

Implementation of the Storytelling Learning Model Assisted by Flashcard Media to Develop Speaking Skills of Fourth Grade Elementary School Students

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Abstract

Basic education has an important role in developing students' academic abilities and language skills. This study aims to analyze the influence of the storytelling learning model assisted by flashcard media on the speaking skills of grade IV students of SDN Beberan 2. The research approach method used is quantitative with the type of associative research. The research sample amounted to 36 students who were selected using saturated sampling techniques. Data collection techniques include observation, speaking skills tests, and questionnaires. Data analysis was carried out through validity, reliability, normality tests, paired sample t-test, and N-Gain tests. The results of the study showed an improvement in students' speaking skills after the application of the storytelling learning model assisted by flashcard media. The average pretest score of 45.97 increased to 83.61 in the posttest. The results of the paired sample t-test showed a significance of $0.000 < 0.05$ which means there was a significant difference before and after treatment. Thus, the storytelling learning model assisted by flashcard media has been proven to be influential in improving the speaking skills of grade IV students of SDN Beberan 2.

Keywords

Develop Speaking Skills, Elementary School Students, Flashcard Media, Storytelling Learning Model



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INTRODUCTION

Basic education has an important role in developing students' academic abilities and language skills. One of the language skills that needs to be developed is speaking skills because it is the main means for students to convey ideas, ideas, and feelings orally. Good speaking skills can help students communicate effectively and increase confidence in learning activities (Tarigan, 2015).

The speaking skills of elementary school students are still relatively low. Many students have difficulty conveying ideas in a coherent manner, lack confidence when speaking in front

of the class, and tend to be passive in the learning process. This condition is influenced by learning that is still teacher-centered and the lack of use of learning models and media that are able to encourage students to actively speak (Iskandarwassid & Sunendar, 2021).

One of the alternatives that can be used to overcome these problems is the storytelling learning model assisted by flashcard media. The storytelling model provides students with the opportunity to practice speaking through storytelling activities, while flashcards help students find and develop story ideas more easily and in a structured way. The combination of the two is expected to be able to create more interactive, interesting, and fun learning (Pratiwi, 2023).

The results of previous research showed that the storytelling learning model was able to improve students' speaking skills, while the use of flashcard media could increase learning motivation and student participation in learning (Rahmawati, 2022; Lestari, 2023). However, previous research generally still examines the use of storytelling models and flashcard media separately so that the effectiveness of integrating the two in learning Indonesian language is still not widely researched.

Based on these conditions, there is a research gap in the form of limited research that integrates the storytelling learning model with flashcard media to develop the speaking skills of elementary school students. Therefore, the novelty of this research lies in the application of an integrated storytelling learning model assisted by flashcard media in grade IV students of SDN Beberan 2. This study aims to analyze the application of the storytelling learning model assisted by flashcard media in developing the speaking skills of grade IV students of SDN Beberan 2.

METHODS

This study uses a quantitative approach with an associative research type to analyze the influence of the storytelling learning model assisted by flashcard media on the speaking skills of grade IV students of SDN Beberan 2. The research population was 36 students in grade IV, with a sampling technique using saturated sampling so that the entire population was used as a research sample.

Data collection techniques were carried out through observation, questionnaires, and speech skills tests, with instruments in the form of observation sheets, questionnaires, and assessment rubrics. Data analysis began with a validity test using Pearson's Product Moment and a reliability test using Cronbach's Alpha, then continued with a paired sample t-test to determine the influence of the flashcard-assisted storytelling model on students' speaking skills. The research was carried out at SDN Beberan 2, Ciruas District, Serang Regency, Banten.

RESULTS AND DISCUSSION

Validity tests are used to measure the accuracy of instruments in research. The instrument is declared valid if r calculates $> r$ of the table at a significance level of 5% (r table > 0.274), so it is suitable to be used to measure the storytelling model assisted by flashcard media on the speaking skills of fourth grade students of SDN Beberan 2.

Table 1. Validity Test Results

Instruments	r count	R table	Remarks
Pretest Item 1	0,604	0,274	Valid
Pretest Item 2	0,631	0,274	Valid
Pretest Item 3	0,397	0,274	Valid
Pretest Item 4	0,553	0,274	Valid
Pretest Item 5	0,699	0,274	Valid
Posttest Item 1	0,744	0,274	Valid
Posttest Item 2	0,321	0,274	Valid
Posttest Item 3	0,549	0,274	Valid
Posttest Item 4	0,64	0,274	Valid
Posttest Item 5	0,548	0,274	Valid

Source: SPSS 25, data processed (2026).

Based on the SPSS validity test, all pretest and posttest instrument items of speaking skills have a r count of $> r$ table (0.274), so that it is declared valid. The pretest Pearson Correlation value was in the range of 0.397–0.699 and the posttest was 0.321–0.744, so that all instruments are suitable for use in the storytelling model research assisted by flashcard media in fourth grade students of SDN Beberan 2.

Reliability Test

The reliability test is used to determine the consistency of the instrument in measuring research variables. The instrument is declared reliable if Cronbach's Alpha value > 0.60 . In this study, a reliability test was carried out to assess the consistency of the storytelling model instrument assisted by flashcard media on the speaking skills of grade IV students of SDN Beberan 2.

Table 2. Validity Test Results

Activities	Nilai Cronbach's Alpha	Kriteria Cronbach's Alpha	Remarks
Pretest	0,688	0,6	Reliabel
posttest	0,634	0,6	Reliabel

Source: SPSS 25, data processed (2026).

Based on the SPSS reliability test, the value of Cronbach's Alpha pretest was 0.688 and the posttest was 0.634 (> 0.60), so that all instruments were declared reliable and had good consistency to measure students' speaking skills in the storytelling model research assisted by flashcard media in grade IV of SDN Beberan 2.

Descriptive Statistics

Descriptive statistics were used to describe the initial condition of students' speaking skills before the application of *the storytelling* model assisted by *flashcard* media through *pretest results* in grade IV students of SDN Beberan 2. This analysis includes *mean*, minimum, maximum, median, mode, and standard deviation to see the characteristics of the student's initial ability before the learning treatment.

Table 3. Results of the Pretest Descriptive Statistical Test

Instruments	Shoes 1	Shoes 2	Shoes 3	Shoes 4
Smoothness	7	20	9	0
Pronunciation Clarity	13	14	7	2
Intonation & Expression	15	16	5	0
Story Content	14	17	5	0
Confidence	16	14	6	0
Number of Students		36		
Minimum Score		25		
Average Score		45,972222		
Maximum value		65		
Total		1655		

Source: SPSS 25, data processed (2026).

Based on the results of the descriptive statistical test in Table 3, the speaking skills of grade IV students of SDN Beberan 2 at the time of *the pretest* showed a minimum score of 25, a maximum score of 65, and a mean score of 45.97 with a total score of 1655. These results illustrate that students' initial speaking skills are still in the low category and need to be improved through the application of *a storytelling* model assisted by *flashcard media*.

Descriptive statistics were used to describe the final condition of students' speaking skills after the application of *the storytelling* model assisted by *flashcard* media through *posttest results* in grade IV students of SDN Beberan 2. This analysis includes *mean*, minimum value, maximum, median, mode, and standard deviation to see the final ability of students after the learning process.

Table 4. Results of the Pretest Descriptive Statistical Test

Instruments	Shoes 1	Shoes 2	Shoes 3	Shoes 4
Smoothness	0	0	19	17
Pronunciation Clarity	0	0	25	11
Intonation & Expression	0	0	25	11
Story Content	0	0	25	11
Confidence	0	0	24	12
Number of Students		36		
Minimum Score		75		
Average Score		83,611111		
Maximum value		100		

Total	3010
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Source: SPSS 25, data processed (2026).

Based on the results of the descriptive statistical test in Table 4, the speaking skills of grade IV students of SDN Beberan 2 in the posttest activity showed a minimum score of 75, a maximum score of 100, and a mean score of 83.61 with a total score of 3010. These results show that after the implementation of the storytelling model assisted by flashcard media, students' speaking skills have improved and are in the good to very good category.

Prerequisite Test (Normality Test)

The normality test is used to determine the distribution of data in the study. In this study, the Kolmogorov-Smirnov method was used, with the criteria of normal distribution data if the significance value > 0.05 (Ghozali, 2022).

Table 5. Results of the Kolmogorov Smirnov Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		36
Normal Parameters ^a	Mean	.0000000
	Std. Deviation	1.18323048
Most Extreme Differences	Absolute	.094
	Positive	.094
	Negative	-.092
Test Statistic		.094
Asymp. Sig. (2-tailed)		.200 ^{c, d}
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Source: SPSS 25.

Based on the SPSS Table, the significance value (Asymp. Sig. 2-tailed) was $0.200 > 0.05$, so that the research data of the storytelling model assisted by flashcard media on the speaking skills of grade IV students of SDN Beberan 2 was normally distributed and suitable for parametric analysis.

Uji Hypothesis

The paired sample t-test was used to compare the pretest and posttest scores on the same sample to determine the influence of the storytelling model assisted by flashcard media on the speaking skills of grade IV students of SDN Beberan 2. The result is declared significant if the value of Sig. (2-tailed) < 0.05 .

Table 6. Paired Sample T-Test Results

Paired Samples Test			
	Paired Differences	t	df

				95% Confidence Interval of the Difference		Sig. (2-tailed)
		Std. Mean	Std. Error	Lower	Upper	
Pair 1	pretest - posttest	-7.52778	1.91961	-8.17728	-6.87827	.000

Source: SPSS 25.

Based on the results of the Paired Sample T-Test on the SPSS output, an average value (Mean Difference) of -7.52778 was obtained with a calculated t-value of -23.529. The test results showed a significance value of less than 0.05 (Sig. < 0.05), so it can be concluded that there is a significant difference between the pretest and posttest values. Thus, the application of the storytelling learning model assisted by flashcard media has an effect on improving the speaking skills of grade IV students of SDN Beberan 2.

The N-Gain Score test is used to determine the level of improvement in student learning outcomes before (pretest) and after (posttest) treatment. In this study, the N-Gain Score test was used to measure the effectiveness of the application of the storytelling learning model assisted by flashcard media on the speaking skills of grade IV students of SDN Beberan 2. The basis for decision-making is based on the N-Gain value, where the value of > 0.7 is in the high category, the value is 0.3–0.7 in the medium category, and the value < 0.3 is in the low category.

Table 7. N-Gain Score Test Results

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
NGain	36	.03	.12	.0826	.01976
Valid N (listwise)	36				

Source: SPSS 25.

Based on the results of the N-Gain Score test, an average score of 0.0826 was obtained which showed an improvement in students' speaking skills after the application of the storytelling learning model assisted by flashcard media. These results show that the learning model applied has changed the speaking ability of grade IV students of SDN Beberan 2.

Discussion

Application of Storytelling Learning Model Assisted by Flashcard Media at SDN Beberan 2 Grade IV

The implementation of the storytelling model assisted by flashcard media was carried out in stages to improve the speaking skills of grade IV students of SDN Beberan 2. Teachers start learning with perception, motivation, delivery of learning objectives, and introduction to flashcard media that will be used in storytelling activities.

Students are divided into small groups to observe flashcards, discuss the content of the images, and put together a chain storyline. Each group then conveys the story in front of the class in turn, while the teacher acts as a facilitator and observes aspects of fluency, clarity, intonation, story content, and student confidence.

The teacher provides evaluation, feedback, and appreciation for the student's performance. Reflection is carried out together to review the learning experience that has been implemented. The application of this model creates a more active, fun learning atmosphere and increases students' courage in speaking in front of the class.

The Effectiveness of the Flashcard Media-Assisted Storytelling Learning Model

Effectiveness of learning models storytelling media-assisted flashcard in developing the speaking skills of grade IV students of SDN Beberan 2 is known through the results of Pretest and posttest. Before the treatment, students' speaking skills were still low, characterized by a lack of confidence, difficulty telling stories in sequence, and unclear intonation.

After the application of the storytelling model assisted by flashcard media, there was an improvement in speaking skills. Students are more likely to understand the storyline through the help of pictures, be more active in storytelling activities, and be more courageous in speaking in front of the class. The results of the Kolmogorov-Smirnov test showed a significance value of $0.200 > 0.05$ so that the data was normally distributed and worthy of parametric analysis.

The results of the paired sample t-test showed a significance of $0.000 < 0.05$ which indicates a significant difference between the pretest and posttest. In addition, the N-Gain result of 0.0826 indicates an increase in the low category. Nevertheless, this model still has a positive impact on increasing the courage, activeness, and speaking ability of fourth grade students of SDN Beberan 2.

CONCLUSION

Based on the results of data analysis and discussion, the application of the storytelling learning model assisted by flashcard media has a positive influence on the speaking skills of grade IV students of SDN Beberan 2. The increase can be seen from the average pretest score of 45.97 to 83.61 in the posttest. The results of the hypothesis test showed a significance of $0.000 < 0.05$ which indicated a significant difference before and after treatment. The learning model is effective in increasing students' courage, activeness, and speaking ability.

The initial condition of students' speaking skills is still low. Students experience difficulties in fluency, pronunciation clarity, intonation, story content, and confidence. The application of the storytelling model assisted by flashcard media increased students' activities in speaking. Students are more enthusiastic, more daring to perform in front of the class, and show improvement in every aspect of their speaking skills.

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