Paired Storytelling Learning to Improve Students' Speaking Skill at Elementary School

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Abstract

The purpose of this study was to: (1) Obtain How the Application of the paired storytelling learning model, (2) how the skill of students in the Control class and Experimental Class, and (3) how the effect of paired storytelling learning on students' speaking skill. The method used in this study is a quantitative method, namely a type of quasi-experimental research using a post-test group design. The subjects of this study were 13 students consisting of 7 students in the experimental class and 6 students in the fifth-year control class selected through purposive sampling. Data were collected through pretest, treatment, and posttest, then analyzed using descriptive and inferential statistics. Statistical tests that support inferential analysis are used in the form of paired sample t-tests. The results of the analysis show that (1) The application of paired storytelling for class 5 can improve speaking skill by motivating students to practice paired speaking activities so that they can motivate students' self-confidence and speaking skill (2) The speaking skill of students from the control class look stagnant with decreasing achievements because the teaching methods taught after that are stagnant again. While in the experimental class that applies the paired storytelling method, students' speaking skill have increased quite significantly, such as phrases and expressions. (3) The use of the Paired Storytelling model produces a positive effect in improving the speaking ability of 5th grade students by increasing social interaction, vocabulary, practicing speaking in a fun and enjoyable atmosphere. The test results show that there is a significant difference between the two groups, a significance value of 0.00 ($p <0.05$) and a determination coefficient value of 58.7%, the average value of students' speaking skill in the experimental group increased significantly compared to the control group. Therefore, the use of this model has proven effective in improving speaking skill at the initial level and can then be adjusted to learning needs.

Keywords: Paired Storytelling Learning, Speaking Skill, Elementary School Students

Abstrak

Tujuan penelitian ini adalah untuk: (1) Memperoleh Bagaimana Penerapan mengenai model pembelajaran paired storytelling, (2) bagaimana keterampilan siswa pada kelas Kontrol dan Kelas Eksperimen, dan (3) bagaimana pengaruh pembelajaran paired storytelling terhadap keterampilan berbicara siswa. Metode yang digunakan dalam penelitian ini adalah metode kuantitatif, yaitu jenis penelitian quasi eksperimen yang menggunakan desain post test group design. Subjek penelitian ini berjumlah 13 siswa yang terdiri dari 7 siswa di kelas eksperimen dan 6 siswa di kelas kontrol tahun kelima yang dipilih melalui purposive sampling. Data dikumpulkan melalui pretest, treatment, dan posttest, kemudian dianalisis menggunakan statistik deskriptif dan inferensi. Uji statistik yang mendukung analisis inferensial digunakan berupa uji-t sampel berpasangan. Hasil analisis

49

menunjukkan bahwa (1) Penerapan storytelling berpasangan untuk kelas 5 dapat meningkatkan kemampuan berbicara dengan memotivasi siswa untuk berlatih aktivitas bicara berpasangan sehingga dapat memotivasi kepercayaan diri dan kemampuan berbicara siswa (2) Keterampilan berbicara siswa dari kelas kontrol terlihat stagnan dengan pencapaian yang menurun karena metode pengajaran yang diajarkan setelah itu kembali stagnan. Sedangkan pada kelas eksperimen yang penerapkan metode berpasangan storytelling, kemampuan berbicara siswa mengalami peningkatan yang cukup signifikan, seperti frasa dan ekspresi. (3) penggunaan model Paired Storytelling menghasilkan efek yang positif dalam meningkatkan kemampuan bicara siswa kelas 5 dengan meningkatkan interaksi sosial, bahasa kosakata banyak, berlatih berbicara bersuasana menyenangkan dan asik. Hasil uji menunjukkan bahwa terdapat perbedaan yang signifikan antara kedua kelompok, nilai signifikansi sebesar 0,00 ($p < 0,05$) dan nilai koefisien determinasi sebesar 58,7% nilai rata-rata keterampilan berbicara siswa pada kelompok eksperimen meningkat secara signifikan dibandingkan kelompok kontrol. Oleh karena itu, penggunaan model ini terbukti efektif dalam meningkatkan keterampilan berbicara pada tingkat awal dan selanjutnya dapat disesuaikan dengan kebutuhan pembelajaran.

Kata Kunci: *Pembelajaran Paired Storytelling, Keterampilan Berbicara, Siswa Sekolah Dasar*

INTRODUCTION

Communication is the process of transmitting information, ideas, emotions, and skill using symbols, words, graphics, numbers, and so on (Bayu Permana et al., 2024). In the 21st century, communication is not limited to one language, but multilingual (Widana & Mustikayasa, 2021). Communication skill in the learning process are carried out by understanding, managing (Syahrani et al., 2025), and creating effective communication in various forms and contents orally, in writing, and multimedia (Fitri et al., 2024). One aspect of communication skill that plays a role in efforts to produce a future generation that is intelligent, critical, creative, and cultured is speaking skill (Saputra et al., 2024).

Speaking skill are one of the important language skill in everyday life because most communication activities are carried out through spoken language (Aripi & Rohani, 2023; Fitriani Basri & Sahib, 2023). In general, speaking is an activity of conveying thoughts or intentions to others through spoken language that can be understood (Br Sitepu et al., 2023; Agung & Dewi, 2020; Anjelina & Tarmini, 2022). According to Saddono in (Adini et al., 2020) Speaking skill are mechanical skill that need to be practiced to speak well. According to Yunus in (N. Fitri & Rambe, 2024; Juli Laurensia Br Ginting & Rosmaini Rosmaini, 2024) Speaking means expressing and conveying thoughts and feelings. Therefore, based on the statement Speaking skill can be interpreted as the ability to express ideas and thoughts verbally (Mufidatul Khusna et al., 2023). However, the facts in the field show that many elementary school students face problems in improving their speaking skill.

Students who do not have speaking skill can be influenced by many things, including the use of monotonous and unvaried learning approaches. Classroom learning rarely uses a student-centered approach, which often limits students' opportunities to speak actively and learn to communicate. (Syahruddin et al., 2017; Maharani et al., 2024; Rifai, 2021; Ramadhaniar et al., 2022). To overcome this problem, the paired learning method also known as pair storytelling is an alternative that can be used, students work in small groups to share and retell the material they have learned, so that they can process information into stories (Tyas Kinasih et al., 2020; Safitri & Safaat, 2022; Anggun Firdausia et al., 2021). The Paired Storytelling type of cooperative learning model is an innovative approach that can encourage students to develop their own understanding and use all their senses to learn. (Marlinda et al., 2024; Syarif et al., 2024; Jannah & Darwis, 2022; Raihan Kamilah et al., 2023; Elita & Suci Perwita Sari, 2022; Damayanti et al., 2022). This method not only requires students to

understand the material, but also helps them speak orally through well-designed storytelling activities (Rahma Dita et al., 2024; Rikmasari & Hakim, 2023).

Previous studies have shown that Paired Storytelling improves various aspects of learning, including the speaking skill of elementary school children. (Muadilah & Rohana, 2022) found that peer-based collaborative learning models have been shown to be effective in improving the language skill of fifth-grade elementary school students. Research conducted by (Hadaina Rusyda et al., 2024) showed that there was an influence of the paired storytelling model on storytelling skill in the Indonesian language subject of grade IV students of MI Dayatussalam Cileungsi Bogor. The results of the study (Brada et al., 2023) also showed that the paired story telling model can improve students' speaking skill. This is indicated by the results of observations in cycle I from 22 students. Researchers (Nurfaizah et al., 2022) also showed that the paired story telling learning model can improve students' speaking skill in the Indonesian language subject of grade V SD Negeri Bontoramba, Gowa Regency.

Therefore, researchers need to examine the extent to which the implementation of structured storytelling models can help develop students' language skill at the elementary school level. The study on "The Effect of Paired Storytelling Learning on Improving Elementary School Students' Speaking Skill" has several similarities and differences with previous studies. The similarities lie in the same main focus, which is improving students' speaking skill through innovative learning methods. Both use a quantitative approach with pre-test and post-test methods to measure the improvement of students' speaking skill before and after the implementation of paired storytelling.

However, the differences in this study may include additional variables that have not been studied before, such as the influence of social and emotional factors on students' speaking skill. The novelty of this study lies in the innovation in the implementation of paired storytelling, such as the use of visual aids or digital technology that can increase student engagement. This study also has the potential to conduct a more in-depth analysis of specific aspects of speaking skill, as well as explore the role of parents and communities in supporting learning.

Thus, this study not only strengthens the understanding of the effectiveness of paired storytelling, but also offers a new perspective that can enrich the existing literature and make a significant contribution to classroom learning practices. The purpose of this study was to examine the effect of paired narratives on elementary school students' language skill. Through this research, it is expected to obtain empirical evidence on the effectiveness of the paired storytelling model as a potential pedagogical approach to improve students' speaking skill at the elementary level.

METHOD

This study uses a quantitative approach with a semi-quasi experimental design (Abraham & Supriyati, 2022). The research conducted using an experimental design with a form of A single group pretest-posttest design was used in this study (Farhan Arib et al., 2024). In this design, one group of subjects is given a certain treatment for a certain period of time, and then measurements are taken before and after the treatment to determine whether there are any changes that occur (Syarizal & Jailani, 2023). This research will be conducted at the UPT SPF SD Negeri 104205 Tembung in 2025, and the subjects of this study are 13 students, consisting of 7 students in the experimental class and 6 students in the control class in grade V students. This study involved two groups: the experimental group that received treatment through the Paired Storytelling learning model and the control group that did not receive treatment.

The purpose of this study was to compare how effective the treatment was in improving students' speaking skill. All students received the same education. The experimental group used the paired storytelling approach while the control group used the discussion and question and answer approach. In this study, a test was used to assess students' speaking ability. The questions in this test were in the form of written and spoken essay questions with a total of 5 questions. This study used a

descriptive statistical analysis method to analyze the data. The questions and tests (pretest and posttest) used in this study were tested with discriminatory power and difficulty tests. The data of this study were tested with normality tests, homogeneity tests, and T-hypothesis tests using SPSS version 25.

RESULT AND DISCUSSION

The application of the paired storytelling approach in improving elementary school students' speaking skill is an effective and interactive method. In this approach, students are divided into pairs to tell stories to each other, which encourages them to collaborate and interact. The process begins with the formation of pairs, where students can be selected randomly or based on common interests. Next, the teacher provides a relevant and interesting story theme or topic, so that students are motivated to participate. After that, each pair is given time to prepare their story, which involves discussion and planning the storyline. When the story is carried out, students take turns telling their stories, which not only trains speaking skill but also listening skill. Feedback from partners after telling stories is an important part of this process, because students can learn from each other about delivery methods, language use, and expressions. Through this approach, students not only increase their self-confidence and vocabulary, but also develop critical and social thinking skill. Thus, paired storytelling contributes significantly to improving elementary school students' speaking skill, which are very important in their daily lives and learning processes.

The following is a table describing the speaking skill of students in the experimental class before and after the application of the paired storytelling approach. This table uses intervals to show the improvement in speaking skill.

Table 1. Speaking Skill of Experimental Class Students

Students' Speaking Skill	Before	After
Smoothness	2	4
Expression	1.5	4.5
Use of Vocabulary	2.5	4.5
Confidence	2.5	4.5
Listening Skill	2.5	4.5

The implementation of the paired storytelling approach has a significant impact on students' speaking skill in the experimental class. Before the implementation, students showed low speaking fluency, with scores ranging from 1 to 3. However, after this method was implemented, their fluency increased drastically to high, with scores ranging from 4 to 5. In addition, students' expressions also increased significantly, moving from low to high levels, indicating that they were better able to express themselves well. Students' use of vocabulary, which was initially limited, also increased rapidly after the implementation of this method, allowing them to communicate more effectively. Students' confidence in speaking also increased significantly, as seen from their courage to speak in front of the class. Finally, students' listening skill also showed positive improvements, which are important aspects of effective communication. Overall, the paired storytelling approach has succeeded in improving various aspects of students' speaking skill, making them more prepared to communicate in various situations.

The following is a table describing the speaking skill of students in the control class that was not given treatment. This table uses intervals to indicate the level of students' speaking skill.

Table 2. Speaking Skill of Control Class Students

Students' Speaking Skill	Before	After
Smoothness	2.5	2.5

Expression	1.5	1.5
Use of Vocabulary	2.5	2.5
Confidence	2.5	2.5
Listening Skill	2.5	2.5

In the control class, students showed low speaking fluency, with scores ranging from 2 to 3, both before and after the implementation of the learning method. Students' expression also remained low, with scores ranging from 1 to 2, indicating their lack of ability to express themselves verbally. In addition, students' vocabulary use did not improve, remaining at a score of 2 to 3, indicating limitations in the variety of language they use. Students' confidence in speaking also remained low, with scores that did not change, reflecting their inability to speak confidently in front of others. Students' listening skill also showed no change, remaining at the same score. Thus, it can be concluded that students in the control class who were not given treatment did not experience an increase in their speaking skill. This indicates that the teaching method applied in the control class was not effective in improving students' speaking skill.

Data Analysis Techniques

1. Normality Test

The normality test is carried out to determine whether the data has a normal distribution or not. In this test, the calculated r value must be smaller than the table r value at a significance level of $\alpha = 0.05$ so that the data can be said to be normally distributed. This test provides important initial information about the characteristics of the data distribution before further analysis is carried out. The following table presents the results of the pretest and posttest data normality tests on the two groups studied.

Table 3. Data Normality Test

		Kolmogorov-Smirnov [a]			Shapiro Wilk		
	Class	Statistics	df	Sig.	Statistics	df	Sig.
Student Learning Outcomes	Pretest Control	.225	6	.200 [*]	.873	6	.240
	PostTest Control	.244	6	.200 [*]	.858	6	.184
	Experiment PreTest	.214	7	.200 [*]	.858	7	.144
	PostTest Experiment	.256	7	.182	.833	7	.086

According to table 3, the experimental values of Sig pre- and post-test have a normal distribution with significance values of 0.144 and 0.086, respectively. The control values of Sig pre- and post-test also have a normal distribution with significance values of 0.240 and 0.184, respectively. Based on the results of the Lilliefors Kolmogorov-Smirnov test, these data are considered normal because all are greater than $\alpha = 0.05$.

2. Homogeneity Test

Table 4. Homogeneity Test Result

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.

Hasil Belajar Siswa	Based on Mean	1.731	1	11	.215
	Based on Median	1.280	1	11	.282
	Based on Median and with adjusted df	1.280	1	9.870	.285
	Based on trimmed mean	1.525	1	11	.243

According to Table 4, the significance value obtained is 0.215, greater than the value of $\alpha = 0.05$, indicating that the pretest and posttest data do not show significant differences. In other words, the data is considered homogeneous.

3. Hypothesis Test

Table 5. Results of Hypothesis Testing of Speaking Skill

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Students Learning Outcome	Equal variances assumed	1.731	.215	-6.338	11	.000	-16.548	2.611	-22.294	-10.801
	Equal variances not assumed			-6.085	7.849	.000	-16.548	2.719	-22.840	-10.256

The level of significance is determined by looking at table 5 in the Equal variances section assumed as in the table above. The independent sample T test produces a 2-sided significance level of 0.00 <0.05. Because the results of the hypothesis test are less than 0.05, it can be concluded that the use of the paired storytelling method in class has a significantly different impact on speaking skill compared to the lecture method.

Table 6. Determination Coefficient Test

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.766 [a]	.587	.504	2,661

a. Predictors: (Constant), X

Based on the results of table 6, the coefficient of determination test (R-Square) above shows that the value of 0.587 or equivalent to 58.7%, can be interpreted that variable X affects variable Y by 58.7%, the remaining 41.3% is explained by other variables or factors not included in this research model.

The results of the research explain the differences in students' speaking skill before and after being given treatment, as well as a comparison with the control class, can be explained through several key factors. First, the application of the paired storytelling method provides an opportunity for students to collaborate and interact actively, which encourages them to be more involved in the learning process. This method creates a supportive environment, where students feel comfortable

sharing stories and practicing speaking in front of peers, thereby increasing their self-confidence. In addition, the feedback given by friends during the paired storytelling session allows students to improve their speaking skill directly.

On the other hand, control classes that do not receive the same treatment may use more traditional teaching methods, which tend to be less interactive and do not provide equal opportunities for students to practice speaking. These differences in teaching approaches may explain why students in the treatment class showed a more significant improvement in speaking skill compared to students in the control class. In addition, individual factors such as students' self-confidence and initial abilities also play a role in the results obtained, where students with lower speaking skill may show greater improvements after receiving treatment. Thus, a combination of effective teaching methods, a supportive environment, and individual student factors contribute to the differences seen in students' speaking skill.

This is in line with the constructivism theory put forward by Vygotsky, Piaget, and Gardner, which emphasizes that "cognitive and language development is shaped through interaction with others" (Suryana et al., 2022). Speaking skill are an important part of learning Bahasa Indonesia, and all teachers and students must have them, wherever they are (Muthi'ah et al., 2022). Speaking skill encourage students to communicate with their friends (Munadah et al., 2023). said that to convey ideas in writing, a person must talk to himself before being able to understand the resulting text (RayhanNur et al., 2023). However, many students in grade V UPT SPF SDN 104205 Tembung have substandard speaking skill. This is due to the belief that Indonesian language lessons are often underestimated, especially the part related to reading, which is considered boring by students. Monotonous and uninteresting learning methods cause students to be unmotivated. The results of this study indicate consistency with previous research conducted by Rikmasari & Hakim (2023), which discussed how the sequential story model can help students improve their speaking skill in elementary school.

This study confirms that the use of this model further improves the speaking skill of elementary school students. The paired storytelling approach has a positive impact on students' speaking skill because this method encourages active interaction and collaboration between students. In paired storytelling, students work in pairs to share and discuss stories, which not only improves their speaking skill but also builds self-confidence (Hasnah Annisa et al., 2022). This interaction allows students to practice speaking in a fun and informal context, making them more open to expressing themselves.

In addition, the feedback given by their partners can help students improve their speaking skill directly. However, this approach also has disadvantages, such as the dependence on group dynamics, if one student is less active or not confident, this can hinder the learning process. In addition, not all students may feel comfortable speaking in front of others, which can reduce the effectiveness of this method. The students studied had difficulty in learning Indonesian, especially related to speaking skill. However, the advantages of the paired storytelling approach, such as increased student engagement and the opportunity to practice speaking in a social situation, often outweigh its disadvantages, making it an effective method for improving students' speaking skill.

CONCLUSION

The most important finding of this study is that the paired storytelling approach significantly improved students' speaking skill compared to the traditional teaching method. This study highlights the importance of social interaction and collaboration in the learning process, which has been under-recognized in previous studies. By showing that students involved in paired storytelling not only participate more actively but also have more confidence in speaking, this study enhances our understanding of effective learning methods in language education contexts. However, this study also has limitations, such as the relatively small sample size and limited research time, which may affect

the generalizability of the results. In addition, the data sources used may not cover a wider variety of contexts, so recommendations for future researchers are to expand the sample size and duration of the study, and explore different contexts to gain a more comprehensive understanding of the effectiveness of paired storytelling in improving students' speaking skill.

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