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The Influence of Fable Fairytale and Listening Ability Into Young Children Students' Speaking Skill of Sleman Yogyakarta

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ABSTRACT

Background. (Language skills are not separate from the four components of language itself: listening, speaking, pronouncing, and writing.

Purpose. The study aims to test the influence of fable storytelling and fictional abilities on speaking B-class of young children of the sleman district. The research method used is quantitative research of the causality type using ex post facto research methods.

Method. The research was carried out on five districts in the district of Sleman, which are: Tempel, Godean, Mlati, Ngaglik, and Prambanan. Total samples are 202 children, with proportional sampling technique. Data collection techniques using angket via google form. Data analysis techniques using multiple regression analysis with SPSS 27.

Results. The results of the study show that (1) the fable ability variable (X1) has a positive and significant influence with t counting 6.077 and p-value 0,000 against speaking (Y); (2) the speech variable(X2) has a significant fluency with t-counting 12.985 and p –value 0,000 against speech (Y); (3) the fairy tale ability variables (X1) and speech capacity (X2) jointly have a positive influence and significance with F-counting 679.297 and a speech p-valuation 0,000. (Y)).

Conclusion. And one of the efforts in improving the ability of fable storytelling for young students can be done by speaking and listening skills.

KEYWORDS

Ability, Children, Speaking

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INTRODUCTION

Education is a very important and planned concept to enable children to seriously develop their abilities to have moral competence, self-control, egoism, intellectual, noble morality, and require their ability as well as the community. (Pristiwanti, 2022). Beichler and Snowman believe that early childhood is to declare children between the ages of three and six. However, the reality is that early childhood is an individual with a psychological, social and emotional character, creativity, language, physical, and correlation that is relevant to the level of growth. In the National Education System Act No. 20 of 2003 Article 28 paragraph 1 describes the age of children ranging from 0 to



6 years, given educational motivation in order to support development and physical and religious growth so that they are prepared to continue their education. (Depdiknas, 2003).

One kind of literary work that can be delivered in an attractive way by individuals and can be used as a play activity to make students not get bored listening is fairy tales. Storytelling is a narrative activity in which individuals tell stories about experiences, behaviors, and events created by individuals (Hasannah, 2019: 4). A fable is a story that describes the human nature through the ability to think, act, feel, speak, behave, and act like a human. Fable is the same as other stories, just because it depicts animals. Animals are depicted to have characteristic similarities to humans and are said to speak and act like humans. (Hasannah, 2019: 5)

Storytelling is the activity of delivering a story to a child who has a joyful character, does not nurture a child, and can develop a child's fantasies, but the purpose of storytelling is to make the child able to listen to the story given by the teacher, to stimulate them to ask if they have not understood, able to respond, capable of re-describing, being able to express what is heard and what is told by a teacher and can increase their creativity. (Wahyuni, S., Mayar, F., 2023: 2). There was a previous introduction that discussed the handling of talk delays through fairy tales with finger dolls. Talking delays in children are characterized by difficulty expressing feelings to others, not speaking clearly, and agitation. The child begins to answer questions, use new vocabulary, and tell stories even if the sentences are limited. A kind of communication based on a system of symbols, either spontaneously, in writing, or through signals. A community uses words and rules to make its language unique.

Language is a type of communication based on symbols, whether spontaneous, written, or signal. A community uses words and rules that make language unique. According to Chomsky, children are born with the ability to detect basic features and rules of language. Children by age are able to learn languages with language acquisition devices already installed (Santrock, 2010: 175). According to Anderson, cheering is the activity of careful cheering, and appreciation. Simplification describes the stage of reflecting a verbal symbol full of interest, as well as understanding aimed at achieving explanation and understanding of the request of the interlocutor. (Santrock, 2010: 175). When the teacher tells the child, the ability to interpret can be seen, about it is seen when they hear the story, whether the child can mention the characters, locations, and other elements in the story.

Talking skills are crucial in the process of communication, and the most important communication activity is talking. Adler conducted a study of language skills, and found that speech dominated 53% of communication activity, while writing 14% spoke 16% and read 17% (Cusnaki, A., & Syamsudin, 2022: 2). In the school curriculum, language skills usually have four parts, namely reading, deduction, reading, and writing skills. According to Brown and Yule in (Aprinawati, 2017: 5) speaking is the skill of speaking the sounds of language to articulate understanding, opinions, and emotions orally. Speaking can also be meant to convey an individual's ideas, thoughts, or heart content to others by using oral language, so that others can understand what they say. Speaking is a way of smooth oral communication using words.

Based on the above explanation, language skills include four sessions: listening or listening, speaking, pronouncing, and writing. Where listening is the basis of language development, the child will acquire information from listening to individual words or listening the information obtained, then the kid will reveal the information, ideas, and ideas acquired from hearing, and from the listening skills the child has descriptive and writing skills. Children can also interact socially, socialize with their friends, and interact with their surroundings. Sources from early observations with observations and interviews of kindergarten teachers show; children's speaking skills are still low. It is shown by the minimality of vocabulary, the lack of stratification of words into sentences,

the narration of simple sentences in a simple way, the child has not been able to repeat sentences properly, not being able to recount the fairy tales read by the teacher.

1. Fable Fairy Tales

A fable story is a narrative that depicts the life of animals by giving human attributes to the characters of animals. In fables, animals are often given the ability to think, create, and speak like humans. Fables do not only serve as a source of entertainment, but also have an educational dimension by delivering lessons about values. (Izzah, L., Adhani, D. N., & Fitroh, 2020 : 3). A fairy tale is a form of art that can be a basis for stories for children, especially animal fairy tales. (Gusmayanti, E., & Dimyati, 2021: 3)

A fairy tale is a folk narrative that is unlimited by time and place, contains elements of entertainment and imagination, fantasy, and is meant by fable fairy tales that tell about the life of animals, and the animals as the main characters in the fairy Tale, for example, the fairytales of crab steals, the monkey steals bananas, and cats and rats.(Indriani, W., & Susilo, 2021:13). Fables are stories about the life of animals that are attributed to speaking like humans, such as stories about arrogant curious birds and lions that learn from cats.

A fable story is a story that comes from a narrative about animals. (Aslinda Andriani, 2021: 5). Stories can be told, animated, drawn, modeled, or read relevant to the child's liking. Talking and playing are vital to a healthy child's development. Fables are stories of animal activity that behaves humanly, fables are the main characters of animals, through fairy tales adults and teachers can teach behavior without arrogance, and humility (Juanda, 2019: 39). Fables also show human character and nature through animal characters, conveying moral and ethical values. A fable is a story about an animal that teaches about positive and negative moral actions. (Ramildah, 2020). In fables, animal characters show human-like behavior, have the ability to do common things carried out by humans.

2. Listening

Listening is one of the important components and skills in language. According to Vygotsky, children not only use language as a means of communication, but also to organize and monitor their behavior individually. Before children start focusing on themselves, they need to use language to communicate with others (Santrock, 2010: 63). One of the important things to note is the ability to conceive, which according to Anggraeni in (Rosyidi, A. A., Octaviana, E. N., & Hafidah, 2022: 45) states that conceiving is a language ability that is consistently applied in everyday life, especially when we listen to other people's conversations. Thus, the child can show active involvement while listening. In that context, children naturally use their hearing and intelligence to recognize voices, words, and sentences. It's then interpreted into meaning through the hearing process. Emotional skills can be acquired through the ability to interact socially in the surrounding environment, which involves understanding people's speech.

Simulation is an activity that involves the process of listening to speech symbols with attention, knowledge and interpretation, with the aim of obtaining explanation, capturing the essence, and understanding the communication communicated by the speaker through the speech. The benefit of reading is the activity aimed at obtaining information delivered by individuals or through reading. The activity is carried out with the aim of improving knowledge and understanding, enjoying the material presented, as well as making an assessment on the information given. (Wahyu, A., Budi, S. A., & Wahyu, 2021:124).

Listening skills are part of language development that supports communication skills. When giving, the child will effectively use his heart pan to receive information transmitted by others. (Munar, A., 2021: 155). Talking skills are also an essential form of communication for all

individuals. Children are able to enhance their abilities through the process of applying. Children's language consists of two different varieties, the first consisting of body movements, movements and references, the second consist of words that are reflected only by the child. By the time a child is one and a half years old or two years old, they first realize that every object has a symbol, a voice, and a name.

3. Speaking

Speaking skill refers to the act of using words to convey thoughts, ideas, and emotions. Speaking skills in pupils include the ability to repeat words, tell stories, and play roles dramatically. Speaking skills can be developed through the theme of communication tools. According to Suharto in (Rita, 2019:12), speaking is an act of human behavior involving physical, cognitive, neuroscientific, meaningful, and linguistic elements. Speaking excellence includes the ability to express, convey, and express ideas, thoughts, or feelings in a person using understandable speech.

Speaking is a matter of great need for every human being. By speaking, individuals can understand the main message they want to convey. Speaking also helps people to be able to do their activities in socializing (Reski, 2022: 16). Another speaking definition is motor and mental skills that involve not only the structure of various muscle groups and voice mechanisms, but also the ability to associate meaning with the resulting sounds. (Reski, 2022: 17). When children participate in the activity, they not only use their physical skills, but also use their thinking skills to make correlations between symbols and word meanings as well as produce voices that convey the content of thought.

Speaking skills are capable of expressing words some of the connectors of sentences reveal also said ideas, individual thoughts, other people's reactions using speech that can be understood by people. Children actively socialize with people around them, helping them practice speaking and connecting words (Ifina, T., Zulfikar, & Rahmat, 2020: 29). In the process of speaking, sometimes individuals have the ability to adapt themselves relevant to personal preferences. Basically, speaking can be regarded as a channel for expressing the various feelings we have. When individuals speak, they are able to communicate and express themselves according to their will. (Tantiana, 2022: 13)..

Speaking skills in early childhood involve the mastery of vocabulary, the use of words, and the formation of sentences. Elya Dkk says speech skills involve three stages (Kurnia, D., Taufiq, M., & Silawati, 2018: 61). Speaking is a method of conveying and expressing an individual's feelings and desires. It is important for children to have speech skills because through the speech process, children can develop language skills and enrich their vocabulary acquisition (Hayati, & Na'imah, 2022: 3202).

A common feature of early childhood speaking skills involves their ability to communicate well, which includes the child's ability to perform three phase-by-phase speech commands, the ability to conjure and narrate simply, the capacity to name names and genders, the use of verbs for example and, because, but, as well as the usage of words asking how, why, what, and when. The child's ability to speak covers several aspects, namely the ability to talk smoothly, the capacity to ask questions with a higher level of complexity, the capability to recognize numbers and make calculations, the ability to write his own name, and the ability of making simple replies. (Anggraini, 2019: 30). If 5-6 years old, the child is in the phase of complex speech development, where they are able to speak smoothly. Characteristically, a child's speaking ability at this stage involves merging words in short sentences, responding to others, using alternatives, commenting on events that he or she is experiencing, as well as the ability to repeat words that are relevant to him or her hearing.

RESEARCH METHODOLOGY

This research approach uses quantitative research using ex post facto methods. The type of research ex post facto was chosen because it revealed the correlation of existing variables-variables, without giving treatment to the subject of the research. Ex post facto research involves observation of events that have already occurred before the research began, without the treatment given to the sample research (Siregar, 2017: 14). The ex post facto type of empirical research is carried out systematically, where researchers do not have direct control over independent variables, because it is difficult to manipulate the phenomenon. (Siregar, 2017: 15). This research approach is based on the basic logic, place and time of research.

In research methods, the term population becomes a general choice to identify a group of objects that are the target of research. Research population refers to all ages of research objects, which can include humans, animals, flora, air, symptoms, scores, events, attitudes, and more. Thus, the objects can function as research data sources. (Siregar, 2017: 30). The population in this study is 208 children in class B in the district of Sleman with a sample of 202. The research method used is quantitative research of the causality type using ex post facto research methods. The research was carried out on five districts in the district of Sleman, namely, Tempel, Godean, Mlati, Ngaglik, and Prambanan. Total sample of 202 children, with proportional sampling. Data gathering techniques using Google forms. Data analysis techniques using double regression analysis with SPSS 27.

RESULT AND DISCUSSION

The research was carried out in the district of Sleman, involving several districts; Tempel, Mlati, Ngaglik, Godean, and Prambanan. The total number of respondents involved was 134 children aged 5-6 years. The research methods and data collection techniques used are angket with data analysis using likert scale, double regression, and using SPSS software version 27. In the description of the data of this study, the data obtained from the result of the spread of the angket is described. After the score is performed, the mean is calculated, the standard deviation, and the data is described through the histogram. In order to make the interpretation of the research variables clear, the scores obtained are translated into qualitative sentences, e.g. low, sufficient, high, or very high. Score ranges of fable ability variables (X1), tactile (X2), and speaking (Y) can be dealt with in the following table.

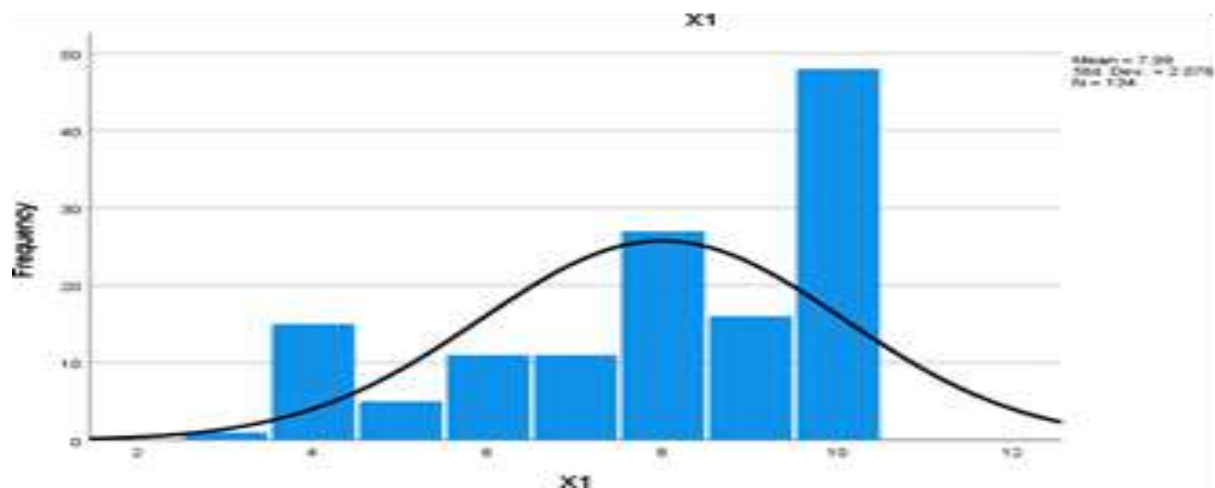
		X1			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	.7	.7	.7
	4	15	11.2	11.2	11.9
	5	5	3.7	3.7	15.7
	6	11	8.2	8.2	23.9
	7	11	8.2	8.2	32.1
	8	27	20.1	20.1	52.2
	9	16	11.9	11.9	64.2
	10	48	35.8	35.8	100.0
Total		134	100.0	100.0	

1. Description Results of Fable Fairytale Skills

Based on the data recorded in the table can be concluded, the data description of the category of fable abilities (X1) mean a total of 7.99, standard deviation or default stack of 2.076, minimum score of 3 and maximum score of 10. Based on the results of the table, it can be

deducted if out of a total of 134 respondents, there are 1 respondent or 7% who have achieved a fairy tale skill score of 3. A total of 15 respondents or 11.2% have fairy tales skills with a score of 4, whereas 5 responders or 3.7% have reached a score 5. In the meantime, 11 respondents or 8.2% have a 6, 11 or 8.2 respondents have a 7, 27 or 20.1% have a 8, 16 or 11.9% have a 9, and 48 responders, or 35.8% have fairytales skills with the score of 10. For further visualization, fable ability graphs can be found in the following image:

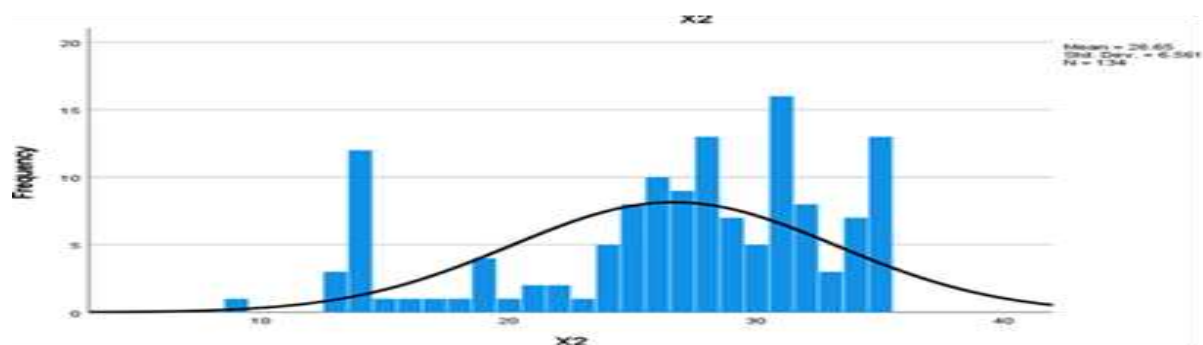
Grafic 1. The Grafic of Fable Fairytale Skill



2. The Description of Listenng Result

Based on the results of the calculation, the data descriptions of the category have an average amount of 26.65, standard deviation or standard reserve of 6.561, minimum 9 and maximum 35. According to the results of the table, if out of 134 respondents, there are 1 respondent or 7% who have a scoreboard of 9, there are 3 respondents or 2.2% who earn a score of 13. A total of 12 or 9.0% reaches the score of 14, whereas 1 responders or 7 % obtains the score. 15 Whether 1 respondent or 7-% scores 16, and a total of 1 respondence or 7 percent scores 17. Furthermore, 1 respondere or 7 per cent scores 18, 4 respondents or 3.3% scores 19, 1 respondo or 7 percentage scores 20, and 2 respondences or 1.5% scores 21. A majority of 2 respondents or 1.5% scores 22, 1 respONDENT or 7 procents scores 23, and 5 responds or 3.7% scores 24. The chart of ability is shown in the following image.

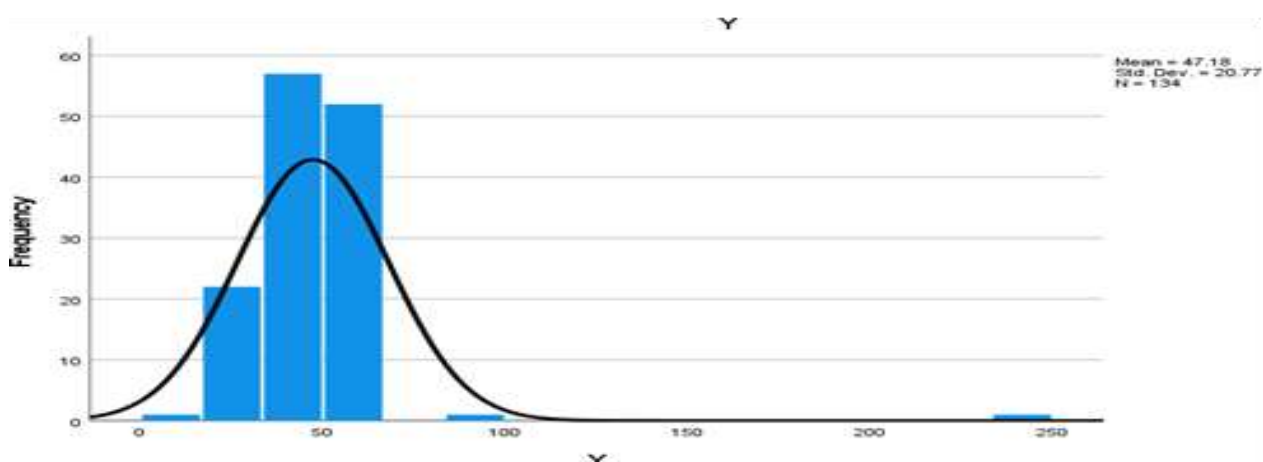
Grafic 2. The Variable of Listening Skill



3. Description of Speaking Outcome

Based on the calculation results, the description of the data from the speaking category means 47.18, standard deviation or standard deviation 20,770, minimum 16 maximum 247. The results of speaking frequency are attached in Appendix 3. Based on the results of the table it can be described that out of 134 respondents, there is 1 respondent or 7% who had a speaking score of 16, there was 1 respondent or 7% who got a speaking score of 19. Furthermore, 1 respondent or 7% got a speaking score of 22. A total of 10 respondents or 7.5% got a speaking score of 24, and 2 respondents or 1.5% got a score speaking 25. Meanwhile, 3 respondents or 2.2% got a speaking score of 28, and 1 respondent or 7% got a speaking score of 30. A total of 4 respondents or 3.0% had a speaking score of 31, and the same number, namely 4 respondents or 3.0%, achieved a speaking score of 36. There were 2 respondents or 1.5% who obtained a speaking score of 37, 2 respondents or 1.5% with a speaking score of 38, and 2 respondents or 1.5% with a speaking score of 39. Furthermore, 2 respondents or 1.5% achieved a speaking score of 41, 4 respondents or 3.0% with a speaking score of 42, and 3 respondents or 2.2% with a speaking score of 43. A total of 5 respondents or 3.7% achieved a speaking score of 44, and 2 respondents or 1.5% achieved a speaking score of 45. There were 3 respondents or 2.2% with a speaking score of 46, and 6 respondents or 4.5% with a speaking score of 47. A total of 10 respondents or 7.5% achieved a speaking score of 48, and 3 respondents or 2.2% with a speaking score of 49. Meanwhile, 9 respondents or 6.7% obtained a speaking score of 50, 11 respondents or 8.2% with a speaking score of 51, and 6 respondents or 4.5% achieved a speaking score of 52. A total of 5 respondents or 3.7% achieved a speaking score of 53, and 5 respondents or 3.7% with a speaking score of 54. There were 3 respondents or 2.2% who obtained a speaking score of 55, and 5 respondents or 3.7% with a speaking score of 56. A total of 6 respondents or 4.5% achieved a speaking score of 57, and 2 respondents or 1.5% obtained a speaking score of 58. There were 3 respondents or 2.2% with a speaking score of 59, and 6 respondents or 4.5% got a speaking score of 60. Furthermore, 1 respondent or 7% got a speaking score of 84, and 1 respondent or 7% got a speaking score of 247.

Grafic 3. 1. The Grafic of Speaking Variable



The results of hypothesis testing in research refer to the t test and F test. The t test is used to test the influence of each independent variable on the dependent variable, namely (1) regression of X1 on Y, (2) regression of X2 on Y. Meanwhile, the F test is used to test simultaneously X1, X2 on Y (multiple regression).

Coefficients^a

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	4.727	1.982		2.385	.019
	METODE	.273	.045	.314	6.077	<.001
	MENYIMAK	.644	.050	.670	12.985	<.001

a. Dependent Variable: BERBICARA

Based on the calculation table, the degree of significance of the influence of fairy tale abilities on speaking a total of 6,077. The regression direction is 0.273. Then a t test is carried out on the first research hypothesis. The result of the calculation has a positive and significant influence between the ability of the fable to speak, based on t count 6.077 thus obtaining a probability significance of 0,000 more < 0,05. This means H₀ is rejected, and H_a is received because the significant measure for the influence of X₁ on Y is a sum of 0.000 < 0,05 and the t value of the count of 6,077 > t table 1.978, so it can be inferred if the abilities of fable (X₁) have any influence on speaking. (Y). The degree of significance of the influence on the ability to speak is 12.985. The regression direction is 0.644. Then we'll do a t-test on the first research hypothesis. The results of the above calculations have a positive and significant influence between perception and speech, based on a t count of 12,985 thus obtaining a probability significance of 0,000 less than 0.05. This means H₀ is rejected, and H_a is accepted because the significant dimension for the influence of X₂ on Y is a sum of 0,000 < 0.05 and the t count value is 12.985 > t table of 1.978, so it can be taken a conclusion if the (X₂) influence is on speaking. (Y).

CONCLUSION

Based on the results of data analysis and interpretation, it is possible to draw some conclusions that the ability of fairy tales has a positive and significant influence on the speaking of children aged 5-6 years in Tempel, Godean, Mlati, Ngaglik, and Prambanan districts. This can be confirmed by statistical results showing the t count value of a total of 6,077 with a significance of a number of 0,000, which is less than the significance level of 0.05. With a significant level of a sum of 0.000 < 0,05, and the t-count value of 6.077 that exceeds the t table of 1.979, so that it can be inferred if the ability of a fairy tale (X₁) has an influence on speaking (Y). The positive and significant influence of the ability to sympathize also on the capacity of speaking in children aged 5-6 years in Tempel, Godean, Mlati, Ngaglik, and Prambanan districts. This is demonstrated by the t-count value obtained 12.985 greater than t-tabe value 1.979, so it can be concluded if the enhanced ability to speak (X₂) has a positive effect on the ability to talk (Y) in those children. Besides, there is also a significant influence simultaneously between the ability of fairy tales and talk on speaking. This is demonstrated by the Anova or F test, where the F-count value is 676.297 > F-table 3.07, so it can be concluded that there is a significant influence jointly of the variables X₁ and X₂ on the variable Y.

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AUTHORS' CONTRIBUTION

Author 1: Conceptualization of theory and validation of data, writing and describing

Author 2: Conceptualization; data collection, data presentation and data interpretation

Author 3: writing methodology, data analysis, reference collection and data analysis draft.

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