

The Effect of Paired Storytelling Learning Model on Speaking Skills of Grade 4th Elementary School Students

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Abstract

This research uses a quantitative experimental approach and uses a type of pre-experimental research with a one group pre-test and post-test design. The aims of this research are (1) to determine the speaking skills of grade 4 students at SDN Karangbesuki 3 Malang before and after being given treatment, and (2) to determine whether or not there is an effect of using the paired storytelling learning model on the speaking skills of grade 4 students in SDN Karangbesuki 3 Malang. The independent variable in this research is the paired storytelling learning model while the dependent variable is the speaking skills of class 4 students at SDN Karangbesuki 3 Malang, totaling 30 students. In this research, to determine the sample using Nonprobability Sampling with a type of sampling technique, namely Saturation Sampling. Data was collected from the pre-test, treatment and post-test divisions then analyzed descriptively and inferential statistical analysis using parametric statistical tests, namely the independent sample t-test using JASP software. The results of this research show that: the implementation of the learning process using the paired storytelling learning model on students' speaking skills is in the effective category, the students' speaking skills before and after implementing the paired storytelling learning model have increased, after carrying out hypothesis testing and analysis, the results obtained are: significant influence of the application of the paired storytelling learning model on students' speaking skills. The conclusion in this research is that the paired storytelling learning model influences the speaking skills of grade 4 students at SDN Karangbesuki 3 Malang.

Keywords: Paired storytelling, speaking skills, elementary school students

1. Introduction

Learning Indonesian in elementary schools is very important for the development of students, especially in terms of knowledge, social, and emotional (Jannah, 2023). The purpose of learning Indonesian in elementary schools is to improve students' ability to communicate effectively, both orally and in writing (Angkat, 2022). Students must master four language skills: listening skills, speaking skills, reading skills, and writing skills. According to Ilham (2020), speaking skills are very important to support students' communication skills.

Speaking skills are part of language skills related to how to use language. Speaking skills are very important in oral communication. Therefore, teaching speaking skills to students in elementary schools is very important so that they can communicate effectively and convey their thoughts and feelings to others (Kusuma, 2021). Hilaliyah (2017) stated that speaking skills are a necessity that must be mastered by someone, especially students. Those who have good speaking skills will have a social advantage in their social interactions with others and even larger social groups.

When students learn speaking skills in school, they have to tell stories in front of the class to get basic speaking skills. However, students refuse to speak in front of the class because

they are afraid and some are just silent and cannot speak at all. Elly (2022) said that students who appear are usually braver than their friends. Because their speaking potential is different, their courage is also different. Some students are already able to fluently express their feelings, such as desires, happiness, sadness, or pain but some are still unable to express their opinions coherently and some even stutter. Because students appear one by one, learning takes longer. This is a clear weakness of speaking skills when used individually in class.

Problems in speaking skills also occur in grade 4 students of SDN Karangbesuki 3 Malang. Based on the results of interviews and observations that have been conducted on November 27, 2023 at SDN Karangbesuki 3 Malang, it is known that the number of students is 30 people. Indonesian language learning is carried out using the articulation learning model. The learning resources used are Indonesian language books for grade 4, independent curriculum. The process of learning speaking skills in class is the teacher reading a narrative text then students retell it individually in front of the class. From these activities, it is known that in learning there is a lack of student participation in following the learning process and students' speaking skills are still lacking. When speaking, most students are not confident, have not mastered the content, are not fluent in speaking, and have poor vocabulary.

Based on the problems found by the author in the field, it is necessary to make efforts to create a learning atmosphere that allows students to stay focused on learning and active, interactive, fun, and meaningful speaking activities. It is possible to improve speaking skills by using a learning model that is able to create an interesting classroom atmosphere and encourage students to learn independently. According to Pratiwi (2016), learning models are very important to achieve speaking learning goals, especially in elementary schools. The paired storytelling learning model is one of the learning models that can be used to improve students' speaking skills.

The paired storytelling learning model is a cooperative learning model that can be used for speaking learning. This learning model emphasizes the involvement of active students in the learning process. In carrying out the paired storytelling model, students have the opportunity to share ideas with each other while telling stories and encourage students to increase their spirit of cooperation. According to Rikmasari (2023), through this learning model, students can also be inspired to come up with their creative ideas as a result of communicating with each other. With this, students are expected to be actively involved in learning and can achieve the objectives of speaking skills learning activities, namely mastery of content, fluency, correct intonation, mastery of vocabulary, mastery of grammar, correct expression, loud volume, and good eye contact.

Based on the description above, the author is interested in conducting research with the title "The Effect of Paired Storytelling Learning Model on Speaking Skills of Grade 4 Students at SDN Karangbesuki 3 Malang" with the learning achievement of students being able to retell information read from narrative texts with various topics.

2. Method

This study uses a quantitative experimental approach and a pre-experimental research type with a one group pre-test and post-test design. The population in this study were all students at SDN Karangbesuki 3 Malang. Determination of the sample in the study was carried out using Nonprobability Sampling with a type of sampling technique, namely Saturation Sampling. After sampling, 30 grade 4 students were obtained as samples. The independent

variable in this study is the paired storytelling learning model while the dependent variable is the speaking skills of grade 4 students at SDN Karangbesuki 3 Malang.

The data needed in this study are data on the process and results of students' Indonesian language learning using speaking skills. To collect the data, the methods used are interviews, tests, observations, and documentation. Interviews in this study were conducted for pre-research which were used to find out information about the problems to be studied through resource persons, namely grade 4 teachers. The test conducted in this study was a performance test of students' appearance when speaking and retelling. Observations were conducted during the study by observing the process of learning speaking skills and the application of the paired storytelling learning model. The documentation carried out in this study was collecting data obtained during the study, namely, pre-test results, post-test results, and videos and photos during pre-test activities, learning processes, and post-tests. Before the test can be used as a post-test, the validity of the test content is assessed by experts in the field of Indonesian (judge test). The expert used to assess the validity of the test content is one of the Indonesian language lecturers with a master's degree. After being assessed by experts, the test is then tested in the field.

The data analysis method used in this study is descriptive statistical analysis and inferential statistical analysis. Descriptive statistical analysis is carried out to describe the high and low quality of two variables, namely learning models and speaking skills. Data analysis used in this study is to find the mean, median, mode, maximum value, minimum value, and standard deviation. While inferential statistical analysis is used to test the research hypothesis and the results will be generalized to the population from which the sample was taken. The inferential statistical analysis used in this study is the independent sample t-test to test the research hypothesis and the n-gain score test is used to determine how much the pre-test and post-test results have increased. Before testing the research hypothesis, a prerequisite analysis test must be carried out which includes a normality test for data distribution and a homogeneity test for variance. After the prerequisite analysis test is carried out, it is continued with testing using the test (independent sample t-test).

The following is a grid of research instruments.

Table 1 Speaking skills assessment grid

Indikator	Deskriptor
Contents	1. Students speak in a way that is very appropriate to the story
	2. Students speak according to the story
	3. Students speak in a way that is not in accordance with the story
	4. Students speak very poorly according to the story
Fluency	1. Students are very fluent in speaking
	2. Students are fluent in speaking
	3. Students are less fluent in speaking
	4. Students are very less fluent in speaking
Intonation	1. Students use very appropriate intonation
	2. Students use correct intonation
	3. Students use inappropriate intonation
	4. Students use very inappropriate intonation
Grammar	1. Students use very appropriate grammar
	2. Students use correct grammar

Indikator	Deskriptor
Vocabulary	3. Students use incorrect grammar
	4. Students use very inappropriate grammar
	1. Students choose very appropriate vocabulary
	2. Students choose the right vocabulary
Expression	3. Students choose inappropriate vocabulary
	4. Students choose inappropriate vocabulary
	1. Students use expressions to show the course of the story
	2. Students use expressions to show the story line but are less convincing
Volume of sound	3. Students use quite convincing expressions
	4. Students use monotonous expressions
	1. Students speak in a very clear voice
	2. Students speak in a clear voice
Eye contact	3. Students speak in a voice that can be heard quite clearly
	4. Students speak inaudibly
	1. Students look focused on the entire audience
	2. Students look focused on the majority of the audience
	3. Students look focused on a small portion of the audience
	4. Students do not look at the audience

Table 2 Learning process assessment grid

Tahap	Indikator
Pre-Speaking	1. Students sit in groups in pairs.
	2. Students receive instruction sheets and narrative texts provided by the teacher.
	3. Students listen to the teacher's explanation about dividing paragraphs for each group member.
	4. Students read narrative text given by the teacher.
	5. Students ask the teacher about words that are difficult to understand.
	6. Students note down keywords contained in the narrative text.
	7. Students rewrite the contents of the narrative text using their own sentences based on keywords in language that is easy to understand.
When Speaking	1. Students introduce themselves or their members and convey the title that will be presented politely, briefly and clearly.
	2. Students retell the contents of the narrative text using correct grammar and vocabulary with their partners using their own language in turns.
	3. Students convey stories fluently and use appropriate intonation and volume so that all listeners can hear clearly what is being conveyed.
	4. Students convey stories by showing appropriate expressions and eye contact and being confident when speaking.
After Speaking	1. The students closed their performance by politely expressing their thanks and apologies to all the audience.
	2. Students carry out peer assessments to reflect on the speaking skills demonstrated.
	3. Students and teachers discuss the core of the narrative text that has been retold in front of the class.

Table 3 Observation guidelines for the implementation of the paired storytelling learning model

Fase	Kegiatan
	1. Students are given apperception by the teacher.

Fase	Kegiatan
Delivery of objectives and preparation of students	2. Students receive an explanation of the objectives and learning activities that will be carried out.
	3. Students receive motivation from teachers to be actively involved in learning.
Presentation of information	1. Students listen to the teacher's explanation about retelling narrative texts.
Group formation	1. Students sit in groups in pairs.
Group guidance	1. Students receive instruction sheets and narrative texts provided by the teacher.
	2. Students listen to the teacher's explanation about dividing paragraphs for each group member.
	3. Students read narrative text given by the teacher.
	4. Students ask the teacher about words that are difficult to understand.
	5. Students note down keywords contained in the narrative text.
	6. Students rewrite the contents of the narrative text using their own sentences based on keywords in language that is easy to understand.
Evaluation	1. Students introduce themselves or their members and convey the title that will be presented politely, briefly and clearly.
	2. Students retell the contents of the narrative text using correct grammar and vocabulary with their partners using their own language in turns.
	3. Students convey stories fluently and use appropriate intonation and volume so that all listeners can hear clearly what is being conveyed.
	4. Students convey stories by showing appropriate expressions and eye contact and being confident when speaking.
	5. The students closed their performance by politely expressing their thanks and apologies to all the audience.
Apperception	1. Students carry out peer assessments to reflect on the speaking skills demonstrated.
	2. Students and teachers discuss the core of the narrative text that has been retold in front of the class.

3. Results and Discussion

3.1 Result

3.1.1 Instrument Test Results

The content validity test on the research instrument to be used is to an expert, namely one of the UM lecturers. The instruments tested were pre-test sheets, treatment worksheets, post-test sheets, and assessment rubrics for the use of the paired storytelling learning model on students' retelling speaking skills. The validity results are as follows.

Table 4 Content validity test results

Item	V	Information
Contents	0,925	Valid

Item	V	Information
Assessment Rubric	0,917	Valid

The results above show a content validity value of 0.925 and a rubric validity value of 0.917, so as the basis for decision making in the content validation test, it can be concluded that the results are valid.

The reliability test used by the researcher on two respondents, namely PGSD students from the 2020 batch. The reliability test of this study uses the Kappa Cohen formula which is calculated with the help of SPSS software so that the following data is obtained.

Table 5 Reliability test results

Variable	Kappa
Assessment of speaking skills results	.771
Assessment of speaking skills process	.857
Observation of students using the paired storytelling learning model	.807

Based on the calculation results using the above, it can be seen that the Kappa result from the assessment of speaking skills results is 0.771, which means it has sufficient reliability. While the Kappa result from the assessment of the speaking skills process is 0.857 and the Kappa result from the observation of students using the paired storytelling learning model is 0.807, which means it has high reliability.

3.1.2 Speaking Skills of Grade 4 Students at SDN Karangbesuki 3 Malang Before and After Being Given Treatment.

The results of the assessment of the research in grade 4 and the description of speaking skills before and after students use the paired storytelling learning model. The value is obtained through a test assessment. Based on the results of the value data that has been obtained, the description of the data on the pre-test, treatment 1, treatment 2, and post-test results of grade 4 using JASP software can be known, namely as follows.

Table 6 Descriptive statistics of outcome assessment

	Yield Value			
	Pre-test	Treatment 1	Treatment 2	Post-test
Valid	30	30	30	30
Mode	53.000	56.000	62.000	72.000
Median	53.000	56.000	66.000	69.000
Mean	54.033	56.700	67.233	68.700
Std. Deviation	7.088	6.701	6.755	8.583

	Yield Value			
	Pre-test	Treatment 1	Treatment 2	Post-test
Minimum	41.000	44.000	56.000	53.000
Maximum	69.000	69.000	81.000	84.000

Based on table 6 above, it can be seen that the average class pre-test is 54.033, meaning the average value shows the tendency of data obtained from the pre-test results, with a standard deviation value of 7.088, meaning that students vary because the actual value is far from 0, the data is heterogeneous. This means that the standard deviation value is smaller than the average value so it can be concluded that the average value can represent all data. The values achieved by students are spread from the lowest value of 41 to the highest value of 69.

The average result of treatment 1 class is 56.700, meaning the average value shows the tendency of data obtained from the results of treatment 1, with a standard deviation value of 6.701, meaning that students vary because the actual value is far from 0, the data is heterogeneous. This means that the standard deviation value is smaller than the average value so it can be concluded that the average value can represent all data. The values achieved by students are spread from the lowest value of 44 to the highest value of 69.

The average result of treatment 2 classes is 67.233, meaning the average value shows the tendency of data obtained from the results of treatment 2, with a standard deviation value of 6.755, meaning that students vary because the actual value is far from 0, the data is heterogeneous. This means that the standard deviation value is smaller than the average value so it can be concluded that the average value can represent all data. The values achieved by students are spread from the lowest value of 56 to the highest value of 81.

The average result of the class post-test is 68.700, meaning the average value shows the tendency of data obtained from the post-test results, with a standard deviation value of 8.583, meaning that students vary because the actual value is far from 0, the data is heterogeneous. This means that the standard deviation value is smaller than the average value so it can be concluded that the average value can represent all data. The values achieved by students are spread from the lowest value of 53 to the highest value of 84.

The test results of the students are grouped into 5 categories, so the following list of frequency distribution and percentage of student categories is obtained:

Table 7 Percentage distribution of test results

	Value Range and Categories				
	Very skilled	Skilled	Quite skilled	Lack of skill	Very unskilled
	85 - 100	70 - 84	50 - 69	30 - 49	0 - 29
Pre-test	0	0	22	8	0

Value Range and Categories					
	Very skilled	Skilled	Quite skilled	Lack of skill	Very unskilled
	85 - 100	70 - 84	50 - 69	30 - 49	0 - 29
Treatment 1	0	0	27	3	0
Treatment 2	0	8	22	0	0
Post-test	0	15	15	0	0



Picture 1 Pre-test activities



Picture 2 Post-test activities

Based on the results of the descriptive analysis that has been done, it can be concluded that the results from the pre-test to treatment 2 are in the fairly skilled category, this is seen based on the number of students in that category. The post-test results are in the fairly skilled and skilled categories, namely there are 15 students in each of these categories.

The results of the process assessment of the research on students in grade 4 using the paired storytelling learning model. The value was obtained through non-test assessment, namely by observation. Based on the results of the process value data that have been obtained, the description of the process value data for grade 4 using JASP software can be known, namely as follows.

Table 8 Descriptive statistics of process assessment

	Process Value			
	Pre-test	Treatment 1	Treatment 2	Post-test
Valid	30	30	30	30
Mode	50.000	73.000	82.000	84.000
Median	52.000	74.000	82.000	84.000
Mean	52.867	74.333	82.867	83.267
Std. Deviation	3.702	3.670	2.389	2.840
Minimum	48.000	66.000	77.000	77.000
Maximum	61.000	82.000	87.000	87.000

Based on table 4.8 above, it can be seen that the average value of the class pre-test process is 52.867, meaning the average value shows the tendency of data obtained from the results of the pre-test process assessment, with a standard deviation value of 3.702, meaning that students vary because the actual value is far from 0, the data is heterogeneous. This means that the standard deviation value is smaller than the average value so it can be concluded that the average value can represent all data. The values achieved by students are spread from the lowest value of 48 to the highest value of 61.

The average value of the treatment process 1 class is 74.333, meaning the average value shows the tendency of data obtained from the results of the treatment process 1 assessment, with a standard deviation value of 3.670, meaning that students vary because the actual value is far from 0, the data is heterogeneous. This means that the standard deviation value is smaller than the average value so it can be concluded that the average value can represent all data. The values achieved by students are spread from the lowest value of 66 to the highest value of 82.

The average value of the treatment process for 2 classes is 82.867, meaning that the average value shows the tendency of data obtained from the results of the treatment process 2 assessment, with a standard deviation value of 2.389, meaning that students vary because the actual value is far from 0, the data is heterogeneous. This means that the standard deviation value is smaller than the average value so that it can be concluded that the average value can represent all data. The values achieved by students are spread from the lowest value of 77 to the highest value of 87.

The average result of the class post-test process value is 83.267, meaning the average value shows the tendency of data obtained from the results of the post-test assessment, with a standard deviation value of 2.840, meaning that students vary because the actual value is far from 0, the data is heterogeneous. This means that the standard deviation value is smaller than the average value so it can be concluded that the average value can represent all data. The values achieved by students are spread from the lowest value of 77 to the highest value of 87.



Picture 3 Learning Activities



Picture 4 Rewrite the contents of the narrative text

Observation of the paired storytelling learning model to find out how the paired storytelling learning model is applied during treatment 1, treatment 2, and post-test learning activities. The following are the results of the observation of the paired storytelling learning model:

Table 9 Results of observations on the application of the paired storytelling learning model

Mark	Treatment 1	Treatment 2	Post-test
Total score amount	84,72	88,88	91,66
Maximum score	100	100	100
Percentage	84,72%	88,88%	91,66%

Based on the results in the table above, it can be seen that the percentage of the application of the paired storytelling learning model continues to increase at each meeting. The learning process by implementing the paired storytelling learning model can be said to be effective. This can be seen from the effectiveness in time management, student attention in following the learning, enthusiasm, activeness and enthusiasm of students when the teacher conducts learning by implementing the paired storytelling learning model.

3.1.3 The Influence of Using the Paired Storytelling Learning Model on Speaking Skills in Grade 4 Students at SDN Karangbesuki 3 Malang

The normality test of pre-test and post-test data uses the Shapiro-Wilk test technique by utilizing JASP software. The following are the results of the interpretation of the normality test:

Table 10 Normality Test

		W	p
Value	Pre-test	0.941	0.099
	Post-test	0.952	0.194

Based on the interpretation results of the normality test above, the significance value of the pre-test data is 0.099 and the significance value of the post-test data is 0.194. Both are greater than 0.05, which means that the pre-test and post-test data are normally distributed.

The homogeneity test of the pre-test and post-test data uses the Levene's technique assisted by JASP software. The following are the results of the homogeneity test:

Table 11 Homogeneity Test

	F	df₁	df₂	p
Value	1.769	1	58	0.189

Based on the interpretation of the homogeneity test above, the data significance value is 0.189 greater than 0.05, which means that the data variance is homogeneous.

Hypothesis testing is carried out by calculating the Independent Sample T-Test using JASP software with $\alpha = 0.05$ with a confidence interval of 95%. The following are the results of the hypothesis test:

Table 12 Hypothesis Test

	t	df	p
Value	-7.217	58	<.001

Based on the interpretation of the hypothesis test above, the data significance value is 0.001 less than 0.05, which means that the results are significant or H1 is accepted and H0 is rejected. Thus, it can be concluded that there is an effect of using the paired storytelling learning model on speaking skills in grade 4 students at SDN Karangbesuki 3 Malang.

N-Gain Score test to determine how much the pre-test and post-test results have increased. The following are the results of the N-Gain Score calculation:

Table 13 N-Gain score test

	Valid	Mean	Std. Deviation	Minimum	Maximum
N-Gain	30	0.301	0.214	0.000	0.729
N-Gain (%)	30	30.135	21.428	0.000	72.881

Based on the interpretation of the N-Gain Score test above, it shows an increase in the pre-test and post-test results with a value of 0.301 and an effectiveness interpretation level of

30.135%. Based on these results, it can be concluded that the use of the paired storytelling learning model has an effect on students' speaking skills in the moderate category.

For example, a student named Farid had a 34.210% increase in the results of the pre-test to post-test, which was 62 to 75. The pre-test results showed that students had not mastered speaking skills in terms of vocabulary, expression, eye contact, and volume of voice that was still not audible. The post-test results showed that students had started to be good at speaking skills and even the appropriateness of the content was very good. However, this student still lacked eye contact. The results of treatment 1 and treatment 2 on the assessment of the results of this student's test got an average score of 66.5 and on the process assessment got a score that continued to increase at each meeting with an average of 8. This influenced the increase in the pre-test and post-test results.

Other results were also seen in a student named Nayla who had a 35.849% increase in the pre-test to post-test results, namely 47 to 66. The pre-test results showed that students had not mastered speaking skills in almost all aspects of speaking skills, namely in fluency, intonation, grammar, vocabulary, expression, eye contact, and volume of voice that was still less audible. The post-test results showed that students had started to be good at speaking skills but were still lacking in vocabulary, eye contact, and volume of voice that was still less audible. The results of treatment 1 and treatment 2 in the assessment of the results of this student's test got an average score of 58 and in the process assessment got a score that continued to increase at each meeting with an average of 79.5. This is what affects the increase in the pre-test and post-test results.

3.2 Discussion

In this study, 30 students from grade 4 of SDN Karangbesuki 3 Malang acted as the experimental class. The test was carried out in two stages, namely pre-test and post-test. The test implementation time was adjusted to the schedule agreed upon with the grade 4 teacher. The pre-test in the form of a performance test sheet was carried out on April 1, 2024 at 07.30 - 10.30 WIB. Before the post-test was carried out, there were two treatments, namely on April 2, 2024 and April 3, 2024. Then the post-test in the form of a performance test sheet was carried out on April 5, 2024 at 07.30 - 09.30 WIB. Learning activities in the classroom have been arranged in a teaching module that will guide teachers to provide directed learning and achieve goals (Bahri, 2022). Learning activities during the pre-test were carried out to determine the students' speaking skills before being given treatment. Activities at the pre-test stage, students are given sheets containing narrative texts, then students read and understand the contents of the narrative text. Furthermore, students personally retell the contents of the narrative text in front of the class. Activities during treatment are carried out using the steps of the paired storytelling learning model. Here students are taught and practice how to retell in pairs. Learning activities during the post-test are carried out to determine the speaking skills of students after being given treatment with students practicing the learning steps using the paired storytelling learning model that have been taught during treatment and students are given scores when practicing speaking retelling in front of the class with a partner.

The paired storytelling learning model used in this study consists of seventeen learning steps. The seventeen learning steps according to Firdausia (2021) which have been adjusted to the conditions of grade 4 students are: (1) students receive an explanation of the objectives

and learning activities that will be carried out; (2) students receive motivation from the teacher to be actively involved in learning; (3) students listen to the teacher's explanation about retelling the narrative text; (4) students sit in groups in pairs; (5) students receive instruction sheets and narrative texts given by the teacher; (6) students listen to the teacher's explanation about dividing paragraphs for each group member; (7) students read the narrative text given by the teacher; (8) students ask the teacher about words that are difficult to understand; (9) students note down keywords in the narrative text; (10) students rewrite the contents of the narrative text using their own sentences based on keywords with language that is easy to understand; (11) students introduce themselves or their members and convey the title to be conveyed politely, briefly, and clearly; (12) Students retell the contents of the narrative text using the correct grammar and vocabulary with their partners in turns using their own language; (13) Students tell the story fluently and use the correct intonation and volume of voice so that all listeners can hear clearly what is being said; (14) Students tell the story by showing the correct expression and eye contact and being confident when speaking; (15) Students close the performance by politely saying thank you and apologizing to all listeners; (16) Students carry out peer assessment to reflect on the speaking skills demonstrated; and (17) Students and the teacher discuss the core of the narrative text that has been retold in front of the class.

The learning process by implementing the paired storytelling learning model can be said to optimize learning time. The learning time of only 2 x 35 minutes per meeting can be utilized well in using the paired storytelling learning model. This is different from the pre-test where the learning time was more than 1 hour. The time given to each group to appear to tell stories in front of the class is 3-4 minutes. The number of students in class 4 of SDN Karangbesuki 3 Malang is 30 people. Each group consists of 2 people, so there are 15 groups. The maximum time given for one group or one pair is 4 minutes. So, the time spent to present the entire group in storytelling activities is 60 minutes. Based on the explanation above, it can be concluded that the use of the paired storytelling model is more effective in time management compared to students appearing to speak individually which takes up a lot of learning time. This is in accordance with what Muadilah (2022) said that students are asked to work in pairs so that this learning model allows teachers to optimize learning time. This is also in accordance with the results of research conducted by Muadilah (2022), namely that the time needed for 17 groups to appear to tell stories was 68 minutes.

The learning process using the paired storytelling learning model can be said to be successful. In the learning process, students are actively involved and follow the learning steps well. Thus, the paired storytelling learning model is the right learning model for learning speaking skills. This is in accordance with what Damayanti (2022) said that the success of the learning process is influenced by learning activities that are truly useful and enjoyable for students. The learning process that took place in grade 4 by applying the paired storytelling learning model was observed using a process assessment sheet for students and an observation sheet for the implementation of the learning model for teachers. The learning process in grade 4 by applying the paired storytelling learning model was classified as effective with the percentage of observation results for the implementation of the learning model in learning activities averaging 88.4% and the percentage of observation results for student activities in learning activities averaging 80.1%. The percentage of achievement was obtained by dividing the indicator score achieved by the maximum score multiplied by 100%. Based on this, it can be interpreted that the paired storytelling learning model was successfully used.

This is also in accordance with the results of research conducted by Muadilah (2022), namely the percentage of results obtained from observations of teacher activities in learning activities using the paired storytelling learning model was 84.09% and the percentage of results obtained from observations of student activities in learning activities using the paired storytelling learning model was 79.16%.

The description of the use of the paired storytelling learning model has been known, then a descriptive statistical analysis was carried out to determine the description of the speaking skills of grade 4 students at SDN Karangbesuki 3 Malang. The speaking skill score data was calculated per indicator consisting of 8 indicators, namely: 1) content suitability; 2) fluency; 3) intonation; 4) grammar; 5) vocabulary; 6) expression; 7) volume of voice; and 8) eye contact. Based on the descriptive analysis that has been carried out on the pre-test data, speaking skills are known to have an average value of 54.03. Furthermore, the descriptive analysis carried out on the post-test data for storytelling skills is known to have an average value of 68.70. Based on this, it can be concluded that there is a difference in the average value between the pre-test with conventional learning and the post-test with the paired storytelling learning model. This is in accordance with what Damayanti (2022) said that conventional learning and learning using the paired storytelling learning model have different theoretical foundations, learning procedures, and features. It is possible that this will affect students' learning outcomes in different ways (Daulay, 2021).

The results of the study conducted by Muadilah (2022) showed that speaking skills have an effect on students by using the paired storytelling learning model to obtain maximum speaking skills. The paired storytelling learning model is very appropriate for teachers to use to improve student learning outcomes (Mualifah, 2014). This is in accordance with the speaking skills of grade 4 students at SDN Karangbesuki 3 Malang which have increased. Furthermore, the second analysis was carried out, namely inferential statistical analysis to see the probability values of the pre-test and post-test that had been collected. The test carried out was the normality test. The normality test for the pre-test and post-test of the speaking skills of grade 4 students at SDN Karangbesuki 3 Malang using the Shapiro-Wilk test showed that the data was normally distributed. After conducting the normality test, a hypothesis test was then carried out, in this case the independent sample t-test.

The independent sample t-test test of the pre-test and post-test scores was conducted to determine whether or not there was an influence in the learning process between before and after the treatment was given. The results of the t-test test of the pre-test and post-test scores showed the correlation results between the pre-test and post-test variables. The results of the significance value were obtained at $0.001 < 0.05$ which can be concluded that there is a significant influence between the pre-test and post-test variables. Based on the interpretation of the N-Gain Score test, the results of the increase obtained showed an increase in the pre-test and post-test results with a value of 0.301 and an effectiveness interpretation level of 30.135%. The influence of the paired storytelling learning model on students' Indonesian language learning outcomes is due to this learning, students can learn more actively and are helped and more easily understand Indonesian language material. The application of the paired storytelling learning model in elementary schools, students are stimulated to develop their thinking skills and the results of their thinking will be appreciated (Prasetyo, 2019). This shows that students feel increasingly motivated to learn. In addition, students working with

fellow students in a collaborative atmosphere have many opportunities to process information and improve communication skills. (Hesti, 2019).

There is an influence of the paired storytelling learning model on the Indonesian language learning outcomes of grade 4 students at SDN Karangbesuki 3 Malang. The existence of the paired storytelling model makes the learning environment more effective because students are active in learning. The paired storytelling learning model pays attention to the schema or background of students' experiences and helps students activate this schema so that the learning material becomes more meaningful (Mardhotillah, 2020). In addition, students work together in an atmosphere of mutual cooperation and have many opportunities to process information and improve communication skills. Learning using the paired storytelling learning model prioritizes the role of individuals in learning with a more active role of students will make learning interactions better (Wahyuni, 2021). The activeness of students in the learning process will cause high interaction between teachers and students or with the students themselves. This will result in a fresh and conducive classroom atmosphere, where each student can involve their abilities as much as possible (Khairoes, 2019). Activities that arise from students will also result in the formation of knowledge and skills that will lead to increased achievement. In addition, with the paired storytelling learning model, students are given the opportunity to exchange information from their interlocutors, with the process of exchanging information, they can develop their creativity to think and imagine in composing a story (Safirah, 2020). So that students participate more in conveying their ideas and ideas through a story. The results of their thinking will be appreciated, so they will be more motivated to learn.

The paired storytelling learning model was developed as an interactive approach between students, teachers, and learning materials (Suryani, 2020). This paired storytelling learning model can motivate students to learn better in improving speaking skills (Hesti, 2019). With the implementation of paired storytelling, the learning process carried out provides opportunities for students to learn more actively and of course they can build more cooperation with their peers. The advantages of this model will certainly have an impact on learning outcomes. The success of using the paired storytelling learning model is also reinforced by the findings of previous studies which state that the paired storytelling learning model is better used to improve retelling speaking skills (Jannah, 2021). There is a significant difference in speaking skill achievement between classes taught using the paired storytelling learning model and classes taught without using the paired storytelling learning model. Thus, the paired storytelling learning model is more effective in teaching students' storytelling skills. The implications of this research are expected that by implementing the paired storytelling learning model, it can help students in learning so that learning objectives can be achieved.

The research on the application of the paired storytelling learning model has a significant influence on the speaking skills of grade 4 students at SDN Karangbesuki 3 Malang. This is in line with the research conducted by Risma Damayanti, Kadek Yudiana, and Putu Aditya Antara (2022) in their research entitled Paired Storytelling Type Cooperative Learning Model and Its Influence on Indonesian Language Learning Outcomes of Grade V Elementary School Students, found that there is an influence of the paired storytelling type cooperative learning model on the Indonesian language learning outcomes of grade V elementary school students. In addition, the group of students who took the assisted paired storytelling type cooperative learning model had a higher average score for Indonesian language learning

outcomes than the conventional learning model. This shows that the paired storytelling type cooperative learning model has a positive effect on the Indonesian language learning outcomes of grade V elementary school students. The implication of this research is that by implementing the paired storytelling type cooperative learning model, it can help students in learning so that learning objectives can be achieved.

4. Conclusion

The learning process that took place during four meetings and was observed using the learning process implementation sheet with the paired storytelling learning model, the results obtained showed progress and were categorized as very effective. The assessment of the learning process of students showed results that continued to increase, namely at the time of the pre-test 52.86, treatment 1 74.33, treatment 2 82.86, and post-test 83. Observation of the implementation of the learning process with the paired storytelling learning model also showed results that continued to increase, namely treatment 1 84.72%, treatment 2 88.88%, and post-test 91.66%. The speaking skills of students before being given treatment were students at an average value of 54.03. While after being given treatment with the paired storytelling learning model, the ability of students' speaking skills increased with an average value of 68.70. This shows that there was a 30.135% increase in students' speaking skills before and after the treatment was given. There is a significant difference in the pre-test and post-test results after being given treatment with a significance value of $0.001 < 0.05$. The results are less than 0.05 which means that H1 is accepted and H0 is rejected. This means that there is a significant influence between the variables. These results indicate that there is a positive and strong influence between the paired storytelling learning model and the speaking skills of grade 4 students at SDN Karangbesuki 3 Malang.

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