

Using Fairy Tale In Enhanced Spelling Learning of First High School Student In The City Of Manado

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Abstract. The problem with this research is that teachers in teaching students focus more on improving teaching methods. They are more interested in choosing learning strategies such as inquiry, STAD, jigsaw, learning cell, and so on that emphasize the application of learning steps. The teachers forget their role as facilitators and creators who always facilitate students with teaching materials / materials as a result of the creation of teachers that have an impact on learning outcomes that are less than optimal. To solve this, the teacher needs to prepare a reading "stock" that can teach spelling while attracting students' interest in learning. Therefore the right reading material given is a fairy tale because the fairy tale is close to the child. The purpose of this study is to describe spelling learning, especially word writing, the use of punctuation, the use of capital letters through learning fairy tales in SMP Negeri 1 Manado students. The specific target to be achieved is the Science and Technology-Social and Culture products, scientific publications and textbooks about fairy tales in Indonesian that can be used as a means to teach enhanced spelling to students of SMP Negeri 1 Manado. This research method is a method of action study or action research. Reflection on actions is part of this method. The data source of this research is VII grade students of SMP Negeri I Manado. The research location is the city of Manado. To collect data, the techniques used are tests, observations (using field notes and rating checklists), and interviews. The procedure of conducting research is planning, implementing, observing, and reflecting. The results showed that VII grade students of SMP Negeri 1 Manado could be categorized as capable of using spelling because the average grade of the class obtained was 88.74%. The ability of students to use spelling, especially capital letters at the beginning of a sentence and a dot at the end of a sentence can be categorized as very capable because the results achieved by students are 100%.

Keywords: use; fairy tales; spelling.

1. Introduction

Fairy tale is one of the prose genres that Danandjaja (1991: 83) called as folk prose. Fairy tales are stories that are believed to have never happened. However, fairy tales are loved by the community because they serve as entertainment and advice. Especially children, fairy tales are very close to them because children are

happy with fairy tales especially when they are going to sleep, fairy tales become lullabies. A new breakthrough for the world of education that includes text fairy tales, anecdotes, short stories, and so on in the 2013 curriculum and makes it a facility of learning Indonesian in schools. The empowerment of fairy tale genre texts is adjusted to the 2013 curriculum core orientation, namely the development of character attitudes. Fairy tales contain many moral messages that can be used as a reference in acting as the development of student character attitudes. The character's attitude is related to students' obedience to religious teachings, values and norms prevailing in society, national values, personality values such as independence, reading responsibilities, and so on. For clarity, the standard values of character education as issued by the national education ministry (2010: 9). This standard consists of 18 points, namely religious, honest tolerance, discipline, hard work, keratif, independent, democratic, curiosity, national spirit, love of the motherland, respect for achievement, friendly / communicative, love peace, love to read, care for the environment social care and responsibility.

In terms of science, students gain an understanding of fairy tales in terms of content as well as thinking. Any language feature can also be learned through fairy tales, such as adjectives, conjunctions, effective sentences, spelling and so on. While in its application, the knowledge obtained by students, can be used for four language skills. Students will be skilled at listening to the types of texts and can distinguish between one type of text with other texts, students will be skilled at speaking by paying attention to the structure of thinking of the text accompanied by the application of sentences that have a standard structure, students will be skilled at reading or understanding various genres of text, and skilled at writing with pay attention to the standard language structure and written conventions. Especially written rules or better known as spelling, this can be learned through fairy tales. In the text the teacher can learn to write words using capital letters, use punctuation, and so on. Spelling learning through fairy tale texts can be seen in fragments of the story entitled "Ape and Crocodile".

"An ape lives on a small island. He has run out of food. He was escorted by a crane and lived alone on the small island. So, he was distressed and his distress was heard by the crocodile king. The crocodile then asked, "what makes you distressed?" (Ape and Crocodile, in Alitu, et al. 1986). In these fairytale passages, the teacher can learn the prefix = as in the word "delivered" whose writing must be coupled with the words that follow it. The prepositions on as on the word "on the island" whose writing must be separated from the words that follow it. The use of capital letters at the beginning of the sentence as a direct passage "What makes you distressed?". The greeting word "You" must be written in capital letters in the first letter of the word. The word "so" uses a comma to separate the word from other words.

The use of fairy tales as a facility of spelling learning because so far the teacher has only focused on improving teaching methods. For example, teachers are more interested in choosing innovative and constructive learning strategies = inquiry, STAD, jigsaw, learning cell, and so on. They forget their role as facilitators and creators who always facilitate students with teaching materials / materials as a result of the teacher's creation. This has an impact on learning outcomes that are less than the maximum spelling. Problems faced by Indonesian language teachers must be solved or found a solution. To solve this problem, teachers need to prepare "stock"

readings that can learn spelling. Inventories of "stock" readings in question is a fairy tale text. The choice of fairy tales is to bring students who like fairy tales to the topic of spelling being learned. Thus learning spelling is no longer a burden for students because they are brought to an entertaining and pleasant atmosphere. The use of fairy tales in learning spelling, so far according to researchers has not been done. Therefore, the research "Using Fairy Tale In Enhanced Spelling Learning Of Class VII SMP Negeri 1 Manado Students" is the time to do it.

This research aims to:

- (1) Describe spelling learning especially word writing through using fairy tales to junior high school students.
- (2) Describe spelling learning especially the use of capital letters through using fairy tales in junior high school students.
- (3) Describe the learning of spelling, especially writing punctuation through the use of fairy tales in junior high school students.

The urgency / virtue of this research is:

- (1) Preparing fairytale reading material / material containing spelling learning that includes writing words, using capital letters, and using punctuation.
- (2) Building Human Resources (SMD) in the form of social and cultural science is the actualization of science and technology.

Science and technology itself is not useful if it is not handled by the science and technology human resources. Therefore, the targeted findings / innovations are expected to support the development and development of the Science and Technology. Through the fairy tale book product prepared, the teachers can instantly empower it. Through fairy tales, the atmosphere and enthusiasm for learning can be created. Learning itself is the main source of creating quality human resources (creative and innovative).

The method used in this research is the action review method. Menrut Sulistiyo Basuki (2006: 141) the method of review is not similar to experimental research, it's just that it examines actions, taking certain actions to improve the situation. The action review is rooted in existing practice and is structured to address a particular problem. According to Suparno (2008: 8) reflection on action is part of the method of action research or action research. Reflection is a corrective action that is sought by the researcher for the action or action given. Action research emphasizes the process of solving problems and making progress from the problems at hand. Therefore action research can use quantitative methods and qualitative methods. The data source of this research is VII grade students of SMP Negeri I Manado. Research location in Manado City.

To collect the data, the techniques used are tests, observations, and interviews. Tests are used to measure students' ability to use Enhanced Spelling. Observation is used to observe the subject or thing being studied; dive right in by seeing, feeling, listening; the researcher records the things observed. Aside from being an observer, researchers are also active participants. Researchers are actively involved in the learning process. The tools used to observe are field notes, observation sheets, and rating checklists, which are lists made to check student activity in class.

Student	Liveliness	Information
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	4	3	2	1	
1					
2					
etc.					

Information :

4 = very high

3 = high

2 = enough

1 = low

The interview is also used to get supporting data. For example teaching methods, teacher preparation, student attitudes, and so on. The procedure of conducting the action research is planning, acting, observing, and reflecting. Included in planning activities are developing learning scenarios, preparing supporting facilities and facilities, preparing research instruments. In the implementation of action activities, researchers carry out according to the learning scenario. At the observation stage, data is recorded which includes the process and results of the implementation of the action. Observations were made with the aim of collecting evidence of the results of actions so that researchers can evaluate, and make it as a basis for reflection. Reflection is done after data analysis of the process, problems / obstacles carried out.

2. Research Results

Description of Using Fairy Tales in Enhanced Spelling Learning (EYD)

The procedures for spelling learning by using fairy tales are as follows:

1. Planning Phase

At this stage the researcher prepares the things needed in carrying out research in the classroom:

- a. Discussing with the research team in this case the teacher of Indonesian language studies in Manado VII grade Junior High School A.
- b. Preparing a Learning Implementation Plan (RPP) with the research team.
- c. Arranging the observation sheets, tests, field notes and rating checklists.
- d. Preparing a fairy tale entitled "Good Hearted Elephant".
- e. Inserting a chart containing EYD.

2. Implementation Stage

The role of the observer is the teacher of Indonesian language studies and the researcher as an active participant, namely the implementation of spelling learning in the classroom.

Test Result

The test given to students is an objective test totaling 5 question items. Every aspect assessed is only related to the spelling that appears in the story. The scoring of each answer key is as follows:

Table 1. Answer Scoring

No.	Answer	Score	Answer Scoring
1	We were told by mother to go to the market. (score 10)	2	- Capital letters at the beginning of a sentence.
		3	- Prefix the word told (series)
		3	- Prepositions to words to the market (written separately)
		2	- A period at the end of the sentence.
2	The dog was chased by a cat. (score 7)	2	- Capital letter T at the beginning of the sentence.
		3	- Prefix the word chased (written in series)
		2	- A period at the end of the sentence.
3	The farewell program was attended by mothers. (score 10)	2	Capital letter T at the beginning of the sentence.
		3	- Prefix the word chased (written in series)
		3	- Repeat words using dashes (-).
		2	- A period at the end of the sentence.
4	I was told by my mother to buy vegetables, fish and rice. (score 10)	2	- Capital letter I at the beginning of the sentence.
		3	- Prefix the word told (series)
		3	- Commas on word order of vegetables, fish and rice.
		2	- A period at the end of the sentence.
5	The child lives in Jakarta (score 7)	2	- Capital letter T at the beginning of a sentence.
		3	- Prepositions in in words in Jakarta (written separately)
		2	- A period at the end of the sentence.

The results achieved by students can be seen in the following table:

Table 5. Percentage of Results Achieved

Student	Total Score (44)	Percentage	Information
01	41	93,18	
02	35	79,54	
03	38	86,36	
04	38	86,36	
05	35	79,54	
06	41	93,18	
07	44	100	
08	38	86,36	
09	41	93,18	
10	35	79,54	
11	38	86,36	
12	41	93,18	
13	41	93,18	
14	35	79,54	
15	38	86,36	
16	35	79,54	
17	44	100	
18	41	93,18	
19	41	93,18	
20	41	93,18	
Total		1.774,94	
Percentage		88,74	

Starting from the results of the data analysis above, it is clear that the ability of students to use spelling, especially capital letters at the beginning of a sentence and the dot at the end of a sentence can be categorized as very capable because the results achieved by students are 100%. For the prefix aspect, the average value obtained is 78% because students still have difficulty distinguishing between prefix

and preposition writing. The prefix is still written separately with the words that follow it. For the aspect of the use of words, students' abilities can be classified as able while the use of commas, students' abilities can be classified as very capable. But overall, students' ability to use the spelling is 88.74% can be classified as capable.

3. Discussions

Starting from the results of data analysis about the use of spelling as described above, it is clear the use of fairy tales in spelling learning can maximize student learning outcomes because the average grade obtained is 88.74%. Speaking of spelling, the scope is very broad. Utilizing the available fairy tale, of course, has not been able to reach all aspects of spelling. Teacher efforts are needed to solve this problem. Stories about animals may be modified according to the objectives to be achieved. For example, if in a story about animals can not bring up the use of capital letters in the greeting or not, the teacher can develop the story so that the use of capital letters in the greeting can be raised. If fairy tale cannot be used, the teacher can create their own stories based on existing themes or create their own themes. According to Mahsun (2013: 23) in language learning based on text learning can be integrated into literary material with linguistic material. For example in learning with short story material, which is clearly literary material, the teacher can explain linguistic material. For example, the teacher can explain the question word / group of questions: who, what, when and where as a form of questions used to explore data, information, and facts in order to structure the introduction of the story text.

4. Conclusion

Grade VII students of SMP Negeri 1 Manado can be categorized as capable in using spelling because the average grade obtained is 88.74%. The ability of students to use spelling, especially capital letters at the beginning of a sentence and a dot at the end of a sentence can be categorized as very capable because the results achieved by students are 100%.

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