

AN ANALYSIS OF THE PLOT IN THE FAIRY TALE "PRINCESS 5 BENUA" AS AN ALTERNATIVE TEACHING MATERIAL FOR RETELLING EVENTS IN FICTION TEXTS FOR FIFTH GRADE ELEMENTARY SCHOOL STUDENTS

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ABSTRACT

In the implementation of a lesson, there are activities to transfer knowledge between teachers and students. During the learning process, teachers should not only provide material, but must develop and prepare teaching materials. In Indonesian learning, there are skills that students must master such as writing, reading, speaking, and listening skills. Therefore, teaching materials are needed to train students to acquire these skills. In reality, teachers only use teaching materials available from package books and thematic books provided by the government. Teachers hope that there will be more varied teaching materials to better support learning and more detailed material. This study aims to make teaching materials more varied and more detailed material so that students are more interested in understanding the material taught. This research uses a qualitative approach with content analysis methods. Then the data analysis techniques used are data reduction, data presentation, and conclusions. Based on the results of the analysis, various interrelated pieces of events have been found which are referred to as storylines. Then based on the time sequence, there are 29 subtitles using 7 forward flow patterns and 1 subheading whose presenter uses 1 mixed flow pattern. This proves that the forward plot is the dominant plot used in the fairy tale book. Based on the results of the analysis in the fairy tale book, it can be concluded that learning Indonesian using appropriate teaching materials can provide the latest alternative teaching materials.



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INTRODUCTION

Learning activities are carried out in order to explore and improve students' abilities as the nation's next generation. In this activity, of course, there is a knowledge transfer activity between educators and students. Not only that, teachers also have a role in developing learning materials so that the delivery of the material is more effective and efficient. Learning materials are a very important part of implementing learning because with learning materials, teachers can more easily carry out learning. According to Majid (2022), learning materials can be defined as written or unwritten materials that are used as guidelines to assist teachers in implementing learning. Choosing appropriate and varied learning materials can make it easier for students to understand the material through the students' curiosity about new things. Teaching materials are systematic, meaning they are arranged sequentially, following the system development process, making it easier for students to learn. Teaching materials are also unique and specific, meaning that the content of the teaching materials is designed in such a way as to only achieve certain

competencies for certain targets (Setiawan, 2023). Choosing appropriate and varied learning materials can make it easier for students to understand the material through the students' curiosity about new things.

In learning materials of Indonesian Language in elementary schools, there are four language skills that students must master, namely writing, reading, speaking and listening skills. It is hoped that students will have speaking skills through retelling events or actions by paying attention to the background of fairy tales contained in fictional texts. Based on the results of an interview with Amaliyah on Tuesday, March 30 2021 in class V, the interview conducted regarding teaching materials retells events or actions by paying attention to the fairy tale settings found in fictional texts. There are several things that need to be considered for this material, as follows;

First, the teacher instructs students to read a predetermined fictional story. During the learning process, the teacher gives students the task of reading a fictional story that has been determined carefully and thoroughly so that students can understand the entire plot of the story they have read. The purpose of doing this is to make it easier for students to determine the ideas contained in the story.

Second, students look for the main idea of each paragraph so that students know the chronology of the fictional story. After that, students look for the main ideas contained in the entire content of the story in a coherent manner so that the chronology of the story depicted in the text is easy to understand.

Third, students create a brief synopsis or description of the fictional story. Before students carry out retelling activities, the key is that students must be able to read with comprehension. If reading comprehension skills are lacking, students will have difficulty creating a synopsis and tend to summarize the story. However, if students have reached a sufficient or high level in reading comprehension, of course in retelling fictional stories students will use their own language in the delivery.

The teaching materials used to teach this material are class V Theme 8 books provided by the government. For supporting books, use published textbooks by Erlangga, because there is an in-depth understanding of the material and assignments regarding student activities. However, for thematic books provided by the government, sometimes the discussion is not very extensive and contains pages that students have to do, such as let's discuss and let's read. Therefore, other teaching materials are needed that can support learning on this material. A fictional text is a collection of interrelated sentences created through the author's imagination. One type of fictional text is a fairy tale. Fairy tales are folk prose stories that are considered not to have really happened and the telling of fairy tales is only for entertainment, whereas if there is truth the aim is for moral learning (Rukiyah, 2018). The fairy tale book *Princess 5 Continents* is a fairy tale consisting of 30 subtitles written by Rifka R.N. then published by Laksana in 2019 and it contains interesting illustrations that can arouse elementary school students' interest in reading. This fairy tale is suitable for elementary school children to read because the language is simple so it makes it easier for children to understand the fairy tale.

Based on the description above, this research aims to determine the intrinsic elements specific to the storyline in the fairy tale book *Princess 5 Benua*. Because it refers to the basic competency of retelling events, which is closely related to uncovering the plot of a story. Plot is the events shown in a story that are not simple because the author arranges these events based on cause-and-effect relationships (Puspasari, 2021). The results of the analysis of these fairy tales can be used as learning material to retell events in fictional texts. Researchers develop

existing learning materials and improve the quality of previous teaching materials. So it can make it easier for teachers to teach and gain new knowledge.

METHOD

Researchers use a qualitative approach in this research, because the data in this research is not in the form of numbers and the content is in the form of descriptive descriptions. The data found in this research is in the form of descriptive descriptions so the method used is qualitative content analysis. According to (Nisja, 2018) content study is a method that utilizes a collection of procedures aimed at drawing valid conclusions from a book and document. Content analysis is part of a qualitative research method which uses text as an object to be analyzed in order to find the meaning of the content of the message conveyed (Listeani, 2018).

The source of information in this research comes from a fairy tale book by Rifka R.N. entitled *Fairy Tale Princess 5 Continents* 2019. The research instrument is a tool used to collect research data. The instrument in this qualitative research is the researcher himself. According to Sugiyono (in Fadli, 2021) qualitative research is used as a key instrument. Because researchers dig up data, examine and interpret the results of their findings. Therefore, researchers need to be smart in collecting data because the success of research is determined by the quality of the data in the research. Apart from that, the researcher used data analysis techniques from Miles and Huberman (in Sugiyono, 2015) in which there are data reduction activities then the data is presented and finally the conclusion or verification of the data carried out by the researcher.

RESULTS AND DISCUSSION

Based on the results of the analysis in the book *Dongeng Princess 5 Senua*, 7 advanced plot patterns were found consisting of 29 subtitles and 1 mixed plot pattern consisting of 1 subtitle. The 29 subtitles are said to use a forward plot, because judging from the time sequence in which they are presented, none of them contain any disclosure of events that have occurred in the past. A story is said to have a progressive plot if the events narrated are always chronological, sequentially from the beginning, middle and end (Asepin, 2021). According to Pranoto (in Hartati, 2021) the plot stages in the advanced plot consist of several stages, namely as follows.

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Situation stage

The situational stage contains the opening of the story which contains information in the form of a description and introduces the shop, situation, time and setting. Its function is to provide a foundation for the story being told to the next stage.

The emergence of conflict

The conflict emergence stage contains the events that trigger the conflict to begin to appear so that it can be said that this stage is the initial stage of the emergence of the conflict or the start of tension in the story.

Conflict escalates

At this stage, it always contains conflict or contradiction and the tension that occurs among the characters has reached its peak point. The climax that occurs in the story will definitely be experienced by the main character.

Conflict decreases

At this stage various tensions begin to subside. The characters begin to find solutions to the problems that occur so that the tension gradually disappears.

Completion

At this stage in a story there is no longer any tension or problems because the characters have succeeded in solving the problems. This stage is described by the character's life returning to normal or continuing his life more happily.

So all the events in the presentation always move into the future. Then the presentation of the 7 advanced plot patterns has something in common, namely that they both start from the situational stage, conflict introduction, climax, anti-climax and resolution. However, there is something that differentiates the first advanced plot pattern from the other patterns, namely in the presentation at the situational, anti-climax and resolution stages. There are advanced plot patterns that start from the situational stage by describing the character of the character, there are also those that start by describing the atmosphere and physique of the main character. From descriptions like this, it actually triggers a problem until finally the characters fight each other. Then there is a forward plot pattern in the anti-climax stage which presents solutions from the main character and other characters to solve the problems that occur. After that, there is a forward plot pattern which presents the completion stage of the story with separation between the characters who take their own paths in life and there is also the completion of a story through the characters choosing to live together and be happy forever. The following is an example of a forward plot pattern found in the Fairy Tale Princess 5 Benua.

The fifth forward plot pattern begins with the introduction of the main character, then there is a problem caused by the main character and the solution comes through another character so that the story is completed with life returning to normal. The fifth forward plot pattern is found in fairy tales with subtitles: Dewi Nawangwulan dan Prabu Adidarma, Putri Elsa dan Anna dari Kerajaan Arandelle, Putri Tercantik dan Pangeran Hasan, Dewi Sanggalangit dan Raja Kelana. An example of the fifth forward plot pattern is in the subtitle Dewi Sanggalangit and Raja Kelana. The fairy tale begins with the introduction of the characters through a physical description of the main character. This can be seen in the following quote;

Di sebuah Kerajaan bernama Kediri hiduplah putri raja dengan parasnya yang begitu cantik.

The desire to own many characters gives rise to a conflict between the characters and one of the characters wins.

Kedua Raja berlomba-lomba mempersiapkan diri. Keduanya bersaing demi mendapatkan Dewi Sanggalangit.

The victory of one of the characters makes that character come to propose to the main character.

Pada hari yang telah ditentukan, Raja Kelana datang ke Kediri untuk meminang Dewi Sanggalangit.

The character who proposes to the main character makes him happy with his life.

Akhirnya, Dewi Sanggalangit dipinang oleh Raja Kelana. Mereka bahagia dalam pernikahannya.

Then there is a mixed plot pattern which is only found in 1 subtitle, namely Princess Kajal's Golden Tiara. It is said to be a mixed plot, because the fairy tale has two plots, namely the presentation uses a backward plot first, followed by a forward plot presentation. In the subtitle, the backward plot is proven when one of the characters tells another character about an event he has experienced. After that, the fairy tale turns into a progressive plot when the characters look for a solution and finally the problem is successfully resolved in the future.

In the mixed plot in the Princess 5 Benua Fairy Tale, there is only one mixed plot pattern, namely in the subtitle Princess Kajal's Golden Tiara. According to Pranoto (2015), the plot stages in a mixed plot consist of several stages, namely the peaking conflict stage, conflict emergence, introduction, decreasing conflict, and resolution. The mixed plot pattern in the subtitles starts from a backwards plot which directly presents problems that make all the characters at the peak of tension. This problem is characterized by the loss of items owned by the main character. The following is an example of a mixed plot pattern in the Fairy Tale Princess 5 Benua. The excerpt is as follows;

Disaat Putri Kajal ingin mengenakan tiara emas miliknya ia justru terkejut. Tiara wmas miliknya tidak ada di peti kayu tempat ia biasa menyimpan perhiasan.

In subsequent events, the plot still uses backwards because there are characters who reveal the cause of the problems that occur. For example, in the event that the actions of other characters who intended to help the main character actually caused a commotion. The quote is as follows;

Sehari kemudian, pengasuh pertama bersujud di depan Patih Ranga meminta ampun. Ia memberikan pengakuan yang mengejutkan. Ia bercerita bahwa ia lah yang mengambil tiara emas milik Putri Kajal.

The appearance of the actions of other characters which cause commotion is caused by the evil characters being introduced through descriptions of actions by other characters. This is still included in the backward plot because other characters review events that they have experienced before. The quote is as follows;

Pengasuh pertama bercerita pada Patih Ranga bahwa anak lelakinya yang tinggal di perbatasan kerajaan datang menemuinya. Ia bercerita bahwa segerombolan penjahat yang minum di kedainya berniat dan merencanakan akan merampok Putri Kajal ketika melintasi perbatasan.

The next event occurs when the plot changes from a backward plot to a forward plot, marked by a review of the problem and then the character looks for a solution to work on in the

future. Then this event can be described as the introduction of a bad character, giving rise to a character who is looking for a solution to get out of the problem that is occurring. The quote is as follows:

Mendengar cerita pengasuh pertama, akhirnya Patih Ranga segera menyusun rencana menjebak gerombolan penjahat yang akan merampok Putri Kajal.

Subsequent events use a forward flow because the events presented move towards the future. As in a character who has found a solution so that the problem is resolved. The solutions that other characters provide make the lives of all the characters return to normal calm. The quote is as follows:

Dua puluh penjahat berhasil diringkus oleh prajurit istana. Akhirnya kehidupan istana kembali tenang setelah kejadian hilangnya tiara emas milik Putri Kajal.

Based on the pattern presented above, it can be said to be a mixed plot pattern because the stages of presenting the storyline are not sequential from situation to resolution. However, the pattern above presents it through the middle stages to the initial stages, which in time sequence can be said to be a backward flow because we see flashbacks of an event. Then, after the initial stage, it continues to the final stage which contains the completion of the story which can be said to be a forward plot because based on the time sequence the presentation moves to the future or moves forward and there are no more flashbacks. So the pattern has a mixed flow because there are two lines in it, namely a backward flow and a forward flow.

Based on the results of the analysis that has been described. Then conclusions were drawn and continued as a reference for researchers to create learning materials 3.8 and 4.8 regarding outlining the sequence of events and retelling events or actions by paying attention to the story setting contained in fiction texts for fifth grade elementary school students. In Basic Competencies 3.8 and 4.8, describe the sequence of events and retell events or actions by paying attention to the story setting in fiction texts for fifth grade elementary school students. So the researcher can conclude that the learning materials that the researcher will create must help students and make it easier for students to understand the storyline in fictional texts.

Then the learning materials that researchers will create must help students to be able to determine the storyline in fictional texts. Furthermore, the learning materials that researchers will create must help students to retell the storyline in fictional texts. Researchers create teaching materials for teachers and students by considering several core competencies, then basic competencies, and learning objectives. After that, there are teaching material guidelines for teachers and students.

CONCLUSION

Based on the analysis of the data findings conducted on the story *Princess 5 Benua* the researcher found that 29 sub-titles used a forward plot because the events in them were presented chronologically from the situational introduction to the conclusion of the story. Then, 1 sub-title used a mixed plot because, in its presentation, the story started from the situational introduction to the resolution, but in the middle of the story, there was a character who reviewed past events. Based on the analysis of the story plot found in *Princess 5 Benua* the data obtained by the researcher was then used to create learning materials for retelling events in fictional texts for fifth-grade elementary school. The type of teaching material created by the researcher is printed teaching material, as all schools can use it without being hindered by technological facilities.

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