

Fairy Tale Training for Study Groups in Kayen Village

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Received 17 January 2022, Revised 31 January 2022, Accepted 14 February 2022, Available online 15 February 2022

To Cite This Article:

<https://doi.org/10.53797/icccmjssh.v1i1.11.2022>

Abstract: The problems found in this research are the low speaking ability of the study group, difficulty in choosing the right vocabulary for storytelling, and the lack of self-confidence of students to tell stories, both in public and in writing. The aim of this research is to improve students' storytelling skills through a creative and innovative approach, providing lessons on storytelling techniques that involve the use of voice, body movements, facial expressions and appropriate tone settings to create an interesting and engaging storytelling experience. The method used in this research is qualitative method. The approach used in this research is a narrative approach. Data collection techniques in this research used observation, interview and documentation techniques. Data analysis in this research uses reduction techniques, data presentation techniques, and conclusion drawing techniques. The results of this research are that students' speaking skills in storytelling have increased, students have been able to choose the right vocabulary to convey stories both directly and through writing, and students' self-confidence has increased with more practice.

Keywords: Training, Fairy tales, Study groups, Kayen Village

1. Introduction

Speaking skills are one of the important basic skills that every individual must master. Speaking is an oral skill that is able to convey the intentions and feelings of the person speaking to other people. According to Darmuki and Hidayati (2021); Ahsin, et. al (2020); Ahsin, et. al (2020); Al Mabrurroh, et. al (2020); Angelia, et. al (2020); Arukah, et. al (2020); Arukah, et. al (2020), speaking is done by verbally saying the words you want to convey and then stringing them together so that thoughts, thoughts or feelings can be conveyed to other people with a specific purpose. Speaking skills are of course very necessary to be able to communicate with other people. Good speaking skills can continue to improve if practiced continuously, Devi, et. al (2020); Fathurohman, et. al (2020); Fathurohman, et. al (2020); Kara, et. al (2020); Kara, et. al (2020); Lestari, et. al (2020). To tell stories, a person must be able to master good and correct speaking skills. The goal is that the tales he tells can be conveyed well by his listeners, Nisa, et. al (2020); Nugraheni, et. al (2020); Nugraheni, et. al (2020); Nurhadi, et. al (2020); Prayogo, et. al (2020); Purnaningtyas, et. al (2020); Purnaningtyas, et. al (2020). Of course, the speaking skills that must be possessed are not basic speaking skills that are used every day, but rather speaking skills that have been trained on storytelling techniques, voice intonation and the right tone, Rodli, et. al (2019); Roysa, et. al (2020); Satria, et. al (2020); Sofia, et. al (2020); Sulistyowati, et. al (2020); Tamarudin, et. al (2020). And to have good speaking skills, students must master various kinds of vocabulary in Indonesian, Umah, et. al (2020); Widiyanto, et. al (2019); Ahsin, et. al (2019); Ahsin, et. al (2019); Cahyono, et. al (2020); Kurniasih, et. al (2020).

In Indonesian language lessons, vocabulary mastery is the most important and basic thing. Vocabulary is the basic thing used to learn language, Ristiyani, et. al (2019); Wanabuliandari, et. al (2019); Wanabuliandari, et. al (2019); Fathurohman, (2013); Fathurohman, (2014); Fathurohman, et.al (2014). Mastery of vocabulary has an important role in language learning, so that students are able to broaden their insight, think critically and communicate well. Mastering Indonesian vocabulary is very necessary for language and speaking skills, especially in storytelling. A good storyteller is one who is able to choose vocabulary appropriately and carefully, Fathurohman, et. al (2015); Fathurohman, et. al (2017); Fathurohman, et. al (2018); Fathurohman, et.al (2019); Fathurohman, et.al (2015). Students in the Kayen village study group must continue to practice by reading lots of stories and learning good vocabulary to use in storytelling.

Being good at speaking skills and mastering vocabulary selection is not enough to tell a story well. The next problem is a person's self-confidence, Fathurohman, et.al (2017); Fathurohman, et.al (2018); Fathurohman, et. al. (2019); Hartani,

et.al (2018); Hanif, et. al (2018); Ristiyani, et.al (2018); Wibowo, et.al (2018). Someone who has low self-confidence tends not to have a strong will for something, so it is difficult to get up and is not oriented towards success (Fathurohman, et al, 2022). Someone who has low self-confidence will be nervous when telling stories so that the story they tell will be complicated and unclear, Roysa, (2017); Ristiyani, et.al (2017); Fakhriyah, et.al (2017); Fakhriyah et.al (2016); Pujiati, et.al (2018); Kanzunnudin, et.al (2018); Yuliani et.al (2018). This is caused by the storyteller being distracted due to nervousness. When nervous, people tend to be unable to focus, are afraid of their audience's gaze, and end up forgetting all the stories they are supposed to tell, so that their well-prepared speaking skills and vocabulary become chaotic and wasted. Self-confidence can be trained with continuous practice so that students start to get used to it. The self-confidence of students who have been trained will increase slowly, Kanzunnudin, (2017); Ardianti, et. al (2017); Kanzunnudin, (2017); Ristiyani et. al (2017); Ristiyani, et. al (2017); Ahsin, et.al (2018); Ahsin, et.al (2017). Students will easily tell stories because of the self-confidence that makes them believe that they can get through this and can tell stories well, Rodli, et.al (2019); Darmuki, et.al (2019); Darmuki, et.al (2019); Darmuki, et.al (2019); Hidayati, et.al (2018); Darmuki, et.al (2017).

In the context of storytelling, speaking proficiency involves more than just the use of everyday language. A skilled storyteller must be able to choose and arrange words carefully to capture the listener's attention and convey the story clearly and compellingly. Therefore, mastering Indonesian vocabulary is crucial in practicing this skill. Students in Kayen village, for example, are encouraged to continue improving their vocabulary by reading lots of stories and broadening their horizons.

However, good speaking skills do not only depend on vocabulary and language techniques alone. Self-confidence also plays a very important role. A storyteller who is not confident tends to be nervous, so his speaking skills can suffer. Continuous practice is the key to increasing this confidence. When students begin to feel confident in their abilities, they can focus more on the stories they tell and can better overcome challenges in the storytelling process.

Thus, developing good speaking skills does not only involve technical aspects such as vocabulary and speaking techniques, but also involves developing adequate self-confidence. The combination of these two elements will help individuals become more effective and engaging storytellers, able to tell stories with the appeal and clarity their listeners need.

In the eyes of children, storytelling activities are no longer popular due to increasingly rapid technological advances (Fathurohman, et al, 2023). Even though storytelling or storytelling has many positive sides and plays an important role in children's growth. Storytelling is an effective oral language skill. Storytelling is a speaking skill, and this is not just a communication skill, but an art. Reading fairy tales is a legacy of our ancestors and should be preserved because this activity has many benefits. When you tell a story, you can tell a simple truth. When a narrator tells a story about deer or banyan trees, subconsciously he is teaching science to children in an easy and interesting way. According to Fathurohman, et al (2022), the stories we tell in fairy tales provide new knowledge for children. Through fairy tales, ancestral teachings of a scientific nature and philosophical teachings are conveyed (Kanzunnudin, et al, 2023). So, reading activities are not only fun, but also have a purpose.

Analysis of the situation of study group storytelling training partners in Kayen village revealed several important aspects that influence the effectiveness of the program. First of all, in implementing the fairy tale teaching method, it is important to understand the partner's skill and knowledge level. Apart from that, the environmental factors of Cayenne village must also be considered. Identifying these environmental challenges can help develop better strategies. In addition, the needs and interests of the research group itself must be considered. Understanding the profile and needs of your target audience is an important step in customizing your training approach. Apart from that, sustainability aspects must also be considered.

Storytelling training in study groups in Kayen village is based on an understanding of the importance of storytelling skills in developing students as communicative and creative individuals. Even as technology increasingly dominates social interactions, reading plays an invaluable role in developing students' communication skills, imagination and empathy. Through this training, we aim to not only give students the technical skills to tell stories effectively, but also to develop self-confidence, empathy, and appreciation for the art of storytelling. Therefore, reading training is not just an educational activity, but also an experience that enriches and broadens students' horizons by conveying their thoughts and feelings to others.

With this training, students not only gain the ability to tell stories effectively, but also develop important verbal and nonverbal communication skills in a variety of social situations. In addition, this training aims to stimulate interest and appreciation for regional literature and culture as well as increase students' confidence in public speaking. Therefore, it is hoped that after participating in this training, students will become more confident, competent and enthusiastic in telling their stories in a more interesting way. Based on the problems above, the PkM team tries to provide solutions to the problems faced by students and teachers. That's because of my theater training. Through this drama training, we hope our students become more disciplined and responsible by setting simple tasks, having consequences in everything, and discussing the meaning of responsibility.

Periodic evaluations are needed to determine the impact of this program on the Kayen village learning group. Indicators such as participation rates, improvement in storytelling skills, and positive impact on learning groups must be continuously monitored and evaluated to ensure that the program provides the desired benefits for all parties involved. A thorough analysis of the Fairy Tale Training Partner situation in Kayen village allowed us to identify opportunities to increase the effectiveness of the program and ensure its sustainability by having a positive impact on the local community.

2. Method

The method in this research uses a qualitative method obtained from data from observations and partner interviews. The following are the stages of the method carried out by the PkM team.

1. Early stage
 - a. In this activity the team made several adjustments, including adjustments to the schedule, implementation techniques, activity budget, as well as the location and media for implementation.
 - b. Preparation of a detailed schedule and person in charge of activities. The team rearranges the schedule and determines the person responsible for each activity.
 - c. Preparation of syllabus. This syllabus is structured so that activities are not only artistic activities, but contain elements of character education.
 - d. Prepare tools for activities.
2. Core Stage
 - a. Creation of training programs. The training program functions as a guide in carrying out activities.
 - b. Carrying out learning activities with materials: introduction to storytelling, basic exercises in vocals, gestures and facial expressions. Each material contains character values that you want to instill in SMA N 1 Kayen theater participants.
 - c. Practice and discussion. At this stage the team held a question and answer session and discussion to prepare for practice. Children will be guided to practice storytelling and vocal techniques. At this stage creative character and speaking skills are also instilled.
3. Final Stage
The final stage of this activity is program evaluation and preparation of a final report as the final activity of this program. Then proceed with preparing the article and publishing it

3. Results and Discussion

From the results of data collection in the field, it can be concluded that the problems are: First, there are still many students who have problems with their speaking abilities. Second, students still have difficulty choosing vocabulary, and third, students lack confidence. One of the main problems in training study group students in Kayen village in storytelling is the challenge of prioritizing the development of storytelling skills within the diversity of curriculum and extracurricular activities available. Students are often under pressure to complete schoolwork and participate in various other activities, which can result in less time spent and focused on storytelling training. Apart from that, there are problems related to the lack of awareness of the importance of storytelling skills in personal and academic development. Therefore, students may not be interested or motivated to actively participate in storytelling training. Storytelling skills help in time and priority management, as well as creating a supportive environment to develop these skills optimally. Therefore, storytelling education can be a priority that is considered important by students and schools to improve students' communication skills, creativity and empathy.

Based on the problems above, the PkM team is trying to find solutions to the problems faced by students and teachers through storytelling training. We hope that this storytelling training can help students reduce their problems in speaking and choosing vocabulary, and help them tell stories more confidently. This philanthropy method is training through practice and discussion. These two activities are carried out to teach sound material, body movements, facial techniques and storytelling techniques.



Fig. 1 - Discussion of fairy tale training.

The service team carried out data collection in Kayen village to find data on members who took part in PkM activities, and conducted field surveys to find information. We have also collected references and literature that have been created. The program is developed based on predetermined research objectives. These programs facilitate training activities in online news production. Therefore, the preparation program must be planned carefully. Next, prepare online journalism PkM support. In this way, the PkM team can set goals to be achieved in subsequent PkM activities and become a kind of guideline so that PkM remains in better condition. This phase introduces journalism learning media and teaches teachers and students the importance of learning journalism online. This is to ensure that study group students are focused and supported in the training process. The topics raised by the mentors this time included interviews, online news, and articles published in online media. Teachers and students should pay attention to the actual interview instructions given by the instructor or supervisor. We hope that this introduction is effective and can be understood by both teachers and students. This requires attention from both parties. If not, then the implementation of the steps at the next stage will be less effective.

After completing the previous mentoring process, all participants are ready to enter the general mentoring stage again. The mentor explained about the lecture he had just attended and how it related to the topic of online journalism. This mentoring does not happen often and requires detailed explanations from the mentor. Then the friends explained the importance of developing a written newspaper. Your boss or assistant will not only explain it to you, but also give examples of how it can be implemented with good materials. The aim is to facilitate teachers and students to get to know each other and participate in journalistic activities.

After joint consultation, participants felt comfortable with the mentoring learning stage. Participants will be divided into several small groups. For example, each group consists of 4 to 6 people. Each group has a mentor who understands the training guidelines. Each mentor can identify participants and draw conclusions to resolve problems that occur during the mentoring process. Students work together in groups to demonstrate and practice examples of good and successful interviews. A mentor will guide you directly through the exercises. This means that teachers and students can measure their skills at each stage. Students can work together in groups to provide suggestions for improving this activity. The mentor then evaluates the results of this activity.

Furthermore, this mentoring model encourages collaborative learning, where students not only receive guidance from their mentor but also learn actively from their peers. Group discussions and peer feedback provide a platform for students to exchange ideas, correct misunderstandings, and build confidence in conducting interviews. This interaction fosters a supportive learning environment, allowing participants to feel more engaged and motivated throughout the training process. Such collaboration also enhances critical thinking skills, as students are challenged to analyze situations, offer constructive input, and refine their communication abilities.

In addition, the role of the mentor is not limited to supervision but extends to facilitating reflective practice among participants. By asking guiding questions and prompting reflection after each exercise, mentors help students evaluate their own strengths and areas for improvement. This reflective process is essential in deepening the participants' understanding and fostering a growth mindset. As a result, students are better prepared to apply the interview techniques they have learned in real-world contexts, with improved confidence and professionalism.

4. Conclusion

A person's speaking skills will influence his storytelling ability. Because with good speaking skills, someone will easily express the meaning they want to convey accurately. Speaking skills can never be separated from the ability to master and choose vocabulary. Vocabulary is the basic science for learning language. So, so that the stories we tell are more pleasant to hear, someone must be clever in choosing the right vocabulary. And these two abilities will make a perfect story if you add high self-confidence. Self-confidence is needed so that your condition while telling the story remains stable and you can focus on telling the story well.

By using qualitative methods and a narrative approach, this research contains satisfactory results. First, partners have a better understanding of storytelling techniques and the needs of the study group. Second, partners and study groups have been trained in storytelling techniques and have access to supporting resources. Third, the study group has responded positively to the storytelling approach, strengthening cultural and educational ties. Fourth, implementing a sustainable business model that allows this program to continue and develop in the future. Fifth, the program continues to be evaluated and monitored, with measurable achievement of engagement and improvement in storytelling skills.

Thank-you note

We thank God for the presence of Allah SWT. We are grateful for His grace and guidance that has bestowed upon us as a PkM team so that we can carry out this PkM training activity smoothly. We also express our thanks to other supporters who have worked hard to make PkM activities successful and running well. Thank you to the partners, we hope that this training activity will provide long-term benefits in the future and be able to lead the students who take part towards success.

Acknowledgement

The authors would like to thank the fellow authors and organizations whose intellectual properties were utilized for this study.

Conflict of Interest

The authors declare no conflicts of interest.

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