



THE INFLUENCE OF THE APPLICATION OF THE STORYTELLING METHOD ON THE SPEAKING SKILLS OF STUDENTS IN GRADE 4 AT SDN 060871 MEDAN

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ARTICLE INFO	ABSTRACT
<p>Article History</p> <p>Receive : 03-06-2025</p> <p>Revision : 18-06-2025</p> <p>Accept : 30-06-2025</p>	<p>Speaking skills are one of the important aspects in developing the competence of elementary school students to communicate effectively. This research aims to analyze the influence of the storytelling method on improving the speaking skills of fourth-grade students at SDN 060871 Medan. The research approach uses a quantitative method with a one group pretest-posttest design. The research sample involved 23 students. Data were obtained through oral tests and analyzed using normality tests and paired sample t-test hypothesis tests. The research results showed a significant increase in the average pre-test score (12.86) to the post-test score (20.47), with a significant hypothesis test value of 0.000 (< 0.05). This proves that the storytelling method is effective in improving students' speaking skills, including aspects of clarity, intonation, expression, and confidence. Thus, the storytelling method not only helps students develop their speaking skills but also creates a fun and interactive learning atmosphere.</p>
<p>Keywords</p>	<p>speaking skills, storytelling methods, elementary school students</p>

1. INTRODUCTION

Education is a tool that supports the quality of human resources (HR) to achieve optimal national development. The development of individual potential through education can contribute to the progress of a nation, both in skills, abilities, intelligence, and supportive personality aspects. In the world of education, interaction or communication is very important, especially between educators and students. Social interaction is a reciprocal relationship that involves mutual influence actions between individuals, between individuals and groups, and

among groups. Thus, language skill learning in schools not only focuses on theory but also requires students to use language as a communication tool. One important aspect of language skills in shaping a smart, critical, creative, and cultured future generation is speaking skills. Speaking skills will not be mastered well without practice and development; the more often they are practiced, the better the results. Conversely, if students feel hesitant, embarrassed, and passive when speaking, their speaking skills will be difficult to develop.

In practicing speaking skills, teachers need to pay attention to several assessment aspects that include linguistic and non-linguistic aspects. The linguistic aspects include articulation, intonation, word choice, and sentence structure accuracy. Meanwhile, non-linguistic aspects cover expression, movement, and mastery of the material. The assessment for each speaking skills aspect can vary depending on the type of skill being tested. For example, if the skill being tested is public speaking, then the linguistic assessment aspects include pronunciation, vocabulary, and sentence structure, while the non-linguistic aspects include content, fluency, and style. For storytelling material, the assessment of linguistic aspects includes pronunciation, intonation, accuracy of sentence structure, appropriate word choice, and clarity in storytelling. Meanwhile, the assessment of non-linguistic aspects includes courage, relevance of ideas to the story, and fluency in storytelling.

2. RESEARCH METHOD

This research uses a qualitative approach. Qualitative research is based on the philosophy of positivism, used to study certain populations or samples, data collection using research instruments, and data analysis that is qualitative/statistical with the aim of testing hypotheses that are formulated. The design used in this research is a one group pretest-posttest design which involves one group, namely the experimental group, where a test is given initially in the form of a pretest before treatment is provided, and at the end of the learning process, a test (posttest) is given. The population in this study is all fifth-grade students of SDN 060871 in the eastern part of the district. The number of students is 25 students consisting of 14 boys and 11 girls. The sample from this study includes all students from 4 Elementary Schools 060871 in the eastern area of the district, which were selected using a saturated sample.

The technique for data collection in this research uses observational work sheets. This research employs qualitative data analysis techniques, along with expert validation tests. Expert validation is a checking process to ensure that the collected data meets predetermined criteria, so that the sources and accuracy of the

data can be known and clarified before being included in the analysis of the data. In this research, the normality test used is the Shapiro-Wilk test. The Shapiro-Wilk test is more suitable for this research since the sample size is less than 50. The hypothesis test used is the paired sample t-Test. The paired sample t-Test is a statistical analysis method that involves two measurements on the same subjects to evaluate the effects or influences from a specific treatment.

3. RESULT

Speaking is one of the means to convey something to others with certain purposes. Storytelling is the art of delivering stories or narratives, whether fiction or non-fiction, orally using props to attract the interest and attention of listeners. The implementation of public speaking becomes the most important part when presenting information to the audience, so the development of knowledge about storytelling has an influence on the learning process. Storytelling has long been used by society for various types of knowledge and has been used as an approach to the community as well as indigenous perspectives.

The storytelling method is a method of retelling a story where students recount a story from a specific perspective through images, text, or sound. The primary goal of the storytelling method is to provide students with the opportunity to express the story using their own language. The storytelling learning method is established in its most basic form, which is storytelling itself, as a process where one person (the teller) uses vocalization, narrative structure, and mental imagery to communicate with other individuals (the audience).

4. DISCUSSION

The storytelling method really works if the motivation and encouragement for students to participate actively and improve their cultural insights and informal communication skills are important for achieving success.

The following is a table of pre-test and post-test speaking skills using the storytelling method at SDN 060871 Medan obtained by each student.

Nama	Pre Test	Post Test
GM	18	24
BNS	16	23
APA	15	24
KA	14	17
TRN	13	19
AS	12	20
ST	13	17
AD	11	21
AFH	12	18
KA	10	23
SG	11	19
CF	14	22
AL	10	18
AR	13	24
KP	12	19
AF	12	19
PMT	13	21
AP	10	20
AF	13	19
FR	13	22
CS	12	20
RS	15	22
NLW	14	20

This is a report on the calculation of the pre-test scores for the speaking skills of the IV grade students at SDN 060871. The results can be seen in the table provided below:

Tabel 1

Paired Samples Test

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	pretest - posttest	7.60870	2.18963	.45657	-8.55556	6.66183	16.665	22	.000

	Rata - Rata
Pre-Test	12,86
Post-Test	20,47

The results of the pre-test and post-test conducted with the fourth-grade students at SDN 060871 Medal showed that 23 students demonstrated a low level of speaking skills in Indonesian language learning. This is reflected in the pre-test results of 12.86%, while the post-test results reached 20.47%.

This statistical technique is used to compare two related data sets, namely the pre-test and post-test results. Below are the results of the hypothesis test that has been conducted:

Based on this, the hypothesis testing shows that the hypothesis clearly indicates a significance level of 0.00, where this figure is smaller than 0.05, thus it can be concluded that the hypothesis test has a significant effect on the speaking skills of the students.

5. CONCLUSION

Based on previous research conducted by earlier researchers, specifically the study carried out by the first researcher titled "The Influence of Applying the Storytelling Method on the Speaking Skills of Fifth Grade Students at Islamic Elementary School Athirah 1 Makassar," the application of the storytelling method has a significant impact on improving the speaking skills of fifth-grade students at Islamic Elementary School Athirah 1 Makassar. This method not only enhances speaking ability but also makes the learning process more interesting and effective. The storytelling method has been proven to be effective in improving students' speaking skills.

The learning process conducted with relevant and interesting themes, such as "clean air for health," shows that students can actively engage and improve their speaking skills. Observation during the meetings indicated an increase in the implementation of learning from 66.66% in the second meeting to 83.33% in the third meeting. This study is in line with previous research which shows that the storytelling

method can enhance children's speaking and language skills. For instance, studies by Syarifuddin (2017) and Ralhalyu (2018) also found a positive influence of the storytelling method on speaking skills and children's language development.

In the second study titled "Storytelling Training to Improve English Speaking and Listening Skills of Students at SMP Bank Saller, Sikka District," the Community Service Activity (PKM) conducted at SMP Bank Saller, Sikka District, had an extraordinary positive impact on the students. This is evident from the students' enthusiasm as they took turns practicing the storytelling directly in front of the class. The students were also not shy when pronouncing several words that were difficult for them while repeatedly practicing the pronunciation of those words. In the end, their pronunciation skills improved significantly. This aligns with language acquisition theories where children learn quickly when the learning process is conducted in a natural and enjoyable way.

The findings also show that the students are able to distinguish between the correct pronunciation and the less accurate ones. This is evident from several students who are not hesitant to correct their pronunciation while reading storytelling or when listening to their friends read stories. The students are very confident in practicing storytelling in front of the class. They even compete with each other to want to practice storytelling in front of the class. In the future, the service team will continue to communicate with the school to monitor the development of students' speaking and listening skills in this school. The storytelling training conducted at SMP Bank Saller has a significant positive impact on students' speaking and listening abilities. This activity not only enhances their English language skills but also builds the students' self-confidence in communication. Fun and interactive learning methods have proven effective in increasing students' motivation and engagement in the learning process. This research supports the theory that learning conducted in a natural and enjoyable manner can accelerate language acquisition in children. The third research titled "The Influence of LCD Projector-Assisted Storytelling Method on

Listening and Speaking Skills of Students at SDN 64 Malaka" shows that the analysis results indicate a significant improvement in students' listening and speaking skills after the implementation of the projector-assisted storytelling method. The average pre-test score was 68.42, while the average post-test score increased to 75.95. This indicates that the post-test score is higher than the pre-test score, suggesting a positive effect from the applied method.

This research recommends that teachers use more varied and engaging teaching methods, such as storytelling with the aid of projector media, to improve students' language skills. Additionally, it is suggested that students practice more in listening and speaking, as well as write down the main idea of the stories they hear to strengthen their understanding. The use of projector-assisted storytelling methods has proven effective in enhancing students' listening and speaking skills. This research provides an important contribution to the development of a more engaging and interactive Indonesian language teaching method.

Some previous studies have shown that the use of visual media, such as projectors, can enhance students' attention and interest in the teaching and learning process. Additionally, the storytelling method has been recognized as an effective way to develop language skills, as it can make learning more contextual and enjoyable for students.

Based on several previous studies, it has been proven that the use of the storytelling method can have a positive impact on students' skills. The storytelling method is effective for training students' speaking skills in order to create a pleasant learning atmosphere for students and to foster self-confidence among the students.

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