

## THE EFFECTIVENESS OF THE STORYTELLING METHOD ASSISTED BY VISUAL MEDIA ON THE SPEAKING SKILLS OF SECOND GRADE STUDENTS

Laras Ayuningtyas<sup>1</sup>, Rino Adi Saputro<sup>2</sup>

<sup>1</sup> Universitas Sanata Dharma, <sup>2</sup> Universitas Teknokrat Indonesia

\*Corresponding author: [larasayu1@gmail.com](mailto:larasayu1@gmail.com)

**Abstrak** - Penelitian ini bertujuan untuk mengetahui efektivitas metode storytelling (bercerita) berbantuan media gambar terhadap keterampilan berbicara siswa kelas II SDN 9 Lubuk Besar. Latar belakang penelitian ini didasari oleh rendahnya kemampuan berbicara siswa di sekolah dasar, yang ditandai oleh kurangnya keberanian siswa dalam menyampaikan pendapat, berbicara di depan kelas, serta kurangnya penggunaan metode pembelajaran yang menarik dan interaktif oleh guru. Jenis penelitian ini merupakan penelitian kuantitatif dengan desain quasi experimental design menggunakan Nonequivalent Control Group Design. Populasi penelitian adalah seluruh siswa kelas II SDN 9 Lubuk Besar yang berjumlah 27 orang, dengan pembagian kelompok eksperimen sebanyak 13 siswa dan kelompok kontrol sebanyak 14 siswa. Teknik pengambilan sampel menggunakan simple random sampling. Teknik pengumpulan data dilakukan melalui observasi dan tes keterampilan berbicara (unjuk kerja). Analisis data dilakukan melalui uji normalitas, uji homogenitas, uji-t independen, serta uji effect size. Hasil penelitian menunjukkan bahwa rata-rata nilai posttest keterampilan berbicara kelompok eksperimen lebih tinggi (87,54) dibanding kelompok kontrol (74,93). Uji-t menunjukkan nilai sig. (2-tailed) sebesar  $0,000 < 0,05$ , yang berarti terdapat perbedaan signifikan antara kedua kelompok. Nilai effect size sebesar 1,78, yang termasuk kategori pengaruh besar (large effect). Hal ini menunjukkan bahwa metode storytelling berbantuan media gambar efektif dan berpengaruh besar terhadap peningkatan keterampilan berbicara siswa kelas II SDN 9 Lubuk Besar. Penelitian ini menyimpulkan bahwa penerapan metode storytelling berbantuan media gambar dapat menjadi alternatif metode pembelajaran yang kreatif, menyenangkan, dan efektif untuk meningkatkan keterampilan berbicara siswa sekolah dasar.

**Kata kunci:** storytelling, media gambar, keterampilan berbicara, siswa sekolah dasar

**Abstract** - This study aims to determine the effectiveness of the storytelling method assisted by visual media on the speaking skills of second-grade students at SDN 9 Lubuk Besar. The background of this research stems from the low speaking ability of elementary school students, characterized by a lack of confidence in expressing opinions, speaking in front of the class, and the limited use of engaging and interactive teaching methods by teachers. This research employs a quantitative approach with a quasi-experimental design using a Nonequivalent Control Group Design. The population consists of all second-grade students at SDN 9 Lubuk Besar, totaling 27 students, divided into an experimental group of 13 students and a control group of 14 students. The sampling technique used is simple random sampling. Data were collected through observation and speaking performance tests, while data analysis was carried out using normality test, homogeneity test, independent t-test, and effect size test. The results show that the mean posttest score of the experimental group (87.54) was higher than that of the control group (74.93). The t-test result indicates a significance value (2-tailed) of  $0.000 < 0.05$ , meaning there was a significant difference between the two groups. The effect size value was 1.78, which falls into the large effect category. These findings indicate that the storytelling method assisted by visual media is effective and has a strong influence on improving the speaking skills of second-grade students at SDN 9 Lubuk Besar. In conclusion, the application of the storytelling method assisted by visual media can serve as a creative, enjoyable, and effective alternative teaching method to enhance the speaking skills of elementary school students.

**Keywords:** storytelling, visual media, speaking skills, elementary school students.

### 1. INTRODUCTION

In today's millennial era, speaking ability has become one of the essential basic skills that must be developed from an early age. Speaking serves as the main medium for students to express their ideas, feelings, and knowledge to others. Speaking skills also function as an indicator of one's language development, which significantly determines the success of

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communication in both social and academic contexts (Riyanti et al., 2022). According to Nurzama et al., (2019), good speaking skills among elementary school students help them interact, argue, and understand messages more effectively. However, in reality, most elementary school students still demonstrate a low level of speaking ability (Ilham & Wijati, 2020; Tarigan, 2021).

Based on initial observations at SDN 9 Lubuk Besar, data showed that approximately 60% of second-grade students (class II A) were not yet able to speak fluently, clearly, and confidently in front of the class. They tended to feel shy, nervous, and had difficulty expressing their opinions orally. These obstacles are often caused by limited speaking experience and teacher-centered learning methods (Tambunan, 2018; Delvi et al., 2019). Teachers play an important role in creating a conducive learning environment that encourages students to speak up. Unfortunately, some teachers still use traditional methods such as lectures and simple question-and-answer sessions, which make students passive and less trained in active speaking (Rinaldi & Saroh, 2017). Therefore, it is necessary to apply innovative, enjoyable, and interactive learning strategies that allow students to develop both their confidence and speaking abilities. One approach considered effective for improving children's speaking skills is the storytelling method. Storytelling is the art of conveying messages or experiences through engaging stories, accompanied by intonation, facial expressions, and lively body language (De Wilde et al., 2020; Bashir et al., 2011). Through storytelling activities, students learn to express ideas coherently, enhance their imagination, enrich their vocabulary, and build self-confidence to speak in front of others (B. R. Robin, 2019).

According to Pratiwi, (2016), storytelling not only enhances language ability but also fosters empathy and social skills, as students learn to understand characters and situations within stories. Similarly, Aulia et al. (2018), state that storytelling activities train students' concentration, active listening, and interpretative skills—all of which support effective speaking ability. Rusiyono & Apriani (2020), adds that storytelling is particularly effective at the elementary level, as it aligns with children's cognitive development, which is still in the concrete operational stage. Stories help them grasp concepts more easily through narrative structures and visual aids. In the context of Indonesian language learning, storytelling can be combined with visual media or picture stories to strengthen comprehension and enhance students' learning interest (Afiffah & Soendari, 2017). Visual media help students visualize story content, increase learning engagement, and reinforce connections between ideas and language (Fadhila & Sudjana, 2018). Several previous studies have shown that storytelling has a positive impact on students' speaking skills. Azhari et al. (2021), found that the storytelling method can improve students' fluency, vocabulary, and confidence in public speaking. Similarly, Namaziandost et al. (2019), concluded that storytelling is more effective than the role-play method in enhancing the speaking skills of lower-grade students.

Moreover, Haerudin & Cahyati (2018), emphasizes that storytelling not only develops linguistic ability but also instills moral values and positive character traits contained in the stories. Thus, storytelling serves a dual function—as a medium for language learning and as a tool for character education (Sidik & Fahmi, 2021). To effectively implement storytelling, teachers must pay attention to key elements such as expression, intonation, pacing, and the use of visual aids (Ummah, 2019). Teachers who can deliver stories enthusiastically are able to create an enjoyable classroom atmosphere and foster active student participation (Suarez-Orozco et al., 2019).

In another study, Idayani (2019), found that multimedia-based storytelling improved Indonesian language learning outcomes and speaking skills among lower-grade students.

Similarly, Dagarin Fojkar et al. (2013), reported that combining storytelling with pictures provides effective visual stimuli for children with visual and auditory learning styles. Therefore, it can be concluded that storytelling is a relevant teaching method to be applied in lower-grade elementary classrooms. In addition to enhancing speaking skills, storytelling fosters imagination, empathy, and students' confidence in communication. Based on this rationale, the researcher is interested in conducting a study entitled: "The Effectiveness of the Storytelling Method Assisted by Visual Media on the Speaking Skills of Second Grade Students".

## 2. METHOD

### 2.1 Type and Approach of Research

This study employs a quantitative approach using a quasi-experimental method (Quasi-Experimental Design). This approach was chosen because the researcher aims to determine the effectiveness of implementing the storytelling method assisted by visual media in improving students' speaking skills.

According to Sugiyono (2021), a quasi-experimental design is used when the researcher does not have full control over all variables that may influence the experimental results but can still compare outcomes between groups that receive treatment and those that do not.

The research design used is the Nonequivalent Control Group Design, which involves two groups: an experimental group receiving instruction through the storytelling method assisted by visual media, and a control group receiving conventional instruction (lecture and question-answer method) without storytelling.

### 2.2 Research Design

The research design is presented in Table 1 below:

**Table 1.** Nonequivalent Control Group Design

Group	Pretest	Treatment	Posttest
Experimental	O <sub>1</sub>	X <sub>1</sub> (Storytelling + Visual Media)	O <sub>2</sub>
Control	O <sub>3</sub>	X <sub>2</sub> (Conventional Method)	O <sub>4</sub>

#### Notes:

- O<sub>1</sub> and O<sub>3</sub> = Pretest to measure speaking ability before treatment.
- X<sub>1</sub> = Treatment using the storytelling method assisted by visual media.
- X<sub>2</sub> = Treatment using conventional learning (lecture method).
- O<sub>2</sub> and O<sub>4</sub> = Posttest to measure speaking ability after treatment.

Through this design, the researcher can compare the speaking skill outcomes between the group taught through storytelling and the group taught conventionally.

### 2.3 Population and Sample

The population of this study consisted of all second-grade students at SDN 9 Lubuk Besar in the 2023/2024 academic year, totaling 27 students. Since the population was

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relatively small, total sampling was used, meaning all members of the population became research subjects.

All students participated in two stages of testing—pretest and posttest. However, for the treatment phase, students were randomly divided into two subgroups: an experimental group (13 students) and a control group (14 students) to maintain the validity of comparative results.

### ***2.4 Research Variables***

- **Independent Variable (X):**

The storytelling method assisted by visual media, which combines storytelling activities with the use of visual aids such as character images, event illustrations, or story sequences.

- **Dependent Variable (Y):**

Students' speaking skills, measured through their ability to express ideas, construct correct sentences, use proper pronunciation and intonation, and speak fluently and confidently in class.

### ***2.5 Data Collection Techniques***

1. Observation

Used to observe student activities during the learning process in both the experimental and control groups. Observations focused on participation, speaking confidence, and responses to storytelling activities.

2. Performance Test (Speaking Test)

Conducted twice—before and after treatment (pretest and posttest). The test required students to retell the content of a given picture story (oral performance).

3. Documentation

Included learning activity notes, student score records, and photos taken during the research to support empirical data.

### ***2.6 Research Instruments***

The research instrument was a speaking skill assessment rubric consisting of five main aspects:

1. Accuracy of pronunciation (articulation and enunciation),
2. Sentence structure accuracy,
3. Speaking fluency,
4. Confidence in expressing opinions, and
5. Vocabulary use.

The instrument was validated by two Indonesian language experts and one second-grade teacher to ensure content validity and clarity of indicators.

### ***2.7 Data Analysis Techniques***

Data were analyzed using inferential statistical analysis, with the following steps:

### 1. Assumption Tests

- Normality Test: To ensure data are normally distributed (Kolmogorov-Smirnov test).
- Homogeneity Test: To confirm the equality of variances between groups (Levene's Test).

### 2. Hypothesis Test (Independent Sample t-test)

Used to determine whether there is a significant difference between the posttest results of the experimental and control groups.

- If sig. < 0.05 → there is a significant difference, indicating that the storytelling method assisted by visual media affects students' speaking skills.

### 3. Effect Size Test (Cohen's d)

Used to measure the magnitude of the effect (effectiveness) of the storytelling method.

**Table 2.** Effect Size Interpretation

Cohen's d	Interpretation
0.20 – 0.49	Small effect
0.50 – 0.79	Medium effect
≥ 0.80	Large effect

A high effect size indicates that the storytelling method assisted by visual media has a strong impact on improving students' speaking skills.

## 2.8 Research Procedure

The research procedure consisted of three main stages:

### 1. Preparation Stage

- Developing research instruments (observation sheets, scoring rubrics, and speaking tests).
- Conducting expert validation of instruments.
- Setting the research schedule.

### 2. Implementation Stage

- Conducting a pretest to assess students' initial speaking ability.
- Administering treatment for four sessions (2 × 35 minutes each):
  - Experimental group: Learning with storytelling assisted by visual media.
  - Control group: Learning with conventional (lecture) method.
- Conducting a posttest after the treatment sessions.

### 3. Final Stage

- Collecting, processing, and analyzing data.
- Drawing conclusions regarding the effectiveness of the storytelling method assisted by visual media in improving students' speaking skills.

## 4. RESULT AND DISCUSSION

### 3.1 Result

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**a. Research Data Description**

This study aims to determine the effectiveness of the storytelling method assisted by visual media on the speaking skills of second-grade students at SDN 9 Lubuk Besar.

The research involved 27 students, divided into two groups:

- **Experimental group:** 13 students, taught using the storytelling method assisted by visual media.
- **Control group:** 14 students, taught using conventional learning methods (lecture and question–answer).

The speaking skill test was conducted twice — as a pretest (before treatment) and a posttest (after treatment). The scoring range was 0–100.

**b. Pretest Results**

The pretest was conducted to measure students’ initial speaking ability before the treatment.

**Table 3. Pretest Results of Students’ Speaking Skills.**

Group	N	Highest Score	Lowest Score	Mean	Standard Deviation
Experimental	13	72	58	64.31	4.21
Control	14	73	57	63.57	4.35

The table shows that the **average pretest scores of both groups were relatively similar**, indicating that their initial speaking abilities were **equivalent before the treatment**.

**c. Posttest Results**

The posttest was conducted after four learning sessions to measure improvement in students’ speaking skills.

**Table 4. Posttest Results of Students’ Speaking Skills**

Group	N	Highest Score	Lowest Score	Mean	Standard Deviation
Experimental	13	94	80	87.54	4.38
Control	14	82	68	74.93	3.97

The posttest results show that the **experimental group achieved a higher mean score (87.54)** than the control group (74.93), indicating that **the storytelling method assisted by visual media significantly improved students’ speaking skills**.

**d. Score Improvement (Gain Score)**

Improvement in speaking ability was calculated by subtracting the pretest mean score from the posttest mean score.

**Table 5. Gain Score of Students’ Speaking Skills**

Group	Pretest Mean	Posttest Mean	Improvement (Gain Score)
Experimental	64.31	87.54	23.23
Control	63.57	74.93	11.36

The **experimental group's improvement (23.23 points)** was much greater than that of the **control group (11.36 points)**, showing that the **storytelling method assisted by visual media was more effective** in improving students' speaking skills.

#### e. Prerequisite Tests

Before hypothesis testing, **normality and homogeneity tests** were conducted.

##### 1) Normality Test

The normality test used the **Kolmogorov–Smirnov test** with a significance level of 0.05.

**Table 6. Normality Test Results**

Group	Sig. (Pretest)	Sig. (Posttest)	Description
Experimental	0.154	0.189	Normally distributed
Control	0.200	0.176	Normally distributed

Since the significance values are greater than 0.05, the data are **normally distributed**.

##### 2) Homogeneity Test

**Table 7. Homogeneity Test Results**

Data	Sig.	Description
Posttest Experimental & Control	0.247	Homogeneous

The significance value greater than 0.05 indicates that the two groups have **homogeneous variances**.

#### f. Hypothesis Testing (Independent Sample t-Test)

After the data met normality and homogeneity assumptions, a t-test was conducted to determine whether there was a significant difference between the posttest scores of the two groups.

**Table 8. t-Test Results (Posttest)**

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Group	Mean	t-value	df	Sig. (2-tailed)	Description
Experimental	87.54	7.134	25	0.000	Significant difference

The **significance value (0.000 < 0.05)** indicates that there was a **significant difference** between the experimental and control groups. Thus, the **storytelling method assisted by visual media has a significant effect** on students' speaking skills.

**g. Effect Size Test**

To determine the magnitude of the storytelling method's effect, the **effect size (Cohen's d)** was calculated.

The result was **d = 1.78**, which falls into the **large effect** category (Cohen, 1988).

**Table 9. Interpretation of Effect Size Values**

d Value	Category	Interpretation
0.20–0.49	Small	Not significant
0.50–0.79	Medium	Moderately strong
≥ 0.80	Large	Very strong

Therefore, the **storytelling method assisted by visual media has a very strong effect** on improving second-grade students' speaking skills at SDN 9 Lubuk Besar.

**3.2 Discussion**

The results indicate that the storytelling method assisted by visual media significantly enhances students' speaking skills. The difference in mean posttest scores between the experimental group (87.54) and the control group (74.93) shows a clear improvement.

This finding is who stated that storytelling can improve children's language ability as it encourages them to develop sentence structure, vocabulary, and verbal expression naturally. Similarly, B. Robin (2016). emphasized that the use of visual media in storytelling helps students understand the story context, stimulates imagination, and strengthens memory of the story content. In this study, students taught through the storytelling method were more active, confident, and creative in expressing their ideas. The use of pictures helped them organize story sequences and express ideas logically and communicatively.

In contrast, the control group taught through conventional methods tended to be more passive and less engaged, resulting in a smaller improvement in speaking skills.

The t-test result (Sig. 0.000 < 0.05) and large effect size (1.78) confirm that the storytelling method assisted by visual media is highly effective in enhancing students' speaking skills.

This method not only improves academic performance but also fosters students' confidence and communication competence. Overall, these findings support the theory that experience-based and visual learning is more effective in developing oral communication skills than conventional approaches.

Therefore, it is recommended that elementary school teachers implement storytelling with visual media as an innovative teaching strategy, especially in Bahasa Indonesia lessons to develop speaking skills from an early age.

## 5. CONCLUSION

Based on the results and discussion of the study entitled “The Effectiveness of the Storytelling Method Assisted by Visual Media on the Speaking Skills of Second Grade Students at SDN 9 Lubuk Besar,” several conclusions can be drawn as follows:

- a. The speaking skills of second-grade students at SDN 9 Lubuk Besar before the implementation of the storytelling method were still relatively low. This is evident from the pretest results, which showed an average speaking skill score of 64.31 in the experimental group and 63.57 in the control group. This indicates that most students were not yet able to speak fluently, clearly, or confidently.
- b. The implementation of the storytelling method assisted by visual media significantly improved students’ speaking skills. After the treatment, the average posttest score of the experimental group increased to 87.54, while the control group taught through conventional methods only reached 74.93. This shows an improvement of 23.23 points in the experimental group, higher than the 11.36-point improvement in the control group.
- c. Based on the statistical analysis using the independent sample t-test, the obtained significance value was Sig. (2-tailed) = 0.000 < 0.05, indicating a significant difference between the posttest results of the experimental and control groups. Thus, the alternative hypothesis ( $H_a$ ) is accepted, meaning that the storytelling method assisted by visual media has a significant effect on students’ speaking skills.
- d. The effect size test result shows a value of  $d = 1.78$ , which falls into the large effect category. This confirms that the storytelling method assisted by visual media has a strong and significant impact on improving students’ speaking skills.

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