

**DEVELOPMENT OF FAIRY TALE CALENDAR MEDIA TO TRAIN THE
SPEAKING SKILLS OF GRADE III STUDENTS OF ELEMENTARY SCHOOL
104303 KAMPUNG IBUS SERDANG BEDAGAI SCHOOL YEAR 2023/2024**

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Abstract

This research aims to develop a fairy tale calendar media with material about loving plants and animals for students. to determine the level of appropriateness of media use and determine the level of practicality of the media through student responses, after using fairy tale calendar media. This research uses the Research and Development (R&D) research method with the ADDIE research model which has five stages (analysis, design, development, implementation and evaluation. The data collection technique used is: validation of material expert questionnaires and media expert questionnaires to determine the level of feasibility media as well as a response questionnaire from educators and students to determine the level of practicality of the media. The subjects of the research and development were class III students at SD Negeri 104303 Kampung Ibus, Sei Rampah District. The results of the research and development obtained a design in the form of a fairy tale calendar media to train the speaking skills of class III students at SD Negeri 104303 Kampung Ibus which received an appropriateness score of 88.57% by media experts, 98.66% by material experts. Based on the results of the description above, the product developed by the researcher is suitable and practical for use as a learning medium.

Keywords: Learning Media, Fairy Tale Calendar, Speaking Skills

INTRODUCTION

Education in Indonesia consists of several levels of education that must be pursued by students, namely elementary school level, junior high school level, senior high school level, and college level education. at the elementary school level, learning must be supported by concrete things. Because elementary school students need learning resources that can be used with their five senses (Wilmes et al., 2008). Education has become a basic need for every human being, one of the efforts made by humans to process for the better is education. Education is the process of changing the attitudes and behaviour of a person or group of people in an effort to mature humans through teaching and training to develop the potential in every human being (Hungerford & Volk, 1990).

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Education is not only about knowledge but the aspects of attitude and skills that must be obtained in a balanced manner so that education is used as a tool to bring about major changes in the future. Thus, adequate education is needed to develop character and potential in every human being, thus the Indonesian nation will give birth to students with potential and strong character. Indonesian language lessons at school are essentially teaching children to be able to communicate using Indonesian.

Indonesian language learning in elementary schools is directed to improve students' ability to communicate with Indonesian language both orally and in writing (Misnawati et al., 2022). Therefore, various efforts are made for that. Including by class teachers or Indonesian language teachers. Efforts to improve students' ability to communicate in writing are pursued through the components of language, understanding, use, and teaching.

Written communication skills play a very important role in human life, because any knowledge is inseparable from writing and reading (Sen, 2007). Without these skills, acquiring other knowledge will be in vain, especially in this era of globalisation, which demands a variety of skills. Indonesian language is one of the fields at the primary school education level. In the scope of Indonesian language includes several skills that must be mastered and interrelated. In its implementation, these skills have a unity that cannot be separated, including listening skills, speaking skills, reading skills, and writing skills. If there is one skill that is delayed, it will affect the development of other skills. Based on the results of interviews on Monday, 18 December 2023 with third grade students, students think that Indonesian is a boring, uninteresting subject, and only emphasises students to write material or often summarise. Indonesian language is made a subject that students are less interested in because the teacher only uses conventional learning methods, there is no use of media.

This is due to several problems in Indonesian language learning, including: (1) Indonesian language lessons are considered boring lessons, (2) Indonesian language teaching is only monotonous and lacks variety, (3) writing lessons are considered difficult and, (4) Indonesian language teaching is more formal and refers to pursuing material from the package book. The lack of enthusiasm has made Indonesian language a less important subject than other subjects (Yulia, 2013). The factors causing students' low speaking skills include internal and external factors. The internal factors are that students tend to lack imagination, express ideas, and then put words into writing, students have not been able to string words into sentences and arrange them into a complete writing, and students also pay less attention to spelling and punctuation in writing. While the external causal factor is the conducive

atmosphere in the classroom, due to the lack of learning media that stimulates students to be active in learning.

In order to improve students' learning outcomes in speaking skills, it is necessary to take corrective action. In teaching, there are several types of learning media that teachers can use as teaching aids, one example of learning media specifically designed for learning purposes is the theory of fairy tale calendar media. Teachers can use fairy tale calendar media as learning media to attract attention and can foster student motivation in learning. Fairy tale calendar media is a tool or learning approach that uses a calendar as the basis for preparing a fairy tale schedule. In the context of teaching, this calendar contains a list of short stories that will be read or delivered on each specific day. This approach aims to train speaking, reading and story comprehension skills in children, such as those in grade III. This media can include a variety of interesting stories that support language development and moral values in students.

Fairy tale calendar media can be accompanied by visual elements such as pictures or illustrations that support the story (Anggraeni & Damayanti, 2021). The use of interactive media, such as questions or discussions after reading the story, can strengthen students' understanding and make learning more participatory. Fairy tale calendar media is a media that is read by one student in front by reading the contents of the story, this fairy tale calendar media can be used as a learning media, because it can be developed and adjusted to the characteristics of students to train their confidence when speaking in front (Muhida & Sukartiningsih, 2023). With bright pictures and colours on each page, the fairy tale calendar media will attract students' attention.

The Fairy Tale Calendar media developed was inspired by Big Book media. If in general the Big Book media is shaped like a big book, then the Fairy Tale Calendar media is the same size as the Big Book but the difference is that the Fairy Tale Calendar is shaped like a calendar. Fairy Tale Calendar media is a combination of several sheets of paper containing neatly arranged fable tales made like a calendar.

By organising a regular fairy tale schedule, the use of the calendar can form reading habits in children and practice speaking skills. Regular involvement in story reading activities can stimulate reading interest and enrich students' vocabulary. The fairy tale calendar media provides flexibility in choosing stories according to students' needs and development. The explanation above is used in several previous studies that developed fairy tale calendar media as a tool for students to learn something, including Maryam Isnaini Damayanti with

"Development of Fairy Tale Calendar Media for Listening to Grade III SD. In her research, researchers developed a children's fairy tale calendar media, containing material about a folk story with the aim of students easily listening to the contents of the story. And the development of Fairy Tale Calendar media aims to explain the process of developing Fairy Tale Calendar media, to determine the validity of Fairy Tale Calendar media, and to determine the practicality of Fairy Tale Calendar media for listening skills of grade III elementary school students which will be an alternative learning media that is suitable for use by students with valid and practical qualifications.

Research from Maryam Isnaini Damayanti in the journal said that researchers tried to develop fairy tale calendar media to improve students' listening skills. With the development of Fairy Tale Calendar Media in Indonesian Language Learning in Elementary Schools. In his research, researchers tried to develop fairy tale calendar media as learning media for elementary school students. The research is said to be successful in overcoming problems and being able to involve students directly in learning so that students are able to listen to a story from the media that has been described.

This research produces fairy tale calendar learning media for listening skills of elementary school students that can be used as learning media. Results from experts, data collection instruments in the form of validation sheets and questionnaire sheets. The results of the media validation test developed obtained a percentage of 91% and were declared very valid. The material validation test obtained a percentage of 90% and was also declared very valid. As for the practicality test of the media, it was declared very practical with the results of a percentage of 100% from filling out the teacher questionnaire and getting a percentage of 100% from filling out the student questionnaire. Based on the exposure of the problems above and seen from the effectiveness and efficiency by considering the development characteristics of students, the researchers are interested in developing Fairy Tale Calendar media to train the speaking skills of Class III Students of SD Negeri 104303 Sei Rampah District, Serdang Bedagai Regency, North Sumatra Province.

This media development research of Fairy Tale Calendar is expected to be useful for schools, educators, students, and researchers. The benefit for schools is to propose input to schools to develop the quality of Indonesian language learning, especially speaking skills material. The benefit for educators is to create fun learning and provide alternatives in using learning media to train speaking skills. The benefits for students so that students can improve learning outcomes, while for researchers the benefits can increase insight and expertise in

writing research reports and add insight as a provision to become prospective elementary school educators. Based on the background in this study, the purpose of this development research is to find out the extent to which the use of fairy tale calendar media can effectively improve speaking skills in students, increase students' involvement and interest in learning in speaking, and find out the positive influence on the development of communication in speaking and self-expression in students.

LITERATURE REVIEW

Learning Media

Learning media is everything that can be used to channel messages from the sender to the recipient so that it stimulates the thoughts, feelings, attention, and interests and willingness of students in such a way that the teaching process occurs in order to achieve learning objectives effectively.

Rusdiyah & Mudlofir (2017) states that learning media in general can be said to be a means or tool used by teachers in conveying information or messages related to learning materials to students in the teaching and learning process. learning media are physical tools or means to convey learning content/materials such as: books, films, videos, and so on.

Fairy Tale Calendar Media

Fairy tale calendar is a literacy media that is practical, effective, and efficient and can be used as a learning tool for students. Fairy tale calendars are also easy for teachers to make. The Source Book for LPTK Lecturers explains:

‘A fairy tale calendar is an arrangement of several sheets of paper containing messages or teaching materials arranged neatly and well-made like a calendar. It is called a fairy tale calendar because it looks like a calendar. Each page can be used for a different day.’

Indonesian Language Learning in Primary Schools

Referring to the Regulation of the Minister of National Education of the Republic of Indonesia Number 22 of 2006 concerning Content Standards which explains that language has a central role in the intellectual, social and emotional development of learners and is a support for success in learning all fields of study. Language learning is expected to help learners know themselves, their culture and the culture of others, express ideas and feelings, participate in a society that uses the language, and discover and use the analytical and imaginative abilities that exist within themselves.

Furthermore, it is also explained in the Regulation of the Minister of National Education of the Republic of Indonesia Number 22 of 2006 concerning Content Standards

that Indonesian language learning is directed at improving the ability of students to communicate in Indonesian properly and correctly, both orally and in writing, and fostering appreciation for the work of Indonesian human literature.

The scope of Indonesian language subjects covers the components of language skills and literary skills which include the following aspects: (a) listening, (b) speaking, (c) reading, and (d) writing.

Indonesian Language Learning in Primary Schools

Based on the results of classroom observations on the findings that have been carried out by researchers on Monday 25 December 2023 in class III SDN 104303 Kampung Ibus, problems were found, namely in the aspect of language, especially the speaking ability of students at SDN 104303 Kampung Ibus is still low. The low speaking ability will certainly have a negative impact on the person concerned.

Teachers need to develop teaching methods so that children can be motivated in various learning activities. This is so that aspects of students' language and speech development can develop optimally. However, at SDN 104303 Kampung Ibus, stimulation in speaking and self-confidence is still lacking. Teachers need to design learning to improve students' speaking skills properly. One of the media that will be used to improve speaking skills is the fairy tale calendar media.

It is hoped that the fairy tale calendar media can help and facilitate teachers in the teaching and learning process. Using this media can attract attention, interest and motivation to learn, make students more active, interactive, improve understanding, the learning process can take place in a fun and optimal manner, and improve students' beginning reading skills. So that the learning process can take place effectively, efficiently, and optimally.

Based on the description of the problems and learning media in primary schools, below is a framework to show the relationship between variables.

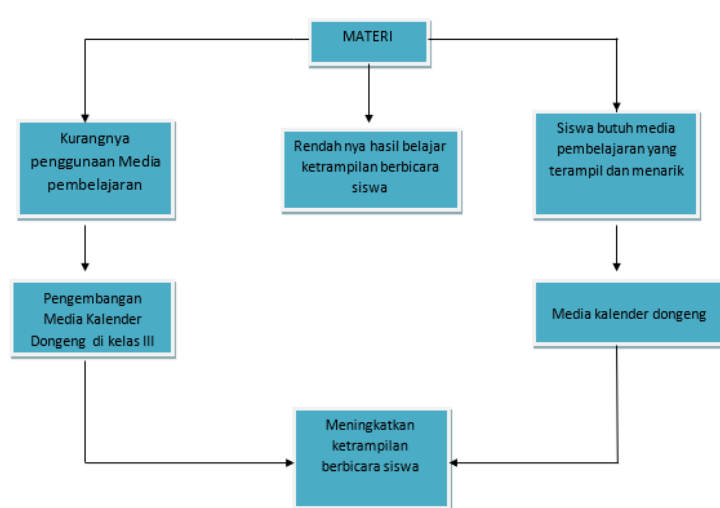


Figure 1. Thinking Framework

The fairy tale calendar is a practical, effective and efficient literacy media that can be used as a learning tool for students, both inside and outside the classroom. Corrective action using fairy tale calendar media is expected to improve students' speaking skills.

Hypothesis

There is a development of fairy tale calendar media on speaking skills in grade III elementary school.

RESEARCH METHODS

The research method used in this research is the research and development (R&D) method. The product designed in this study is a mobile learning media application that can be used on smartphones with the Android operating system. The learning media developed contains basic electricity and electronics material for one semester. By using the R&D method in this research, the product can be analysed to obtain data about consumer needs and product performance functioning properly or not as well as usefulness for consumers.

The development model used in this research is the ADDIE development model. The ADDIE development model is more appropriate for the development of a web-based learning media or software, the development stages used are systematic, and easy to understand in developing a learning media.

There are five stages in the ADDIE development model, namely: 1) analysis, 2) design, 3) development, 4) implementation, 5) evaluation.

Products resulting from development research can be hardware or software. Hardware such as books, modules, jobsheets, and models or learning aids, teaching/training materials, educational models, and evaluations, including fairy tale calendar learning media. To be able

to produce certain products, research methods are used that are needs analysis and can test the feasibility of the product. namely the analysis of product development needs that will be made and developed in this development research is a fairy tale calendar learning media (Mulyatiningsih, 2011).

Research and development are research that develops certain products to find out certain needs with detailed specifications. The type of product produced in this development is fairy tale calendar media. The resulting product will be tested for feasibility first. To test whether or not it is feasible, initially this fairy tale calendar media will be validated first to see the validity and practicality.

This research procedure adapts the ADDIE development model. According to Endang Mulyatiningsih (2011: 183) ADDIE stands for Analysis, Design, Development, Implementation Evaluations.

The research procedure used is the ADDIE model developed by Robert Maribe Branch and consists of five stages in its implementation in one cycle, namely analyze, design, development, implementation, and evaluation (Branch & Stefaniak, 2019). This model is in accordance with the development of Fairy Tale Calendar media which consists of five stages in its implementation. Rayanto (2020) stated that the ADDIE model is a method that emphasises coordination according to existing stages to analyse how each component interacts.

This development research aims to develop learning media in Indonesian language subjects on storytelling material. research procedures mean steps in making learning media from the beginning of the product trial problems described.

The product trial design in this study was carried out with several stages of activities carried out from field observations, making fairy tale calendar learning media, submitting development products with a number of assessment questionnaires to validators to assess whether or not development products are feasible and provide criticism and suggestions for improvement, and disseminating fairy tale calendar media to students to determine the practicality of the media.

The subjects in this development research are all students of class III (three) SD Negeri 104303 Kampung Ibus, totalling 37 people consisting of 26 boys and 11 girls. The object of development research used is a fairy tale calendar learning media to train speaking skills in students, which will be tested for feasibility after revising the product. Product trials are intended to collect data used as a basis for determining the quality of fairy tale calendar

learning media in Indonesian language learning at SD Negeri 104303 Kampung Ibus, Sei Rampah District.

The technique used to collect data in this study is observation carried out by making direct observations about the implementation of the Learning Implementation Plan using fairy tale calendar media. Questionnaires consist of feasibility tests of material experts, media experts, student and teacher assessment sheets in the form of questionnaires. The information is as follows: 5 (very good), 4 (good), 3 (quite good), 2 (not good), and 1 (not good). For the purposes of quantitative analysis, each alternative answer on a Likert scale can be given a score or weight. Based on initial interviews with grade III teachers conducted at SD Negeri 104303 Kampung Ibus in learning Indonesian language fairy tale storytelling material in the form of fairy tale calendar media that is not available to teach students. In the learning process that takes place usually uses the method of lecturing, reading, question and answer and discussion. From these initial interviews, the reason for researchers to develop fairy tale calendar media as a learning medium to train students' speaking skills in Indonesian language lessons.

Documentation is used to strengthen the data obtained from the results of observation, interviews. In addition, documentation is used to provide a visual description of student activities in the form of photographs taken during the limited trial process. Documentation is done to prove that the research conducted is true. The product trial design in this research and development is divided into two stages. The first stage is the validation stage by validators consisting of material experts and media experts while the second stage is product trials on students.

The data analysis technique used in this research is descriptive analysis. Descriptive analysis is a method related to data collection, summarising, and presenting data so that it provides useful information and also arranges it into a form that is ready for analysis. Data analysis of the Research & Development Method in the form of criticism and suggestions put forward by material experts and media experts is collected to improve fairy tale calendar media products. The data taken in this study were used to measure the validity and practicality of the developed media.

To measure the validity using media validation sheets submitted to media expert lecturers and material validation sheets submitted to material expert lecturers. Meanwhile, to measure the practicality of the media that has been developed using a questionnaire sheet containing questions given to third grade teachers and three third grade students. Data

analysis techniques to determine the validity of the media based on the validation of media experts and material experts using a Likert Scale. As for the teacher questionnaire sheet and student questionnaire sheet using the Guttman scale. Media development of fairy tale calendars in Indonesian language learning to improve students' speaking skills is considered feasible if the level of achievement of the product reaches a good category of more than 80%.

RESULTS AND DISCUSSION

Research Results

The purpose of this study was to produce learning media in the form of fairy tale calendar media on the material of loving plants and animals in Indonesian language learning for third grade students of SD Negeri 104303 Kampung Ibus. To achieve these goals, development research was first carried out. The steps taken to obtain learning devices in this study are the ADDIE development model. The steps of the ADDIE model include aspects of Analysis, Design, Development, Implementation (application), and Evaluation (assessment). The results of the development of audiovisual media can be described as follows:

1. Description of the analysis stage

The activities at this stage are the analysis of student characteristics and curriculum analysis, which are then used as the basis for the formulation of the learning media developed. The analysis stage in this study is the media calendar of fairy tales in Indonesian language learning material for grade III students. Based on the results of interviews with third grade teachers conducted at SD Negeri 104303 Kampung Ibus, researchers focused on the curriculum used in K-13 class III learning at SD Negeri 104303 Kampung Ibus, Sei Rampah District. Learning on Theme two (Loving Animals and Plants), Sub Theme two (Benefits of Animals for Human Life), and Learning two with Basic Competencies and Indicators as follows.

Basic Competencies:

1. Elaborate messages in fairy tales presented orally, in writing, and visually with the aim of pleasure.
2. Perform the message in fairy tales as a form of self-expression using standard vocabulary and effective sentences.

Indicators:

1. Explain the message contained in fairy tales in one's own language.

- 2. Mention the character who exemplifies kindness and the reason.
- 3. Retell the content of the fairy tale in own language.

2. Design stage

After analysing, the next step is to design learning media. The initial product of learning media is in the form of fairy tale calendar media. At this stage the researcher developed a fairy tale calendar media on storytelling material.

Researchers chose to develop fairy tale calendar media at SD Negeri 104303 Kampung Ibus, Sei Rampah District because the learning media found and used so far are not in accordance with the needs of students. In addition, the teacher at the school has never used and developed fairy tale calendar media on fairy tale storytelling material. The stages of designing fairy tale calendar media in Indonesian language learning for grade III students include the following:

Table 1. Media Design

No	Media Design	Image
1	Preliminary design of fairy tale calendar cover	
2.	Final design of fairy tale calendar cover	
3.	Preliminary design of fairy tale calendar	

4	Final design of fairy tale calendar	 Pada suatu hari, hiduplah seekor singa yang gagah dan berani merajai hutan yang sangat luas. Suatu ketika, setelah kenyang makan dagingnya, singa terduduk pulas dibawah pohon. Dipositi lain tulus sedang berjalan sambil berteriak. Lulus tidak melihat apa yang ada di depannya. Ternyata Lulus menginjak kulit pasang hinggus terlempar dan terjatuh tepat di wajah singa. Dan tak sengaja ekor tikus masuk kedalam hidung singa. Tikus membuat singa terbangun. Singa pun marah dan mengaum dengan keras. Singa : "RRAAAAWWWW" (bunyi auman singa)
5	The Fairy Tale Calendar contains the text of fables.	 Disebuah danau hiduplah seekor kura-kura yang senang memandang laut yang luas. Ia membayangkan dirinya dapat berada di atas sana. Kura-kura : "alangkah indahnya langit itu, andai aku bisa terbang di atas sana. Tinggal di dalam tempurung yang berat ini hanya memperlambat jalanku, aku tidak suka" (Ucap kura-kura). Tak lama kemudian ia melihat sepaang burung merpati di pinggiran danau, dan terlintas ide untuk meminta bantuan mereka. Kura-kura : "hai burung merpati! bisakah kau membantuku untuk terbang. Aku ingin sekali melihat pemandangan dari atas sana. Merpati : "baiklah aku akan membantumu mewujudkan impianmu, kami akan mencari batang kayu dan kau hanya perlu menggigitnya. Tetapi perlu diingat bahwa jangan sekalipun kau membuka mulutmu karena itu akan membuatmu terjatuh

3. Development Stage

The development stage in this study is that researchers carry out a series of learning media development processes, namely by validating experts (validators) who are competent in their fields and can provide advice or input to get better learning media. Based on the assessment, suggestions, and input from the validator, the researcher revises the learning media so that the learning media is ready to be tested on the research subject, namely students of class III SDN 104303 Kampung Ibus, Sei Rampah District.

a. Feasibility of Material Expert Validator

The material expert validator for the development of fairy tale calendar media is Mrs Astria Ramadianti, S.Pd, M.Pd who is a lecturer at Nahdatul Ulama University of North Sumatra (UNUSU). The assessment is carried out to obtain information that will be used to improve the quality of fairy tale calendar media. The results of the validation are in the form of an assessment score of the media components on the quality of learning materials which can be seen in the following table.

Table 2. Results of Validation Test by Material Expert Lecturers

No.	Assessment Aspect	Raw Scores	Ideal Score
1	The media contains material according to the objectives achieved	5	5
2	Media suitability with basic competencies	5	5
3	The material used is in accordance with the level of thinking of students	5	5
4	Media can encourage student activity	4	5
5	The suitability of the media with the characteristics of students	5	5
6	The use of illustrations helps student understanding	5	5
7	Clarity of material with learning media	5	5
8	The use of media can make it easier to understand the material	5	5
9	Fairy tale calendar media is easy for students to understand	5	5
10	The media is easy to use by the teacher	5	5
11	Media is easy to use by students	5	5
12	The ability of the media to increase students' motivation to learn speaking skills	5	5
13	Media can create student interaction with the teacher	5	5
14	Fairy tale calendar media can increase students' interest in learning	5	5
15	Learning media materials motivate students in learning	5	5
Total		74	100 %
Average		4,93	
Percentage		98,66%	
Category		Very valid	

The results of validation by material experts in the form of an assessment score of the components of the fairy tale calendar media and its suitability for the material of loving plants

and animals at the first meeting reached a score of 74 with a percentage of 98.66% in the category of very valid and feasible to be tested without revision.

b. Media Expert Validator Feasibility

The media expert validator for the development of Fairy Tale Calendar media is Mr Nuri Ramadahan, S.Pd, M.Pd who is the Head of Study Program at Nahdatul Ulama University of North Sumatra (UNUSU). The assessment is carried out to obtain information that will be used to improve the quality of fairy tale calendar media.

The results of the validation are in the form of assessment scores on the use of media, as well as sentences on the quality of media used in learning media which can be seen in table 3 below.

Table 3. Results of Validation Test by Media Expert Lecturer

No.	Indicator	P1	P2
1	Media Design	4	4
2	Appearance and Size	4	4
3	How to use	4	5
4	Attractive Colour of Media	4	5
5	Materials are safe to use	4	5
6	Contents of Fairy Tale Calendar Media	4	4
7	Clear Fairy Tale Calendar Media	4	4
Total		28	31
Average		4	4,42
Percentage		80%	88,57%
Category		Valid	Very valid

The results of validation by media experts in the form of assessment scores on the media components of the fairy tale calendar and its suitability for the material of loving plants and animals are worth testing with revisions. At the first meeting the media validator gave suggestions and criticisms of the fairy tale calendar media, namely 1. the cover was replaced by adding the unusu logo, student name, supervisor. 2. Adding a calendar next to the picture. 3. The text is reproduced on each page.

Knowing how the feasibility level of the learning media products developed after being revised, the researcher validated for the second time to the media expert lecturer as a

reinforcement. This aims to determine the feasibility level of media products before being tested by students in the field. The acquisition of scores from media expert lecturers can be seen in the table above.

4. Implementation stage

At this stage of application, the product in the form of fairy tale calendar media has been designed and validated by a team of expert validation. After the expert validation team states that it is valid, then it will be tested on students. The application of the product was carried out in class III of SD Negeri 104303 Kampung Ibus with 37 students.

The results of the response questionnaire assessment of third grade students of SD Negeri 104303 Kampung Ibus, Sei Rampah District can be seen in the following table:

Table 4. Student Response Questionnaire Results

No	Assessment Aspect	Raw Score	Ideal score
1	Attractive design	5	5
2	Attractive images and colours	5	5
3	Language is easy to understand	5	5
4	The use of letters, language is appropriate	5	5
5	Learning media makes it easier for teachers to teach	5	5
6	Fairy tale calendar media fulfils the criteria as learning media	4	5
7	Accuracy of images in the material	5	5
8	The correctness of the material content	5	5
9	The material used encourages students to practice speaking	4	5
10	The material used is in accordance with the level of student development	5	5
11	The media supports the learning process	5	5
12	The media attracts students' attention to learning	5	5
Total		58	100%
Average		5	
Percentage		96%	

Table 5. Student Assessment Indicators. Name: Khairil daffa

No.	Assessment	Score				
		1	2	3	4	5
1	Fluency in reading					✓
2	Voice intonation in storytelling				✓	
3	Accuracy of punctuation				✓	
4	Courage to speak in front of the class					✓
5	The child is able to speak with sentences consisting of two words				✓	
6	The child is able to speak with sentences consisting of 3-4 words					✓
7	The child is able to speak with the right articulation				✓	
8	Storytelling expression					✓
9	Able to use connecting sentences					✓
10	Speaks loud enough to be heard				✓	
11	Vocabulary				✓	
12	Grammar					✓
Total		54				
Percentage		90%				
Criteria		Very worthy				

Table 6. Student Response Analysis

Group	No. Respondent	Score	Percentage	Criteria	Feasibility
Limited Trial	01	54	90%	Very Valid	Very Decent
	02	51	85%	Very Valid	Very Decent
	03	52	86%	Very Valid	Very Decent
	04	52	86%	Very Valid	Very Decent
	05	53	88%	Very Valid	Very Decent
	06	56	93%	Very Valid	Very Decent
	07	54	90%	Very Valid	Very Decent
	08	54	90%	Very Valid	Very Decent

	09	53	88%	Very Valid	Very Decent
	10	50	83%	Very Valid	Very Decent
	11	50	83%	Very Valid	Very Decent
	12	49	81%	Very Valid	Very Decent
	13	45	75%	Valid	Very Decent
	14	43	71%	Valid	Decent
	15	47	78%	Valid	Decent
	16	35	58%	Valid Enough	Decent Enough
	17	37	61%	Valid	Decent
	18	37	61%	Valid	Decent
	19	40	66%	Valid	Decent
	20	42	70%	Valid	Decent
	21	42	70%	Valid	Decent
	22	45	75%	Valid	Decent
	23	47	78%	Valid	Decent
	24	53	88%	Very Valid	Very Decent
	25	52	86%	Very Valid	Very Decent
	26	51	85%	Very Valid	Very Decent
	27	54	90%	Very Valid	Very Decent
	28	35	58%	Valid Enough	Decent Enough
	29	36	60%	Valid Enough	Decent Enough
	30	38	63%	Valid	Decent
	31	40	66%	Valid	Decent
	32	45	75%	Valid	Decent
	33	47	78%	Valid	Decent
	34	45	75%	Valid	Decent
	35	53	88%	Very Valid	Very Decent
	36	54	90%	Very Valid	Very Decent
	37	51	85%	Very Valid	Very Decent
Average Score		48,16			
Average Percentage		76,56%			
Classification		Valid / Decent			

5. Evaluation Stage

The evaluation stage is the final stage in this research. The evaluation was carried out on the results of the product feasibility test and the effectiveness test of the learning device in the form of fairy tale calendar media. The results of the evaluation are used as the final conclusion regarding the results of the analysis of the products developed, and are used as a measure of the success of the researchers in answering the questions in this study. The results of the research along with the evaluation of this study are: The average assessment of the media expert validator after the second meeting is 88.57% or categorised as very valid so that it can be said that the fairy tale calendar media for learning activities is said to be very valid and very feasible for use by third grade students of SD Negeri 104303 Kampung Ibus.

Discussion of research results

The product developed in this study is a fairy tale calendar of storytelling material. Based on the results of data collection, it is necessary to develop a learning media that can be used as a learning resource for third grade students of SD Negeri 104303 Kampung Ibus, Sei Rampah District. Through the media developed, it is expected to be able to optimise the learning process and improve students' ability to practice speaking skills and can create a pleasant learning atmosphere.

Fairy tale calendar media has fulfilled the requirements in the development of appropriate learning media, namely accuracy with learning objectives, support for the content of subject matter, ease and skill of teachers in using and the availability of time to use. The purpose of this development research is to produce fairy tale calendar media that is suitable for use in the learning process. The feasibility of the product is assessed using an instrument in which there are comments, suggestions and criticisms. The questionnaire assessment is obtained from the assessment results of material experts and media experts.

The results of the validation test by media expert lecturers, material experts, and student assessments showed that the developed fairy tale calendar media fell into the "very feasible or very good" category. As shown based on the feasibility analysis that has been carried out, the number of scores obtained from media experts before being revised is 74.28%. After being revised, the number of scores given was 88.57%, which is in the "very good" category. While the results of the feasibility of the product assessed from the material expert obtained a total score of 98.66%, which is in the "very good" category. In the trial to determine the practicality of the media by involving several third grade students of SD Negeri 104303 Kampung Ibus, Sei Rampah District "Meets the Eligibility Aspects". Responses from

students as test subjects, among others: they are very interested, like the fairy tale calendar media for storytelling because in addition to training them to speak, they are also interested in the pictures on the media.

CONCLUSIONS

Based on the formulation, objectives, results, and discussion of the research and development of fairy tale calendar media in class III at SD Negeri 104303 Kampung Ibus, Sei Rampah District, it can be concluded that the developed fairy tale calendar media is feasible and valid for use by third-grade students. This conclusion is supported by expert assessments, where the media expert test was rated very valid after revisions, achieving a percentage of 88.57%. Additionally, student response questionnaires for the fairy tale calendar media on the material of loving plants and animals received an average score of 76.56%, indicating that the media is both valid and feasible. The media was tested with a limited group of 37 third-grade students, further validating its effectiveness as a learning tool.

Based on these findings, several recommendations are proposed. Firstly, the developed learning media can serve as an alternative resource for teachers, enhancing students' interest in learning, particularly in improving their speaking skills during Indonesian language lessons. Secondly, school principals and educational institutions are encouraged to utilize the fairy tale calendar media to support the development of effective learning strategies. Lastly, other researchers are advised to conduct further studies, potentially enhancing the fairy tale calendar media to ensure the continued development of practical and effective learning tools that meet the quality standards required in education.

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