
Analysis of Students' Difficulties in Determining Intrinsic Elements in Fairy Stories in Grade 3 Elementary School

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Abstract

This study uses a quantitative descriptive. Data collection was carried out using a test which contained descriptions of students and the results of interview with one of the class 3B homeroom teacher. From the analysis carried out by the researcher, it was shown that from 18 students, most of them had the abilities that were considered good, 4 students with a percentage of 22.22% in the sufficient category and 14 students with a percentage of 77.77% in the good category. Therefore, the overall average score of students in identifying intrinsic elements in fairy tales is 92,75. Basic competence 3.8 Contains about explaining the moral message of fairy tales that are told orally, graphically, or in writing for the purpose of entertainment. And basic competence 4.8 Contains about applying the message in fairy tales as a means of self-expression while using clear phrases and general vocabulary on theme 2 sub-theme 1 in class 3B Minu Sukodono Gresik is in the good category. However, there are factors that can affect students' difficulties in identifying intrinsic elements in fairy tales, including a lack of interest in reading, class conditions that are not conducive, students' memory is low, and students' concentration in reading is less than optimal. In addition, to make it easier for students to analyze intrinsic elements, teacher motivate students in reading books, for example by decorating and making classroom reading corners, using various interesting teaching strategies or media in delivering learning materials especially in listening activity to help students understand the elements that exist in fairy tales.

Keywords – Analysis; Difficulty Determining Intrinsic Elements; Fairy Tales; Methods



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1. Introduction

Indonesia has various ethnic groups, cultures, religions and languages. The language that must be used by the Indonesian people is Indonesian. Indonesian is used to communicate and as an identity in the midst of other countries. UU no. 20 of 2003 regulates the existence of education in Indonesia which contains the National Education System (Devi Lisari., 2022; Marwan Pulungan., 2022). Formal, non-formal and informal paths are the paths of education in Indonesia. There are 5 levels of education in Indonesia, namely Kindergarten, Elementary, Middle School, High School, and Undergraduate.

According to Law no. 20 of 2003, education is a deliberate effort to create a learning environment where students develop their potential and have traits such as self-control, personality, strong religious beliefs, intelligence, and noble character (Devi Lisari., 2022; Marwan Pulungan., 2022). The elementary school curriculum in Indonesia has several subjects taught, including Citizenship Education, Religious Education, Mathematics, Natural Sciences, Social Sciences, Arts and Crafts, Physical Education, Local Content such as English, regional languages and Indonesian.

Language is very important and influences various aspects of life (Devi Lisari., 2022; Marwan Pulungan., 2022). One of the main subjects taught in elementary school is Indonesian. Both receptive and productive aspects of learning Indonesian must be mastered by students. (Feby Ingriyani., 2021; Nur Anisa Pebrianti., 2021; Hajerah., 2019).

In this era of globalization, many things have developed rapidly, such as technology, which is increasingly developing with new innovations and influencing human life and habits, such as reading books. Reading books is something that must be done in order to add knowledge and insight (Feby Ingriyani., 2021; Nur Anisa Pebrianti., 2021). Due to the rapid development of technology, all information can be accessed easily via mobile phones, laptops, tablets, etc. (Satriani, DH., 2021)

However, there are also negative impacts from the growing use of technology, one of which is becoming lazy to read books because they can be accessed directly via the internet without having to bother getting information (Dina Aulia., 2021; Nani Farah Fasica., 2020). The reading culture is currently threatened by technological developments, therefore the receptive aspect plays an important role in education and determines the character of children, one of which is listening activities. (Satriani DH., 2021).

Listening is a process that involves hearing the sounds of language, recognizing, acknowledging, evaluating, and responding to the meaning conveyed by these sounds (Tarigan, 2008). Listening can develop students' thinking in identifying language sounds, understanding and explaining messages conveyed by educators. blurring the components inherent in fairy tales is one of the listening exercises for learning Indonesian (Desi Rosnawati., 2017).

Fairy tales are fantasy stories that are not based on reality. Fairy tales are storylines that don't really happen, instead they serve to entertain as well as convey an "educational" moral message (Agus Triyanto, "2007:46"). Fairy tales are an oral tradition where people pass them on to their descendants (Ilminisa, Siswanto, Basthomi, 2016). Fairy tales will not be outdated in the classroom because they have educational purposes, especially in building children's character. (Riga Zahara Nurani., 2021; Fajar Nugraha., 2021; Hana Sakura Putu Arga., 2021).

According to (Brunvand, Carvalho, and Neto in Danadjaja 2007:3-5) the following characteristics are clearly visible in fairy tales:

- a. Oral transmission and inheritance took place, and information was passed on orally, orally, and from generation to generation.
- b. Given a long period of time to certain collectives.
- c. Stories that have spread in society.
- d. Anonymous means the identity of the author is unknown.
- e. Often uses formulaic or structured language, such as cliches and predefined opening and closing phrases.

- f. 6. Serves as a tool of education, comfort, social protest, or the projection of secret desires in the collective life of a group.
- g. 7. Pralogical in nature, which follows its own logic rather than universal logic.
- h. 8. Become part of the collective commons. This is due to the fact that now no one can definitively identify the original creator, leading to a community ownership mentality.
- i. 9. Being innocent and innocent, it is often seen as distasteful and unplanned. It makes sense that fairy tales also represent the most authentic expression of human emotion.

(Anti Aarne and Stith Thompson and Danandjaja, 2007:86) said that fairy tales have a number of other characteristics, among the various types of fairy tales that exist are formulaic fairy tales, animals, jokes and anecdotes, as well as ordinary fairy tales. The following are the basic components of fairy tales according to (Cahyani and Rosmana 2006, page. 187-188):

- a. Theme
In a story, the theme serves as the core of the plot.
- b. Groove or plot
The storyline is logically sequenced events.
- c. Characters and characterizations
People who play a role in a story are called characters.
- d. Background or setting
The setting of the story refers to the conditions of time, space and place used by the characters in it.
- e. Viewpoint
By using pronouns or mentioning the character's name specifically, the author can use a point of view to describe or tell a story.
- f. Message or order
The lesson that a story tries to teach its listeners is called the message.

g. Conflict

Conflict plays an important role in the story and helps it come to life.

There are basic skills in Indonesian material related to fairy tales on the theme 2 Love Animals and Plants, sub-theme 1 class 3 Elementary School, Basic competency 3.8 Explaining the moral message of fairy tales that are spoken orally, graphically, or in writing for the purpose of entertainment. And basic competence 4.8 Capturing messages in fairy tales as a means of self-expression while using clear phrases and common vocabulary (Devi Lisari., 2022; Marwan Pulungan., 2022).

Meanwhile, seeing that students' interest in reading is still low, as evidenced by the results of interviews with homeroom teachers for class 3B, because of the learning effect that occurred 2 years ago due to the covid-19 pandemic. As a result of low student memory of the teaching materials that have been given by the teacher, concentration and understanding of students in listening activities is also low, therefore a study entitled "Analysis of students' difficulties in determining intrinsic elements in fairy stories in grade 3 elementary school" is being discussed by researchers.

2. Method

The method used by researchers is descriptive quantitative. Because the data collected uses numbers and is then analyzed using descriptive statistical methods, this research uses a quantitative approach. While descriptive writing is writing that describes a situation objectively using already existing data. According to conventional policy, quantitative literature study is a technique that can be used to describe, clarify, or summarize various circumstances, events, phenomena, or variables of study, in a manner similar to how any information can be corroborated, observed, and recorded using various archives (Bungin 2015, page, 48-49). The location of this study was conducted in Minu Sukodono Gresik. While the primary data used in this research was 3rd grade homeroom teacher and the students.

Knowing the skills of third graders is the main goal of this study in Minu Sukodono Gresik when identifying the components of fairy tales on theme 2 subtheme 1. This study uses descriptive quantitative analysis to ascertain the challenges learners face when trying to identify components of fairy tales such as themes, plots, characters and characterizations, settings, points of view, messages, and conflicts.

The research tools used in this study are written test in the form of description and practice in storytelling, as well as an interview with one of the homeroom teachers in grade 3 regarding the difficulties which students face in figuring out the basic components of fairy tales (Devi Lisari., 2022; Marwan Pulungan., 2022). In the basic analysis technique of this study, the average value is calculated using the following formula:

$$\bar{x} = \frac{\sum x}{n}$$

Information :

\bar{x} = Average value

$\sum x$ = The number of data 1st to nth

n = Whole total data

The obtained value is then added with the evaluation criteria, such as the following:

Table 1. the evaluation criteria

Score	Criteria
86-100	Very Well
71-85	Good
61-70	Enough
≤ 60	Need guidance

After the scores that have been obtained are included in the assessment rubrik, the researcher used a formula to find out how many learners can determine the intrinsic elements of fairy tales (Sudjana.,2009) such as the following:

$$p = \frac{F}{n} \times 100$$

Information :

P = Percentages

F = Frequency

n = Total number of students

The analysis of sequential data used in data collection consists of the results of an interview with one of the homeroom teachers in grade 3 to obtain information about students' understanding in finding out the basic components of fairy tales.

3. Result and Discussion

Based on the results of an interview with the homeroom teacher of grade 3 Minu Sukodono Gresik, there was an answer from the homeroom teacher of grade 3 Minu Sukodono Gresik in determining the intrinsic elements of fairy tales, there were 12 questions that I asked the homeroom teacher of grade 3 Minu Sukodono Gresik. The first question I asked the teacher was "Are there still students who have difficulty in reading?", the teacher replied, "Yes, there are still students who have difficulty reading because in the last two years there has been a Covid-19 pandemic where students have to do online learning and there are still students who have difficulty reading during face-to-face learning." (Devi Lisari., 2022; Marwah Pulungan., 2022).

The second question I asked the teacher was, "What difficulty do learners have in determining the theme of a fairy tale?" the teacher replied, "No difficulties, because theme is exist in the text so the learners can determine it easily; usually the theme lies in the story" (Fitriani., 2017).

The third question which I asked to the teacher was, "What difficulties do learners face in determining the storyline of a fairy tale?" The teacher replied "it is difficult to understand the story due to the effects of the pandemic, which

makes it difficult for learners to concentrate in studying" (Riga Zahara Nurani., 2021; Fajar Nugraha., 2021; Hana Sakura Putu Arga., 2021).

The fourth question that I asked to the teacher was, "what are the difficulties faced by the students in determining characters and characterization in a fairy tale?" the teacher answered, "the students don't find any difficulties in identifying the characters and characterization in fairy tales because that elements are already lies in the fairy tales itself" (Fitriani., 2007).

The fifth question that I asked to the teacher was, "what difficulties do the students face in identifying the setting of the fairy tales?", the teacher replied, "there is no difficulty faced by the students in identifying the setting, because the fairy tales has already decided where is the setting of the the story, so the students don't find any difficulties in identifying the setting in a fairy tales. (Devi Lisari., 2022; Marwan Pulungan., 2022)

The sixth question that I asked to the teacher is, "what difficulties do the students face in identifying the point of view of the fairy tales?", the teacher replied, "pronouns or point of view is not used in the fairy tale that I mentioned, so the word 'I, you, he, or she' is directly refers to the name of the characters." (Devi Lisari., 2022; Marwan Pulungan., 2022).

The seventh question that I asked to teacher is, "what difficulties do the students face in identifying the moral value of the fairy tale?", the teacher replied, "The impact of the pandemic that caused very little student response, lack of self-control, lack of confidence, and fading empathy were the causes of the difficulties experienced by students understanding the message in fairy tales" (Riga Zahara Nurani., 2021; Fajar Nugraha., 2021; Hana Sakura Putu Arga., 2021).

The eighth question that I asked to the teacher is, "what difficulties do the students face in identifying the conflict of the fairy tale?", the teacher replied, "the students needed times in determining the conflict in a fairy tale, because the students in grade 3 still need elaboration, explaining, advice and so on, therefore this element of conflict is a change in an attitude" (Fitriani., 2017).

The ninth question that I asked to the teacher is, “in your opinion, from the 7 intrinsic elements in fairy tales, which elements is the most difficult to be determined by the students?”, the teacher replied, “the most difficult element to be determined is the moral value, because moral value is a message for the students where it will be done in their lives, so educators must be able to convey the mandate contained in the story and set an example to the students” (Devi Lisari., 2022; Marwan Pulungan., 2022).

The tenth question that I asked to the teacher is, “in your opinion, what factors are the problem in learning, especially in listening activities?”, the teacher replied, “the factors in the problem especially in the listening activity is material deepening factors caused by the magnitude of the pandemic two years ago, so to make the students understand is still very minimal” (Hajerah., 2019; Desi Rosnawati., 2016; Rena Mianawati., 2019; Tuti Hayati., 2019; Aam Kurnia., 2019).

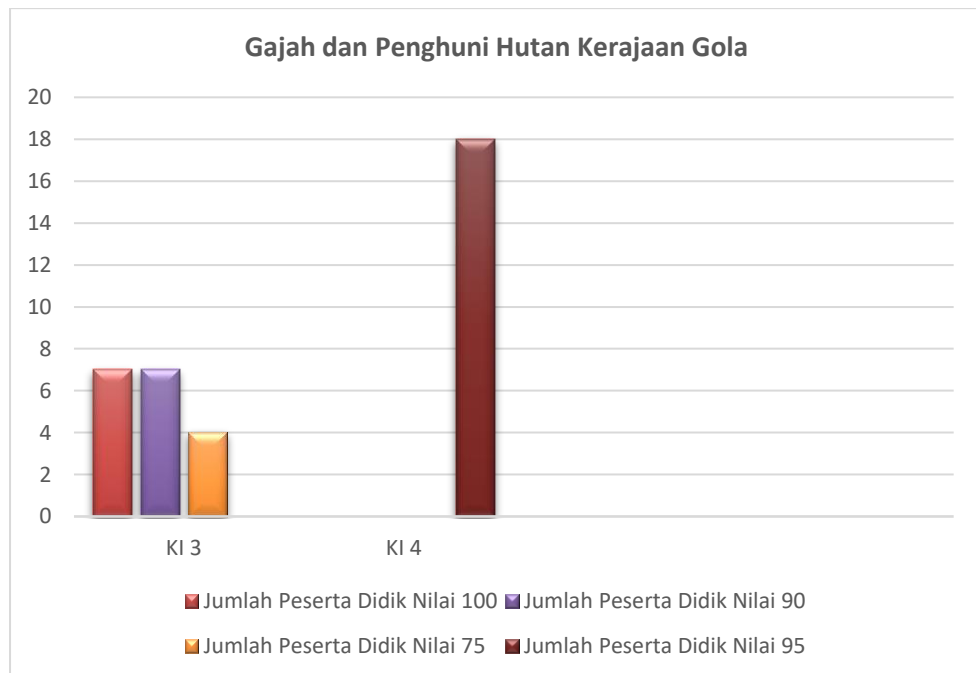
The eleventh question that I asked to the teacher is, “have you ever used animation video in learning activity?”, the teacher replied, “yes, I have ever applied animation video in learning activity. The video can help the students to in understanding the information presented, feel entertained and interested and have a greater curiosity by using the animated video” (Tarisa., 2022; F. Shoufika Hilyana., 2022; Much Arsyad Fardani., 2022).

The twelfth question that I asked to the teacher is "How is your effort as an educator in reducing the difficulties of students to determine the intrinsic elements in a fairy tale?", the teacher replied "The most important thing is to master the class first and then be able to know the characteristics of the children so that we as educators can provide solutions to the difficulties experienced by students in learning, so that students feel comfortable, safe and enjoy the learning process ." (Suharli., 2021; Andi Haris., 2021).

(Fitriani., 2017) The following are the results of tests that have been carried out to assess students' ability to identify intrinsic elements, namely by using written tests (KI 3) and practice (KI 4):

Table 2. Student Test Results in Determining Intrinsic Elements in a Fairy Tale with a Title "Gajah dan Penghuni Hutan Kerajaan Gola"

No	Student Initials	Score KI3	Score KI4	Total Score
1.	AAP	100	95	195
2.	ANM	100	95	195
3.	FZS	75	95	170
4.	HA	90	95	185
5.	JADA	90	95	185
6.	MEH	100	95	195
7.	MAC	100	95	195
8	MAR	100	95	195
9.	MFA	90	95	185
10.	MMM	75	95	170
11.	MRZ	100	95	195
12.	MRSRP	90	95	185
13.	MRA	90	95	185
14.	MUAH	90	95	185
15	NZEA	75	95	170
16.	NLS	100	95	195
17.	RSR	90	95	185
18.	ZNA	75	95	170
TOTAL ALL SCORE				3.340



Picture 1. the average number obtained by students

Based on the bar chart above, the average number obtained by students is 95 which is found in KI 4. (Devi Lisari., 2022; Marwan Pulungan., 2022) The following formula is used by researchers to determine the average value of students:

Is Known :

KI 3	KI4
7 Student get score 100	18 Student get score 95
7 Student get score 90	
4 Student get score 75	

Be Calculated :

KI 3	KI 4
$7 \times 100 = 700$	$18 \times 95 = 1710$
$7 \times 90 = 630$	
$4 \times 75 = 300$	$= 1710 : 18$
1630 +	$= 95$
$= 1630 : 18$	
$= 90,5$	
$\bar{x} = \frac{90,5 + 95}{2}$	
$= 92,75$	

(Sudjana., 2009) Researchers can determine student learning outcomes in recognizing the intrinsic elements of fairy tales by using the following formula, based on the overall average value of the students above:

Students grades are categorized as sufficient

$$= \frac{4}{18} \times 100$$

$$= 22,22 \%$$

Student grades are categorized as good

$$= \frac{14}{18} \times 100$$

$$= 77,77\%$$

From the test results of grade 3 students Minu Sukodono Gresik in determining fairy tale elements, the highest score was 100, while the lowest score was 75. If the overall value of students is calculated, the average value that will be obtained by students is 92.75 and from the calculation of the percentage it is stated that 77.77% of students are categorized as good, while 22.22% of students are categorized as sufficient (Devi Lisari., 2022; Marwan Pulungan., 2022).

4. Conclusion

The students' abilities were in the good category, with an average score of 92.75 according to the findings of the research that the researchers conducted to study the difficulties of class 3B students Minu Sukodono Gresik in identifying the intrinsic elements of fairy tales in theme 2, sub-theme 1. 18 students from class 3B, 14 students (77.77%) are classified as good, while 4 students (22.22%) are sufficient in identifying the intrinsic elements of fairy tales.

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