75.25 in cycle I and 81.35 in cycle II. In cycle II. The number of students who met the KKM increased from 87.5% in cycle I to 100% in cycle II. This increase was due to the theme interesting stories, active student participation, and teacher guidance. Students practice telling stories by utilizing linguistic aspects (such as vocabulary and sentence structure) as well as non-linguistic aspects (such as fluency and courage).

- Development of elementary social studies education. Jakarta: Directorate General of Higher Education
- J.Ch.Sujanto. (2019). Reading-Writing-Speaking Language Skills for General Basic Indonesian Courses. Jayapura: FKIP Uncen Jayapura.
- Kartikanita Widyasari. (2019). Hypnotic Story Telling, Tricks to Hypnotize Children Through the Language of Fairy Tales. Surabaya: Media Suggestion.
- M. Soenardi Djiwandono. (2016). Language Tests in Teaching. Bandung: ITB Publisher.
- Maidar G. Arsjad and Mukti U.S. (2018). Development of Indonesian Speaking Skills. Jakarta: PT Gelora Aksara Pratama.
- Masnur Muslich. (2012). Implementing PTK is Easy (Classroom Action Research) Practical Guidelines for Professional Teachers. Jakarta: Bumi Aksara.
- Moeslichatoen. (2019). Teaching methods in kindergarten. Jakarta: PT Rineka Cipta.
- Moh Uzer Usman. (2016). Becoming a Professional Teacher. Bandung: PT Remaja Rosdakarya Offset.
- Mukhsin Ahmadi. (2020). Teaching and Learning Strategies for Language Skills and Literary Appreciation. Malang: YA 3 Malang, Nila
- Puspitasari. (2019). Developing kindergarten children's morals through storytelling method. Thesis, unpublished: IKIP PGRI Semarang.