



## THE EFFECT OF STORYTELLING METHOD ON STUDENTS' LEARNING OUTCOMES OF SDN 2 BANGUN JAYA

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### ABSTRACT

This research aims to determine the effect of the storytelling method on the learning outcomes of second grade elementary school students. The data collection technique used in this research was an essay test. This research uses a type of experimental research with a pre-experimental design. Data analysis used the SPSS program with Cronbach's alpha test. The results of this research show that there is a significant influence on students' listening learning outcomes. By using the t-test formula, it can be seen that the calculated t value is 7.437 at a significance level of 0.05, resulting in a t table of 2.051. Therefore, t count > t table at a significance level of 0.05, then Ho is rejected and Ha is accepted, which means that there is an influence of the application of the storytelling method on the listening learning of class II students at SDN 2 Bangun Jaya.

*Keywords: Storytelling Method, Listening Learning*

### 1. INTRODUCTION

Language is a communication tool used in everyday life. Language can facilitate interaction between humans. Mailani, et al.(2022, p. 2)stated that one of the most important communication tools for humans is language. Language is a communication system used by a group of people to express ideas, opinions and thoughts such as words, symbols or gestures.

Language facilitates communication and sharing of information between individuals in a community. In the basic education curriculum, the only language taught in elementary school is Indonesian. Indonesian is a means for students' intellectual, social and emotional development and supports success in studying all academic subjects

(Hendriana & Nani, 2019, p. 56). Tarigan (in Oktaviani, Rohmadi, & Purwadi, 2018, p. 95) states that the four areas of language skills that students focus on at school are listening skills, speaking skills, reading skills and writing skills.

According to Tarigan (in Laia, 2020, p. 2), listening is a process of listening, understanding, appreciating, interpreting to obtain information that has been conveyed. Listening improves skills that require attention, concentration, an active mental attitude and intelligence in applying every idea. The essence of listening activities is to obtain information accurately and then be able to convey the information obtained to others both orally and in writing(Wardani & Gunawan, 2021, p. 9).

Based on the opinion above, it can be concluded that listening is an active

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process of understanding and analyzing information conveyed by other people by listening to, or discussing with other people. This involves understanding the message, intonation and nuances expressed by the reader. Compared to reading, writing and speaking, listening activities are more often done by humans in everyday life.

Students need a long time to develop their critical thinking skills, so that in evaluating their learning, they will experience difficulty in achieving the predetermined goals. The current condition of students in listening activities is quite worrying, listening skills are less important than other types of skills. (Rohayati, 2023, p. 96).

The education of the younger generation in elementary schools should not only focus on their learning, but also provide guidance and support so that they can be good role models. Effective learning methods include methods that are attractive to students, such as using learning strategies tailored to the unique characteristics of each student, an attractive classroom environment, and interesting media, so that students can learn effectively (Aminah, Hairida, & Hartoyo, 2022, p. 8351).

Slightly different from learning methods, according to Hamalik (in Fanani, 2014, p. 173), learning methods are a way to deliver learning material in an effort to achieve curriculum goals. This definition emphasizes that learning methods are: 1) a way, 2) to convey, 3) learning materials, 4) as an effort to achieve curriculum goals. Hamalik (in Fanani, 2014, p. 174) stated that the definition of learning strategies are the methods and procedures adopted by students and teachers in the learning

process in order to achieve instructional goals based on certain learning materials and with the help of certain supporting elements. Learning methods refer to approaches or strategies used to convey information, improve student understanding and strengthen student memory. It includes many techniques, strategies, and approaches used by educators to achieve desired learning outcomes.

Method, literally means "way". In general, methods are described as means or procedures used to achieve certain goals. The word "learning" refers to all activities carried out by educators so that the learning process occurs in students. So, the learning method is the process of presenting subject matter carried out by educators so that a learning process occurs in students during activities to achieve goals.

The term learning model, according to Joyce & Weil (in Khoerunnisa & Aqwal, 2020, p. 2), is used to indicate a conceptual framework for learning activities that can be implemented operationally and scientifically. Specifically, a learning model is described as a conceptual tool that is used as a guide when carrying out an activity. Thus, learning activities are truly purposeful activities that are systematically arranged. According to Moeliono, strategy is a careful plan regarding activities to achieve goals containing a series of activities intended to be used to achieve certain learning goals, such as the use of various methods and resources in the learning process chosen to achieve certain goals. According to Kemp (in Karwono & Muzni, 2020, p. 18), learning strategies are a type of learning activity that needs

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to be carried out by both teachers and students so that learning objectives can be achieved efficiently and effectively.

Learning outcomes can be seen from the children's seriousness and focus in participating in each learning process. By focusing on the teacher, a change in attitude will be seen, then with the support of using learning methods, students will be more interested and concentrate on learning, focusing their attention more on things that are the main focus of learning. It is important for students to learn how to focus on studying because focusing on studying can influence many aspects of life. Learning requires a lot of time, as well as the teacher's patience in communicating with students, as well as the teacher's guidance and attention can also increase student concentration during learning (Handayani, Desyandri, & Mayar, 2022, p. 11373).

Based on current field observations in Indonesian language subjects, even though they have used PowerPoint media, teachers still predominantly use lecture and question and answer methods during the learning process. Because by only using textbooks and blackboards as learning tools, students tend to become passive or less active in participating in the learning process in class. Learning methods can vary widely, from traditional to innovative, and are usually tailored to student needs and subject matter.

The goal of using learning methods is to provide an effective learning environment, inspire students, and facilitate deep learning. Several learning methods encourage and involve active student interaction, such as group discussions, creating projects both

individually and in groups (Hotimah, 2020, p. 6).

One well-known learning method is storytelling. It is hoped that the use of the storytelling method will be able to integrate children's learning materials with stories that have a meaningful role in their daily lives. This can improve students' understanding and memory of lesson material, as well as help them practice listening skills meaningfully.

Based on Maknun & Adelia's opinion (2023, p. 35), storytelling is a story that has the meaning of a speech that describes a chronological sequence of events or occurrences. This creates an emotional bond and makes understanding easier. Some effective storytelling techniques involve the use of strong narration, interesting characters and gestures, and conflict that creates tension. By choosing and using story themes and relevant topics using emotional elements so that the story can come alive and be felt by the listener. The theme of the story is "butterflies with a noble heart", which has moral values in everyday life to provide understanding for readers and listeners.

Based on pre-research observations conducted by researchers on class II students at SD Negeri 2 Bangun Jaya, problems were found that occurred during listening lessons in class, namely students who were less accustomed to listening activities and lacked concentration during learning.

The solution to this problem is that educators can choose the right learning method, namely by using the storytelling method. The application of the storytelling method will help students stimulate their listening and critical thinking skills as well as their

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imagination(Oktanisia & Susilo, 2021, p. 49).

Based on the description above, researchers are interested in conducting research entitled "Application of the Storytelling Method in Listening Learning for Class II Students at SDN 2 Bangun Jaya".

In this case, the researcher formulated the problem to be studied, namely "Is there an influence of the application of the storytelling method on the listening learning outcomes of class II students at SDN 2 Bangun Jaya?". The aim of this research, based on the problem formulation stated above, is to find out whether there is an influence on the application of the storytelling method in listening learning for class II students at SDN 2 Bangun Jaya.

## 2. LITERATURE REVIEW

### Understanding Learning Methods

According to Slamet (in Mariyaningsih & Hidayati, 2018, p. 10), learning methods are a way that must be followed in teaching. "Learning is an interactive process carried out by teachers and students both inside and outside the classroom by using various learning resources as study material. Learning method is a term used by teachers to optimize the learning process to achieve learning goals (Uno & Mohamad, 2022, p. 7). This means that methods are very important in the learning process, so that educators can implement activities that are interactive and not boring.

From the opinions of various experts, researchers are of the opinion that the definition of learning is a process of changing behavior that can obtain a

creative learning process that can help students gain knowledge.

In learning, methods are used to deliver material and manage learning activities so that students can achieve learning goals. A teacher will definitely use a certain method by considering various aspects so that it can be used in learning.

There are several learning methods that can be used to implement learning strategies. Among them are: (1) lectures; (2) demonstration; (3) discussion; (4) simulation(Fatimah & Usman, 2017, p. 17). Based on the description above, it can be concluded that learning methods are the methods used by a teacher to ensure learning activities occur in order to achieve learning objectives.

### Understanding Storytelling

Story telling comes from English which is divided into two words, namely story which means story and telling. The first thing discussed is storytelling, which consists of stories that contain narrative elements such as the story or meaning of the story, and telling which refers to personal experience (Dalimunthe, et al, 2024, p. 1339).

According to Musfiroh(in Karyadi, 2023, p. 85)Storytelling consists of two words, namely story means story and telling means telling. Storytelling means telling a narrative or telling a story. The combination of the two words storytelling means telling a narrative or telling a story. Storytelling is a higher art of storytelling that requires a lot of learning as a prerequisite.

So, it can be concluded that the storytelling method is an interactive teaching style because it encourages

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students to be actively involved in the learning process.

**Storytelling Function**

Based on Siti's opinion (2021, p. 94), there are four functions of storytelling, namely as follows:

- a) Improve students' ability to communicate and understand in language.
- b) Practice pronunciation (pronunciation).
- c) Improve vocabulary, expressions and language syntax. Increase self-confidence when using language.

The function of storytelling according to Juniarti, Arofah, & Azizah, (2018, p. 36), namely: increasing children's knowledge and skills in communicating story content, training to connect image content with children's fantasies, and training to express children's imagination.

**Benefits of Storytelling**

The storytelling method has many benefits, not only for the listener but also for the storyteller. Storytelling is actually one of the most effective ways to develop students' cognitive (knowledge), social and affective (behavior) skills (Priscilla & Dharmawan, 2020, p. 36). The following are the benefits of the storytelling method:

- a) Instilling values.
- b) Train concentration power.
- c) Encourage children to love books and stimulate children's interest in reading.

Besides that, Story telling It has the benefit of being able to motivate children to develop their awareness, open their imagination, and encourage story activities on various occasions (Rahmansyah & Pricilia, 2018, p. 115).

**Advantages and Weaknesses of Storytelling**

The advantages of the storytelling method according to Rambe, Sumadi, & Meilani (2021, p. 2137), as follows:

- a) Students participate more in the learning process.
- b) Increasing language mastery.
- c) Get information.

Disadvantages of method story telling according to Prabawardani, Agung, & Parmiti (2018, p. 150), including:

- a. A lot of time is needed to prepare students' readiness.
- b. Some students need guidance in good use of vocabulary.

**Storytelling Stages**

One aspect of storytelling that needs to be considered is the process itself, which involves interaction between the storyteller and the audience and allows effective communication between the storyteller and the audience to write in front of the audience. (Maisyurah & Sari, 2024, p. 296) There are three stages in storytelling, namely a) preparation before the event begins, b) during the storytelling process, and c) activities after the storytelling ends. The following is an explanation of the stages of storytelling.

- a) The first step in storytelling is choosing a book title that is clear and easy to understand. Through titles, readers can use background knowledge to summarize the important points in the story concisely and attract students' focused attention with a concentration game, thus forming a dual communication between the storyteller and the participants.
- b) The second step, the step where the storyteller will present the story by paying attention to words, body language, and displaying props in the children's story as the target audience.
- c) Next, the final step of the storyteller is to give the audience the

opportunity to express their thoughts clearly and concisely about the story they have heard, then give the audience the opportunity to write on the sheet of paper that has been prepared previously.

### **Listening Learning**

Listening is a process that includes listening activities to obtain information from the speaker or reader to the listener. Based on opinion Quinn (in Anggraini, 2019, p. 35), Listening is a creative and active listening activity to gather information, interpret the content or message conveyed clearly and concisely. Listening can be defined as a certain activity that involves identification, analysis and meaning contained in the language being listened to (Tarigan in Magdalena, 2021, p. 102). Listening activities include listening, listening, and efforts to understand the language being listened to. Therefore, in the process of listening activities, attention to detail and understanding are very important elements in every listening activity (Magdalena, et al. 2021, p. 103). The assessment is contained in the listening event, also beyond the element of attention. According to Kline (in Breed & Uwhoreye, 2023, p. 169), the quality of attention when listening also determines the quality of other people's thoughts, active listening can trigger the brain to think better.

Listening as a means of communication, as a communication skill, as art, as a process, as a response, and as a creative tool. Apart from that, listening also has the ability to convey certain ideas, feelings, or even experiences to other people clearly and concisely. In relation to education, it is believed that education prioritizes learning objectives which include the cognitive, psychomotor and affective domains. This listening lesson can also improve students' concentration abilities so that it can also be applied to other interests in order to

benefit from students' development in their learning (Magdalena, et al. 2021, p. 103).

A good listener must have the following characteristics: a) mentally and physically ready, b) concentration, c) motivation, d) objective, e) comprehensive, f) appreciative, g) selective, h) serious, i) not easily distracted, j) adapt quickly, k) know the direction of the conversation, l) contact with the speaker, m) summarize, n) evaluate, and o) respond. Listening learning should have specific objectives that are clearly stated. This goal is usually referred to as an instructional goal, which is prepared carefully and systematically and is able to balance planning and content with students' language abilities as well as planning in listening learning (Magdalena, et al. 2021, p. 104).

In language learning, listening has a purpose. According to Magdalena, et al. (2021, p. 104), the main goal of listening learning is to help students understand and capture concepts and ideas in the material. Thus the purpose of listening can be described as follows:

- a. Listening to obtain facts or understand facts.
- b. To analyze factual information.
- c. To assess the facts.
- d. To get inspired.

### **3. METHODS**

The research method used in this research is a quantitative method in the form of an experiment. This research uses the Pre-Experimental Design type, namely the type because it only covers one group or one class (Sugiyono, 2019, p. 128).

With the design used in the research, one group pre-test and post-test design. Fernanda & Sukardi, (2022, p. 7659), stated that if this design was given treatment, it was given a pre-test first, then after the treatment was carried out, a post-test was carried out again to see the

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results of the listening learning achievement. The one group pre-test and post-test design research pattern is as follows:

$$O_1 \text{ X } O_2$$

Information:

$O_1$  = Value before treatment (pre-test)

$X$  = Treatment

$O_2$  = Value after treatment (post-test)

The place of research was carried out at SDN 2 Bangun Jaya which is on Jalan Bangun Jaya Village, BTS ULU District, Musi Rawas Regency. When the research was carried out in the even semester of the 2023/2024 academic year.

The population in this study was all class II students, totaling 28 students. Class II at SDN 2 Bangun Jaya consists of two classes consisting of class II A, II B. The total number of students in class II is 61 students. The sampling technique used in this research is Cluster Random Sampling. Cluster Random Sampling is a regional sampling technique that is used if the object to be studied is very large (Sugiyono, 2015, p. 2371).

In this quantitative research, researchers use data collection techniques in the form of tests which include (pre-test) and (post-test).

The data analysis technique used is using (1) Normality Test. The normality test is used as a consideration to test the normality of data. If the data is normal then it is suitable for the next testing stage. Normality is a test that aims to measure the distribution of data in a member or variable. This normality test uses Microsoft Excel. (2) Hypothesis

Testing. After carrying out the normality test, data from the results of the class II B pre-test and posttest can be carried out in the hypothesis testing stage. Hypothesis testing is carried out to determine the difference between the scores before the treatment is given (pre-test) and the scores after the treatment is given (post-test) in the application of the storytelling method. To determine the results of students' listening learning in the experimental class, it can be obtained using and with the criteria  $\leq$  then  $t_{hitung} < t_{tabel}$   $H_0$  accepted.

Hypothesis testing in this research after obtaining data with normality distribution and hypothesis testing, was then carried out by parametric hypothesis testing using Paired Sample t-test. Before using the t-test formula, first look for the mean or average for students' listening learning outcomes taught using the storytelling method by adding up all student scores divided by the number of students, using the formula:

$$\bar{D} = \left[ \frac{\sum f_i}{N} \right]$$

Information:

$\bar{D}$  = Average

$\sum f_i$  = Number of frequencies

$N$  = Number of samples

Calculate standard deviation with the formula:

$$SD = \sqrt{\text{varians}}$$

Information:

$SD$  = Standard deviation

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The t-test (t-test) formula is as follows:

$$t_{hit} = \frac{\bar{D}}{\left(\frac{SD}{\sqrt{N}}\right)}$$

Source: Sugiyono (2019, p. 129).

Information:

$t_{hit}$  = The calculated t value is hereinafter referred tot\_hitung

$\bar{D}$  = Average of measurements for samples 1 and 2

$SD$  = Standard deviation of measurements for samples 1 and 2

$N$  = Number of samples

For this reason, researchers must determine the sample, measure the design instrument and follow procedures that will guide the search for the necessary data. The decision making criteria are as follows:

Basis for decision making

- If  $t_{hitung} > t_{tabel}$  then  $H_0$  is rejected and  $H_a$  is accepted.
- If  $t_{hitung} < t_{tabel}$  then  $H_0$  is accepted and  $H_a$  is rejected.
- c.

#### 4. RESULT AND DISCUSSION

There is a significant influence using the storytelling method in listening learning for Class II students at SDN 2 Bangun Jaya. From research that has been carried out by researchers through written tests. This can be seen from the students' pretest and posttest scores which experienced an increase.

#### Instrument Validation Data

By testing the validity of the test with a total of 10 questions, the table description is as follows.

**Table 3 Question Validity Test Results**

Question	r count	r table	Note
1	0.468939	0.355	Valid
2	0.468939	0.355	Valid
3	0.468939	0.355	Valid
4	0.468939	0.355	Valid
5	0.468939	0.355	Valid
6	0.468939	0.355	Valid
7	0.468939	0.355	Valid
8	0.468939	0.355	Valid
9	0.468939	0.355	Valid
10	0.468939	0.355	Valid

(source: *Microsoft Excel Program Data Processing*)

From the table above it can be concluded that the 10 questions have  $r_{count} > r_{table}$ , which shows that all questions can be stated and can be used as instruments.

**Table 4 Reliability Results**

Cronbach's Alpha	N of Items
,774	10

(source: *SPSS Program Data Processing*)

Based on the table above, the dependent coefficient is 0.774 and this value determines that the item has a strong level of reliability and thus can be used in research.

#### Descriptive Statistics Test Results

The results of this research were obtained based on the results of data from pre-test and post-test research which was carried out at SD Negeri 2 Bangun Jaya and then collected through a written test so that the results of listening learning can be seen in the form of grades from class II of SD Negeri 2



Bangun Jaya and presented in the table. below this:

**Table 5 Pre-test and Posttest Results for Experimental Class**

No	Student's name	Mark		Difference
		Pre-test	Post-test	
1	A	57	69	12
2	AAP	60	80	20
3	A A	46	82	36
4	US	56	63	7
5	A A	53	55	2
6	A.M	58	90	32
7	AHR	32	71	39
8	ACR	83	94	11
9	ASR	41	85	44
10	ACM	85	85	0
11	BS	85	92	7
12	DLM	60	67	7
13	DA	54	85	31
14	DR	45	69	24
15	INA	53	67	14
16	INH	56	72	16
17	JEA	48	64	16
18	K	10	55	45
19	m	45	57	12
20	NN	33	64	31
21	RRP	30	67	37
22	RACK	85	92	7
23	RP	55	83	28
24	RP	48	59	11
25	SOUP	89	91	2
26	S.C	47	76	29
27	TGA	61	72	11
28	TAG	58	64	6
	<b>Amount Average</b>	<b>1533 54.75</b>	<b>2070 74.03</b>	<b>537 19.28</b>

(source: Microsoft Excel Data Processing Program)

Based on the table above, the total pre-test score is 1533 with an average score of 54.75, while the total post-test score is 2070 with an average score of 74.03. So the difference between the pre-test and post-test scores reached 19.28. So it can be concluded that the results of the post-test data assessment of listening learning in Indonesian language subjects using the storytelling method for class II students at SD Negeri 2 Bangun Jaya were better than the pre-test results.

### Normality test

The normality test is a test requirement carried out to analyze research data. The data tested were pre-test and post-test data on the results of listening learning for class II students at SD Negeri 2 Bangun Jaya, by providing treatment in the form of a storytelling method. Test normality with the help of the SPSS version 23 for Windows software program to see whether the data is normal or not.

For the learning outcomes of listening to material on the theme of togetherness in the playground, class II B consisted of 28 students with an average score of 54.75 in the pre-test and post-test of 74.03 with the highest score in the post-test results being 94 and the lowest score being 55. With The significant pre-test value is (0.247), post-test (0.649) > 0.05, so the data is normally distributed.

### Hypothesis testing

After carrying out the normality test, the hypothesis testing stage can be carried out. Hypothesis testing was carried out to determine whether or not there was an influence of the storytelling method on the listening learning outcomes of class II students at SD Negeri 2 Bangun Jaya using the Paired Sample t-test. Based on the calculation of the paired sample t-test, it was obtained that the significant value (2-tailed) was 0.000 < 0.05. Because of value  $t_{hitung}$  7.437 > 2.051 then  $H_0$  is rejected and  $H_a$  is accepted. It can be concluded that there is a significant influence on the application of the storytelling method on the listening learning outcomes of class II students at SD Negeri 2 Bangun Jaya.  $t_{tabel}$

## 5. CONCLUSION

Based on research about The application of the storytelling method in listening learning for class II students at SDN 2 Bangun Jaya can be concluded as

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follows: The results of the research and discussion that have been carried out, the researcher draws the conclusion that based on the pre-test and post-test results of students' listening learning, an average number of the overall post-test was 74.03, while the overall average score of the pre-test was 54.75. In the post-test results, there was 1 student with the highest score, namely 94, AKR, who got the lowest score with a score of 55, namely K. Meanwhile, in the pre-test results, the one who got the highest score was SOP, who got a score of 89.

The results of the pre-test and post-test increased by approximately 19% using the storytelling method in listening learning. This can be interpreted as saying that there is an influence on the application of the storytelling method in listening learning for class II students at SD Negeri Bangun Jaya.

It can be seen based on the calculated results of the paired sample t-test. That obtained a significant value (2-tailed) of 0.000 with a significance level of 0.05. Because the significant value is  $0.000 < 0.05$  and the value  $t_{hitung} = 7.437 > = 2.051$ , then by paying attention to the hypothesis testing criteria it can be concluded that  $H_0$  is rejected while  $H_a$  is accepted, which means there is an influence of the application of the storytelling method on the listening learning outcomes of class II students at SD Negeri 2 Bangun Jaya.  $t_{tabel}$

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