

# Developing Speaking Skills Through Folklore Stories In Indonesia Language Learning For Grade V Student SSPF Elementary School 106153 Klambir Lima Kebun Hamparan Perak

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## ABSTRACT

*This study aimed to improve the speaking skills of Grade V students through learning activities based on folktales. The method employed was Classroom Action Research (CAR) was conducted in two cycles. Based on this background, the role of Indonesian language teaching in elementary schools, which emphasizes fundamental reading and writing skills and the use of folktales, is vital for enhancing students' speaking abilities. The objectives of this study were: (1) to determine whether folktale-based learning can enhance the speaking skills of Grade I students at UPT SPF State Elementary School 106153 Klambir Lima Kebun; (2) to explore students' motivation during folktale-based learning; and (3) to evaluate the effectiveness of this teaching method in improving classroom interaction. The research method employed was Classroom Action Research (CAR), implemented in two cycles. Each cycle consisted of planning, action, observation, and reflection stages. The research findings revealed a significant improvement in the students' speaking skills. In Cycle I, the average speaking skill score was 70, with a 60% mastery level (18 of 30 students achieved the Minimum Competency Standard). After improvements were made in Cycle II, the average score increased to 85, with a 97% mastery level (29 of 30 students achieved the Minimum Competency Standard). Additionally, students' active participation in the learning process improved, as indicated by the average teacher observation score, which increased from 3.0 in Cycle I to 3.8 in Cycle II. Based on these results, it can be concluded that folktale-based learning is effective in improving the speaking skills of Grade V students. The hypothesis was proven correct: learning through folktales enhances students' speaking skills while fostering their learning motivation and love for the local culture.*

**Keywords:** Speaking Skills, Folktales, Indonesian Language Learning.

## I. INTRODUCTION

Speaking is a fundamental skill that is crucial for learning Indonesian, especially at the elementary school level. This skill not only helps students express ideas and feelings but also serves as a means of developing critical thinking, social skills, and cultural competencies. As part of language competence, speaking plays a significant role in developing effective communication skills from an early age (Tarigan, 2008).

However, in reality, developing speaking skills often receives insufficient attention during the learning process. This is evident in learning methods that tend to focus on reading and writing, whereas speaking is often considered merely a supporting activity. According to Hafid et al. (2025),

"Speaking skills should be an integral part of language learning because they serve as a foundation for the development of other language skills." (Hafid et al., 2025)

Indonesian as a field of study aims to equip students to develop language skills beyond reasoning and memorization so that the knowledge and information they receive is not limited to language and literature. In fact, the teaching and learning process requires total student involvement, meaning that it involves thinking, seeing, hearing, and psychomotor skills. Therefore, in the teaching and learning process, teachers must encourage students to listen, present visual methods, and provide opportunities for writing and asking questions or responding. This allows for creative dialogue that demonstrates an interactive teaching and learning process (Ditingki et al., 2025).

Education is a crucial issue as it significantly impacts human development. The higher a person's education, the greater their chance of achieving success in the future. Broadly speaking, education plays a significant role in life, including personal development, family development, community development, and the lives of the nation and state (Souza et al., 2025).

The government in this case has regulated and directed national education, as stated in Law Number 20 of 2003, concerning the National Education System. Article 3 states the objectives of national education, which reads: national education functions to develop abilities and shape the character and civilization of a dignified nation in order to enlighten the life of the nation, aims to enlighten the life of the nation, develop the potential of students to become people who believe and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. The national development currently being implemented aims to build all Indonesian human beings.

The success of any development programme depends on human factors. This development requires individuals who are thoughtful, creative, and willing to work hard, possess knowledge and skills, and have a positive work ethic. Schools, as places of learning, hold a crucial position in the educational world. Therefore, education in schools plays a crucial role in realizing the optimal achievement of national education, as expected. In the teaching and learning process, teachers play a key role in creating interactive educational situations, namely interactions between teachers and students, students with students, and learning resources to support the achievement of learning objectives (Lubis et al., 2025).

Elementary school education aims to provide students with basic literacy skills, knowledge, and arithmetic, along with the skills and knowledge that they need to develop at the developmental level. In line with this goal, Indonesian language instruction in elementary schools, which focuses on literacy, is essential not only in the early grades but also in higher grades.

A problem was discovered at the SPF Technical Implementation Unit (UPT SPF) of the Public Elementary School 106153 Klambir Lima Kebun, Hamparan Perak District. Based on initial observations, first-grade students demonstrated poor speaking skills. They tended to lack confidence when asked to speak in front of the class, had difficulty expressing their opinions clearly, and were less able to participate in simple discussion. This was caused by several factors, including a lack of varied learning methods that support the development of speaking skills, the minimal use of engaging learning media, and limited time for speaking practice in daily learning activities.

One way to address these issues is through a folklore approach. Folktales, as a form of oral literature, have significant potential for developing students' speaking skills. In addition to being rich in moral and cultural values, folktales provide opportunities for students to develop their creativity, imagination, and storytelling skills. According to Sukmawati (2020:27), "the use of folktales in language learning can create a fun learning environment and support the natural development of speaking skills."

Folktales, rich in moral messages and local culture, can also foster love for one's own culture from an early age. In the context of Indonesian learning, folktales can be an effective medium for teaching language structure, vocabulary, and verbal expressions. Retelling folktales allows students to actively practice their speaking skills and boost their communication confidence.

The implementation of folklore as a medium for teaching speaking is also in line with the Independent Curriculum, which emphasizes the importance of contextual and culturally based learning. This approach provides students with opportunities to learn meaningfully by connecting learning materials to their daily lives. This is supported by the view of Huni and Rofiq (2025), which states that "Learning based on local culture can build student engagement emotionally, intellectually, and socially." (Hunim & Rofiq, 2025)

In the context of the SPF Technical Implementation Unit of Public Elementary School 106153, Klambir Lima Kebun, Hamparan Perak District, the implementation of a folklore-based approach is a relevant and strategic solution to address the problem of students' speaking skills. By utilizing the richness of local folklore as a learning medium, it is hoped that students will become more actively involved in the learning process, improve their speaking skills, and learn about and appreciate their local culture.

Therefore, this study aimed to develop fifth-grade students' speaking skills through folktales in Indonesian language learning. It is hoped that the results of this study will make a positive contribution to education, particularly in the development of innovative local culture-based learning methods.

## II. METHODS

Research methods relate to how to obtain the necessary data. Methods emphasize strategies, processes, and approaches for selecting the type, characteristics, and spatial and temporal dimensions of the required data

(Sudjana, 2002). Based on this statement, the method used in this study is action research. In implementing this action research, it begins with a survey or descriptive research (pre-cycle).

The use of this survey and descriptive research is intended to describe, analyze, and generalize the development of speaking skills through folk tales in Indonesian language learning for fifth-grade students of UPT SPF State Elementary School 106153 Klambir Lima Kebun Hamparan Perak District in the 2025-2026 academic year related to and other sources. Action research is a process of assessment through a cycle system of various activities repeatedly until the saturation point (redundant) or the end of a process (Sugiyono, 2019)..

The study began in the first cycle. Once the successes and challenges of the actions taken in the first cycle were identified, the author determined the design for the second cycle and so on, until the desired improvement was achieved. In this case, the researcher planned to conduct two cycles.

The sample is a portion of the population used to represent the research study. To determine the sample to be studied, researchers are guided by Arikunto's opinion (2017), "to simply estimate the number of subjects as less than 100 people or more, so that the research is a population study. Furthermore, if the total number of subjects is large or more than 100 people, then 10-15% or 20-25% or more can be considered (Arikunto, 2017)s.

To facilitate classroom action research, the sample of this research was 25 students of class VA UPT SPF of State Elementary School 106153 Klambir Lima Kebun, Hamparan Perak District, 2025-2026 Academic Year. This research was conducted in the UPT SPF class of SD Negeri 106153 Klambir Lima Kebun, Hamparan Perak District, Academic Year 2025-2026, located at Jalan Kapas 2, Klambir Lima Kebun Village, Hamparan Perak District, Deli Serdang Regency, North Sumatra Province. This school was officially established on February 14, 2018, with Establishment Decree Number 006. As a state-owned elementary education institution, UPT SPF SD Negeri 106153 has B accreditation based on Accreditation Decree Number 490/BAN-SM/SK/2019 issued on May 28, 2019. This school has a total of 474 students, consisting of 250 male students and 224 female students, supported by 21 teachers and led by the Principal, Sayus, and the School Operator, Ira Eka Wati. Standing on 4,828 m<sup>2</sup> of land, the school is equipped with electricity from the PLN and has adequate Internet access. Under the auspices of the Ministry of Education and Culture, the school is expected to continue contributing to the education of the younger generation in Hamparan Perak District, Deli Serdang Regency. This location was chosen because this school serves as a teaching location for the researcher, considering the ease of access to teaching facilities and necessary data.

The data sources in this study were divided into two sources: primary and secondary. The primary data sources required in this study come from fifth-grade students of UPT SPF SD Negeri 106153 Klambir Lima Kebun, Hamparan Perak District, Academic Year 2025-2026. The data obtained from the students aimed to determine their speaking fluency. The secondary data sources used in this study come from fifth-grade teachers of UPT SPF SD Negeri 106153 Klambir Lima Kebun, Hamparan Perak District, Academic Year 2025-2026 which aims to determine learning achievement in class, and data obtained from colleagues aims to determine cooperative behavior in the learning environment. In addition, information is extracted from various sources and other types of data, including

1. Archives, grade lists, report cards, student personal records;
2. Learning outcome test.

In accordance with the research and data sources, the data collection techniques used in this study are as follows:

Chand (2025) stated that observation is a data collection method that uses observations of research objects. In conducting process observations, there are four observation methods:

In open observation, the observer does not use an observation sheet but instead uses a blank paper to record the lesson being observed. He or she uses specific techniques to record the progress of the improvement so that he or she can reconstruct the lesson as it has occurred (Chand, 2025).

Observations were aimed at observing specific aspects of learning. For example, what is observed is students' opportunities to participate, the impact of levies on students, and the types of questions asked by teachers. Of course, all focuses are agreed upon before the observation occurs.

Structured observation uses structured and ready-to-use observation instruments, so that the observer only needs to place a tick (v) in the space provided.

Systematic observations are more detailed than the structured observations in the observed categories. For example, when providing reinforcement, data are categorized into verbal and nonverbal reinforcement. In this study, the observations were conducted using a structured observation method. Observations were conducted on grade V students and teachers of the UPT SPF of SD Negeri 106153 Klambir Lima Kebun, Hamparan Perak District, in the 2025-2026 academic year. Observations were conducted to determine the situation and

development of students in learning Indonesian speaking through folklore. Observations of teachers were conducted to determine their level of success in implementing learning. The learning outcome test of fifth-grade students of UPT SPF SD Negeri 106153 Klambir Lima Kebun, Hamparan Perak District, 2025-2026 academic year was conducted to determine the extent of students' ability to receive teaching materials and to determine the improvement in speaking ability in learning Indonesian through folk tales.

### **III. RESULTS AND DISCUSSION**

#### **Result**

The research began with observations of the research subjects, namely students and teachers of grade V of UPT SPF SD Negeri 106153 Klambir Lima Kebun, Hamparan Perak District, in the 2025-2026 academic year. This was intended to determine the initial condition of the quality of Indonesian language learning, which was used as the basis for implementing actions in each cycle.

The research process was conducted in two cycles, each consisting of four stages: (1) planning, (2) action, (3) observation and evaluation, and (4) analysis and reflection. The following is a description of each stage of each cycle implemented in Indonesian language learning in class V of UPT SPF SD Negeri 106153 Klambir Lima Kebun, Hamparan Perak District, 2025-2026 Academic Year.

The following is a description of the initial conditions (pre-action) and the implementation of Classroom Research Action (CAR) with the title "Development of Speaking Skills Through Folk Tales in Indonesian Language Learning for Grade I Students of UPT SPF State Elementary School 106153 Klambir Lima Kebun, Hamparan Perak District, Academic Year 2025-2026".

#### **Initial Conditions (Pre-action)**

Pre-action observations were conducted to determine the actual conditions in the field before the researcher began the research. These observations involved direct observations with teachers and students, as well as tests. The observations were conducted once. This was done to determine the learning process and outcomes in grade V Indonesians in general, and speaking in particular.

The observations were carried out on Wednesday, September 10, 2025, from 09.00 WIB to 10.00 WIB (at the 4th and 5th hour)

Observations were made during Indonesian language learning in class V UPT SPF Public Elementary School 106153 Klambir Lima Kebun, Hamparan Perak District, Academic Year 2025-2026. The Indonesian language learning that is carried out involves learning to speak through folk tales.

In this study, the evaluation of learning to speak through storytelling during observation was used as an initial test of the study with the title "Developing Speaking Skills Through Folk Tales in Indonesian Language Learning for Grade V Students of UPT SPF of Public Elementary School 106153 Klambir Lima Kebun, Hamparan Perak District, Academic Year 2025-2026". Direct observations were performed during the direct speaking learning process. The results of the experiment include the following:

#### **Teaching Methods Applied by Teachers**

Teachers have traditionally only used lectures and assignments in Indonesian language learning. They occasionally read materials from fifth-grade Indonesian language textbooks. Sometimes students are simply tasked with studying the material on their own without direct guidance from the teacher. After reading the material from the textbook, they were assigned to work on the problems in the textbook or solve the problems. This makes students feel that learning is less interesting, boring, and monotonous, especially in speaking lessons, which are interesting and enjoyable.

Teachers have not developed engaging learning approaches or utilized learning resources other than textbooks. Furthermore, the only books used were textbooks, which are often incomplete. There is also a significant shortage of supplementary books. Events or stories occurring in the community or from fairy-tale books available in the library have not been optimally utilized as learning resources that can support the learning process, especially in speaking. Based on these observations, teachers and researchers discussed and collaborated, reaching an agreement that the best way to address problems in speaking learning is by using folktales.

#### **Classroom Management by Teachers**

Field observations conducted during speaking lessons in fifth grade revealed that teachers struggled to manage the class. Some students engaged in conversations with their peers during the lesson, sometimes making the

teacher's voice inaudible. Some students wandered back and forth to their peers' seats to borrow rulers, pens, or erasers for seemingly unimportant items. Some students even asked for permission to use the restroom. Field observations also revealed that students paid attention to the teacher during the lesson. However, only a small percentage of students paid attention, making the classroom environment less conducive to achieving optimal learning outcomes.

### **Speaking Ability**

Throughout the learning process, the students appeared to have difficulty speaking. They struggled to verbally express their thoughts. Furthermore, they struggled with proper pronunciation and intonation of the narrative sentences. Another contributing factor to their speaking difficulties was their inability to convey the story's overall content coherently.

The speaking lesson involves students being directly tasked with reading and then telling their story in front of the class without being equipped with sufficient knowledge regarding the purpose of speaking, the benefits of speaking, and the use of correct pronunciation and intonation. Teachers' assessments in speaking lessons also do not refer to assessment aspects of speaking assessment criteria, such as pronunciation and intonation, pronunciation, facial expressions, and story sequence. Teachers have so far used speaking assessments based solely on the length of the story. As a result, students completing speaking assignments prioritize expanding and lengthening the story even though the words are repeated and the pronunciation and intonation are incorrect, without paying attention to the purpose of speaking, which is to provide a clear and coherent picture. This was obtained from the results of the students' speaking before the implementation of the action. Students still experienced difficulties in speaking well, as evidenced by the results of speaking scores that did not reach the established Minimum Competency (KKM) of 60. Therefore, it can be said that the speaking ability of fifth-grade students is low. UPT SPF Public Elementary School 106153 Klambir Lima Kebun, Hamparan Perak District, Academic Year 2025-2026 still low.

### **Implementation of Action**

The implementation of the actions in this study consisted of two cycles. The first cycle consisted of two meetings and the second cycle consisted of two meetings. Each meeting lasted for two lesson hours, each lasting 30 min. Each cycle is described as follows:

#### **Cycle I**

##### **Planning Stage**

This activity was held on Friday, September 12, 2025 in the teacher's room. UPT SPF Public Elementary School 106153 Klambir Lima Kebun, Hamparan Perak District. Researchers and fifth-grade teachers discussed action plans to be implemented in this research process. At the end of the discussion, an agreement was reached that the implementation of Cycle I actions would be carried out on Wednesday and Thursday, September 24 and 25, 2025. The implementation on Wednesday, September 24, 2025, was carried out for two lesson hours ( $2 \times 35$  minutes), namely in the 1st and 2nd periods, from 07.00 WIB to 08.10 WIB. The planning stage of Cycle I includes the following activities:

- a) The fifth-grade teacher and researchers prepared a Learning Module that will be implemented on Wednesday, September 24, 2025. The Learning Module was prepared based on established Learning Outcomes. On Thursday, September 25, 2025, the 1st and 2nd periods for 70 min were used for initial learning activities for 10 min, for core learning activities for 50 min, and for final activities for 10 min. Planned learning is a speaking instruction implemented using storytelling. The use of storytelling is intended to improve the learning process and outcomes compared to previous learning. The idea of using storytelling has emerged from previous discussions. The idea of using storytelling emerged from a discussion conducted by the first-grade teacher and researcher in response to the process and outcomes of the previous speaking instruction.
- b) The teacher and researcher prepared the methods to implement the actions of Cycle I. The media chosen in Cycle I was a folktale-based learning video entitled "The Origin of Lake Toba." The reason for choosing this folktale is that Lake Toba is a local story that is very well known and close to students' lives, so it can arouse a sense of pride in regional culture. In addition, this story contains relevant moral messages such as the importance of keeping promises, respecting family, and preserving nature. Through the characters in this story, students can learn about responsibility and the consequences of behavior that are not in accordance with good values. Lake Toba folktale also provides an interesting setting for children, with natural elements such as fantastic lakes and islands, so it can enhance their imagination and creativity.

The learning media in the form of videos was chosen to make learning more interactive and attract students' attention. Pictures and illustrations from this story were prepared by the teacher with the help of the researcher and later posted on the board to support the material. This method is expected to increase students' interest in learning and help them better understand the moral message contained in the story.

- c) Teachers and researchers create observation sheets not only for students but also for teachers. Using observation sheets makes it easier to determine the aspects that should be prioritized in observations. Observation sheets created for students focused on student activity, courage, creativity, and initiative during speaking lessons. Observation sheets created for teachers focused on preparation, the course of activities, and the implementation of learning evaluations.
- d) Teachers and researchers prepared debriefing guides. The debriefing guide was intended to be used for reflection at the end of the lesson conducted by the teacher with students. This was intended to allow students and teachers to discuss the learning that had occurred. If there were any shortcomings in the lesson, they were addressed together and solutions were found.

### **Implementation of Action (Action)**

The implementation of the first meeting of Cycle I action was carried out on Wednesday, September 24, 2025. The action was carried out for two lesson hours ( $2 \times 35$  minutes), namely in the 1st and 2nd hours, at 07.00 WIB to 08.10 WIB. Learning was carried out in class I of UPT SPF, State Elementary School 106153 Klambir Lima Kebun, Hamparan Perak District, Academic Year 2025-2026.

In the implementation of Cycle I, the class teacher acted as the leader in the teaching and learning activities. The researcher observed the learning process. The researcher acted as a passive participant sitting in the back seat, separated from the student seat, to observe the learning process.

The sequence of implementation of the first meeting of Cycle I actions is as follows:

- a. The teacher enters the class and conditions the students.
- b. The teacher conveys the basic competencies, indicators, and learning objectives at this meeting, namely, speaking using folk tales.
- c. Students and teachers ask questions about the folktales they have heard. This form of apperception leads students toward the main lesson.
- d. One student was assigned to tell the folktale that they had heard. The students were trained to be fluent and prepared before the lesson.
- e. Students pay attention to folk tales conveyed by the teacher through a video-based learning method with the title "The Origin of Lake Toba."
- f. Students answer the teacher's questions about the characters and their characteristics from the folk story told.
- g. Students explain the moral messages contained in folklore with the guidance of the teacher.
- h. Students and teachers together conclude the learning outcomes that have been implemented.
- i. Students work on the evaluation sheet prepared by the teacher.
- j. Do not forget that the teacher gives homework, namely, mentioning what activities the characters in folk tales do.

The second cycle I meeting was carried out on Thursday, September 25, 2025, for two lesson hours ( $2 \times 35$  minutes), namely in the 4th and 5th hours, at 09.00 WIB to 10.10 WIB in class I of UPT SPF of Public Elementary School 106153 Klambir Lima Kebun, Hamparan Perak District, Academic Year 2025-2026. The implementation of the second meeting of cycle I action was the same as in the first meeting, namely, the teacher acted as the leader of the teaching and learning activities, while the researcher made observations or observations of the learning process.

The sequence of implementation of the second meeting of Cycle I actions is as follows:

- a. The teacher conducts apperception by asking about the assigned task, which refers to the activities carried out by the characters in the folktale "The Origin of Lake Toba," which was conveyed by the teacher in the previous meeting. Students then responded by mentioning the activities carried out by the characters in the folktale "The Origin of Lake Toba." Thus, students were able to express a little of the story's content in their own words.
- b. The teacher briefly retells the folk tale "The Origin of Lake Toba," which was presented yesterday, and the students paid attention.
- c. Students explain the contents of the folk tale "The Origin of Lake Toba" with the teacher's guidance and ask the teacher about things that are unclear about the contents of the story.

- d. The teacher evaluated the students by asking them to come to the front of the class one by one to retell the contents of the folk tale.
- e. The students and teachers conducted a debriefing session on the learning process. The students were asked whether the learning was engaging or whether there were any shortcomings that needed to be addressed to improve the next lesson. The first cycle concludes with students discussing the folktale "The Origins of Lake Toba," which will be analyzed for improvement in the second cycle.

### **Observation**

The researcher observed a teacher who was teaching in class V of UPT SPF of Public Elementary School 106153 Klambir Lima Kebun, Hamparan Perak District, 2025-2026 Academic Year with speaking material. This observation was carried out on Thursday, September 25, 2025, at 07.00 WIB until 08.10 WIB, and on Wednesday, September 24, 2025, at 07.00 WIB until 08.10 WIB.

During the first and second meetings of Cycle I, the teacher taught speaking using a role-playing method that had not been previously implemented. In previous lessons, speaking was taught by reading a short section of the material, and sometimes students were simply asked to read the material from the textbook on their own, and then immediately assigned to come forward to tell their story.

Observations were conducted not only on student activities, but also on teacher activities during the lesson. Among the things observed was the use of folklore. Furthermore, the evaluation activities were closely monitored by researchers.

### **Analysis and Reflection**

Based on these activities, a general overview of the course on learning Indonesian language subjects with speaking materials is obtained as follows:

- a. Teachers have created learning modules that serve as guidelines. These lesson plans are structured according to the Indonesian language learning syllabus contained in the Independent Curriculum.
- b. The teacher has implemented speaking learning activities well, conceptually. This means that the teacher teaches clear and planned directions and objectives. The teacher also strives to create contextual learning and encourages students to participate actively in the learning process. The evaluation carried out was also in accordance with the intended objectives; however, the results were still inadequate, with the percentage of students achieving scores above the Minimum Competency (KKM) (60) still not reaching 75%.
- c. Some weaknesses that are still visible include a lack of student attention when one of the trained students is appointed to tell a folktale that they have heard. Student activities in asking and answering questions are still lacking. Student courage in expressing opinions, asking questions, and answering questions remains limited. Students' creativity and initiative in constructing sentences, asking and answering questions, and developing stories are also lacking. Meanwhile, regarding the speaking results produced by students, many still did not reach the target KKM score of 60, with 12 students not meeting this criterion. Students still speak what they want to express in the story, without paying attention to pronunciation and intonation.

## **Cycle II**

### **Planning Stage**

Based on the results of observations in cycle I, the researcher and teacher held a discussion to overcome the shortcomings of cycle I. The results of the discussion were applied to cycle II.

The researchers and teachers ultimately agreed to improve speaking instruction through folktales using role-playing in Cycle II, emphasizing the use of correct pronunciation and intonation in storytelling. Furthermore, it was planned that teachers would provide more motivation for students to ask questions.

Finally, it was agreed that the cycle II action schedule would be implemented on Wednesdays and Thursdays, October 8 and 9, 2025. Learning took place for two meetings, each meeting was two lesson hours ( $2 \times 35$  minutes), namely in the 4th and 5th hours, from 09.00 WIB to 10.10 WIB. Learning was carried out in class I of UPT SPF, State Elementary School 106153 Klambir Lima Kebun, Hamparan Perak District, Academic Year 2025-2026.

The action planning stage of cycle II includes the following activities:

- a. The first-grade teacher and researchers prepared the Learning Module on Wednesday, October 8, 2025. On Thursday, October 9, 2025, in the 4th and 5th hours for 70 min, it was used for initial learning activities for 10 min, for core learning activities for 50 min, and for final activities for 10 min. The planned learning was speaking learning carried out using the folk tale "Malin Kundang." Learning in this second cycle emphasizes the use of good pronunciation and intonation in storytelling.

- b. The teacher and researcher prepared methods to be used in implementing the second cycle of action. The method used in the second cycle was video-based learning media, which provided clear and short stories. This was to make it easier for the students to understand the content of the folktale. The folktale used in the second cycle was titled "Malin Kundang".
- c. Teachers and researchers make observation sheets that are used to observe teachers and students.

### **Implementation of Action (Action)**

In the implementation of Cycle II, the class teacher acted as the leader in the teaching and learning activities. The researcher observed the learning process carried out by the teacher. The sequence of implementation of Cycle II actions at the first meeting is as follows:

- a) The teacher enters the class and conditions the students.
- b) The teacher conducted observations by asking questions and answering questions about the previous lesson, namely telling the story of the folk tale "The Origin of Lake Toba."
- c) One student was assigned to tell the folktale "The Origins of Lake Toba," which the teacher had presented in the previous lesson. This time, the student chosen was one who rarely spoke in front of the class, so the other students were more interested in paying attention due to their curiosity.
- d) Students pay attention to a folktale presented by the teacher through a video lesson, namely a folktale entitled "Malin Kundang." In delivering the folktale, the teacher emphasized the use of correct pronunciation and intonation so that students could better understand the content of the folktale.
- e) Students answer the teacher's questions about the characters and traits in the folktale "Malin Kundang" that has been presented. With a better understanding of folktale content, students are more enthusiastic and active in answering the teacher's questions about the characters and their traits in the folktale.
- f) Students and teachers together conclude the learning outcomes of the characters and characteristics of the folk tale "Malin Kundang" that have been carried out.
- g) The students completed evaluation sheets provided by the teacher. The teacher also assigned homework to describe the activities of the characters in the folk-tale "Malin Kundang."

The implementation of the second meeting of Cycle II actions is the same as the first meeting; namely, the teacher acts as the leader of the teaching and learning activities, while the researcher makes observations of the learning process. The sequence of implementation of the second Cycle II actions is as follows.

- a) The teacher conducted apperception by asking about the assigned task, which was to mention the activities carried out by the characters in the folktale "Malin Kundang" which the teacher had delivered yesterday. The students responded by mentioning the activities carried out by the characters in the folktale; thus, the students were able to express a little of the story's content in their own language, with slightly better pronunciation and intonation than in cycle I.
- b) The teacher briefly retells the folk tale "Malin Kundang," which was presented in the previous lesson using good pronunciation and intonation, and the students pay attention.
- c) Students explain the contents of the folk tale "Malin Kundang" with the teacher's guidance together and ask the teacher about things that are not clear about the contents of the folk tale.
- d) The teacher evaluates the students by asking them to tell their story in front of the class one by one by raising their hands, so that students who are ready can come forward first to retell the contents of the folk tale "Malin Kundang" using their own language and using good pronunciation and intonation.
- e) Students and teachers engage in Q&A sessions on the learning process. They discuss whether the learning was engaging and what shortcomings need to be addressed to improve future learning.

The researcher observed a teacher who was teaching in class V of UPT SPF of Public Elementary School 106153 Klambir Lima Kebun, Hamparan Perak District, 2025-2026 Academic Year with speaking material. This observation was carried out on Thursday, October 9, 2025, at 09.00 WIB until 10.10 WIB and on Friday, October 9, 2025, at 09.00 WIB until 10.10 WIB.

During the first and second meetings of Cycle II, the teacher taught speaking using the method of good pronunciation and intonation in storytelling, which had not been previously implemented. In previous lessons, this was done by reading a short section of speaking material. Sometimes, students were simply asked to read the material in the textbook on their own and were then immediately assigned to come to the front to tell the story.

Observations not only focused on student activities but also on teachers' learning activities. The use of folklore was among the observations made. Furthermore, the evaluation activities were closely monitored by researchers.

## Analysis and Reflection

Based on these activities, a general overview of the learning process for the Indonesian language subject with speaking material was obtained as follows:

- Teachers have created learning modules that serve as guidelines. These learning modules align with the Indonesian syllabus contained in the Independent Curriculum.
- The teacher has implemented speaking learning activities well, conceptually. This means that the teacher teaches clear and planned directions and objectives. The teacher also attempted to create contextual learning and strive to teach students to actively participate in the learning process. The evaluation carried out was also in accordance with the intended objectives, namely that only one student (3.33%) was still below the Minimum Competency (KKM) (60).
- Some weaknesses that are still visible include students' lack of courage to express opinions, ask questions, and answer questions. Students' creativity and initiative in constructing sentences, asking and answering questions, and developing stories are lacking. Meanwhile, the speaking results produced by students reached the target, namely that twenty-nine students (96.67%) achieved a Minimum Competency Minimum Competency (KKM) score (60).

The implementation of the actions in this study showed significant results, including changes in student behavior during learning, changes in teacher teaching methods, and changes in student learning outcomes. These changes are further explained in this section.

Based on the observations of student activities, significant progress was observed. Student activity and courage gradually increased. Student creativity and initiative increased from 2.75 in Cycle I to 3.55 in Cycle II.

Observations were conducted not only on student activities, but also on teacher activities. Observations of teacher activities from Cycle I to Cycle II showed significant improvements. Preparation, learning implementation, and evaluation activities at the end of cycle II were significantly improved compared to cycle I. Observations showed an improvement, from 3.00 in cycle I to 3.63 in cycle II.

Another research result is the speaking scores of the first-grade students. These scores consist of the speaking scores in cycles I and II, which indicate the final condition. The speaking scores for Cycle I are shown in Table 1.

Table 1. Speaking Scores in Cycle I

No	Mark	Number of Students	Percent
1	Less than 49	4	13.33%
2	50 to 59	8	26.67%
3	60 to 69	14	46.67%
4	70 to 79	4	13.33%
5	80 to 89	0	0%
6	90 to 100	0	0%
Amount		30	100%

In cycle I, the highest speaking scores were in the range of 60–69, with 14 students (46.67%), which was the dominant score. Eight students (26.67%) achieved scores of 50–59, which was the second most dominant score. Scores below 49 and 70 to 79 were achieved by 4 students (13.33%) respectively, which was the third most dominant score. Scores of 80–89 and 90–100 were not achieved.

Based on the results of the first cycle of research, the students experienced improvements in their use of pronunciation and intonation in speaking lessons. However, the first cycle still showed weaknesses, namely, students' inaccurate use of pronunciation and intonation. This weakness was addressed in the second cycle by placing a greater emphasis on correct pronunciation and intonation.

In cycle II, actions were taken to implement the use of good pronunciation and intonation in speaking lessons. The speaking scores in cycle II are listed in Table 2.

Table 2. Speaking Scores in Cycle II

No	Mark	Number of Students	Percent
1	Less than 49	0	0%
2	50 to 59	1	3.33%
3	60 to 69	5	16.67%
4	70 to 79	13	43.33%
5	80 to 89	11	36.67%
6	90 to 100	0	0%
Amount		30	100%

In the second cycle, there was significant improvement in emphasizing the use of correct pronunciation and intonation. The highest score of 80 to 89, achieved by 11 students (36.67%) achieved the second highest score of 70 to 79 was achieved by 13 students (43.33%). Meanwhile, scores of 60–69 were achieved by five students (16.67%), and only one student was still in the 50–59 category, which had not yet reached the Minimum Competency (KKM). Scores below 49 are no longer present.

In the implementation of Cycle II, many students dared to ask questions directly to the teacher, which showed that their motivation and courage had increased.

Based on the results of students' speaking scores in cycle II, it can be seen that the final condition of students' speaking ability shows that 29 students (96.67%) achieved a KKM score (60), while one student (3.33%) was still below the KKM score.

#### IV. CONCLUSIONS

Based on the results of classroom action research that has been carried out in two cycles with the use of folk tales in learning Indonesian for first grade students of UPT SPF of State Elementary School 106153 Klambir Lima Kebun, Hamparan Perak District, 2025-2026 Academic Year, the following conclusions can be drawn. There was an increase in speaking ability in fifth grade students of UPT SPF of State Elementary School 106153 Klambir Lima Kebun, Hamparan Perak District, 2025-2026 Academic Year after implementing learning using folk stories. It can be seen from the students' activities in the learning process, which increased in each cycle, namely, the average value of the teacher's observation results in cycle I was 2.75 and increased to 3.55 in cycle II. Judging from the results of the speaking test in cycle I, 13 out of 30 students achieved the KKM score (60), and an increase in cycle II, where 29 out of 30 students succeeded in achieving the KKM score (60). The results of the classroom action research using the two cycles above show that the formulated hypothesis is proven to be true, meaning that the learning steps through folk tales can improve speaking skills in class V students of UPT SPF State Elementary School 106153 Klambir Lima Kebun, Hamparan Perak District, 2025-2026 Academic Year.

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#### Ethical Compliance

All procedures performed in this study involving human participants were in accordance with the ethical standards of the institutional and/or national research committee and with the 1964 Helsinki Declaration and its later amendments or comparable ethical standards.

#### Data Access Statement

A Data Access Statement is a section in a scientific publication or research report that explains how the data used or generated in a study can be accessed by readers or other researchers. This statement aims to promote transparency, support research reproducibility, and comply with open-access policies, where applicable.

Common Elements in a Data Access Statement:

1. Data Location: Specifies where the data are stored, such as in online repositories (e.g., Zenodo, Dryad, or institutional repositories).
2. Access Instructions: Provides information on how to access the data, such as direct links, digital object identifiers (DOI), or contact details.
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  - o "The data supporting this study are openly available in Zenodo at [DOI:10.xxxx/zenodo.xxxx]."
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3. No Data Available:
  - o "No datasets were generated or analyzed during the current study."
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- Reproducibility: Enables other researchers to replicate or verify the findings.
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### Conflict of Interest Declaration

No Conflict of Interest.

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