

The Influence of Storytelling Method and Scaffolding Learning on the Speaking Skills of Fifth Grade Students at SD Negeri 53 Malalin

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ABSTRACT

This study aims to determine the effect of the storytelling method and scaffolding learning on elementary students' speaking skills. The research problems are formulated to describe: (1) the effect of the storytelling method on the speaking skills of fifth-grade students at SD Negeri 53 Malalin, (2) the effect of scaffolding learning on their speaking skills, and (3) the combined effect of the storytelling method and scaffolding learning on the speaking skills of the same students. This study was motivated by the low speaking ability among fifth-grade students at SD Negeri 53 Malalin. The research employed a quantitative approach with a quasi-experimental design, specifically a posttest-only control group design. The independent variables were the storytelling method (X_1) and scaffolding learning (X_2), while the dependent variable was speaking ability (Y). The sample consisted of 32 students, divided equally into experimental and control groups. Data were collected through posttests and documentation, and analyzed using descriptive and inferential statistics, including mean, standard deviation, and the independent samples t-test. The average posttest score in the experimental group was 81.5625, while the control group scored 68.4375, with standard deviations of 6.25000 and 4.36606, respectively. The calculated t-value (7.11) exceeded the t-table value (± 2.042), indicating a significant effect of the storytelling method. For scaffolding learning, the experimental group scored an average of 85.9375, compared to 68.4375 in the control group, with standard deviations of 4.5527 and 4.36693. The t-value (11.09791) again exceeded the critical value, confirming a significant effect. Finally, the combined application of both methods yielded an experimental group average of 89.3750, with a t-value of 14.92213 and standard deviations of 3.67394 and 4.18027, indicating a significant influence on students' speaking skills. These findings demonstrate that the use of storytelling and scaffolding methods significantly enhances the speaking abilities of fifth-grade students at SD Negeri 53 Malalin.

Keywords: Storytelling Method; Scaffolding Learning Speaking Ability

INTRODUCTION

Speaking ability is a fundamental component of language learning, especially at the elementary level. It functions not only as a medium of communication but also as a way for students to express thoughts, ideas, and emotions in meaningful social interactions. Unfortunately, many elementary school students still face challenges in speaking due to a lack of confidence, limited vocabulary, and minimal opportunities for authentic verbal practice. These conditions require innovative teaching approaches that actively engage students in developing their speaking competence. At SD Negeri 53 Malalin, the problem of limited speaking ability is also evident. Initial observations show that fifth-grade students often struggle to articulate their ideas verbally and hesitate to speak during classroom activities. This indicates a lack of confidence and inadequate development of speaking skills, which can hinder their overall academic growth. Therefore, there is a pressing need to implement teaching strategies that are both supportive and enjoyable.

The storytelling method emerges as one promising approach to address this issue. It offers students a natural and enjoyable platform to engage with spoken language. Through storytelling, students learn to listen attentively, internalize language patterns, and retell narratives in their own words. This method does not only enhance their language structure and vocabulary but also boosts their confidence in expressing ideas fluently and creatively. In addition to storytelling, scaffolding is another effective strategy that helps students progress gradually in their learning journey. Scaffolding involves providing structured support such as modeling, prompts, guided questions, and feedback. As students begin to master the skills, these supports are slowly removed to promote independence. In the context of speaking, scaffolding allows students to organize their thoughts clearly and develop fluency in a step-by-step manner. Although storytelling and scaffolding have shown individual success in previous studies, their combined implementation has not been widely applied in elementary classrooms, particularly in rural or under-resourced areas like SD Negeri 53 Malalin. Teachers often rely on conventional teaching methods such as lecturing and rote learning, which provide little space for students to practice speaking meaningfully or spontaneously.

The absence of interactive methods has contributed to the low speaking performance among students. Based on a 2024 assessment, more than half of the fifth-grade students at SD Negeri 53 Malalin scored below the expected standard in speaking evaluations. This reflects an urgent need for more dynamic and student-centered teaching techniques that prioritize both linguistic skills and emotional development, such as increasing students' self-confidence and motivation to participate in speaking activities. This research explores the potential of combining the storytelling method with scaffolding instruction to improve students' speaking abilities. The storytelling method is designed to create a fun and engaging learning atmosphere, while scaffolding ensures that students receive the necessary support to develop their ideas and use language accurately. Together, these methods are expected to foster more confident, fluent, and structured speaking among students.

Through this study, it is hoped that the integration of storytelling and scaffolding will offer valuable insights for educators, especially those in elementary settings. By adopting these approaches, teachers can enhance the quality of language instruction and provide students with meaningful opportunities to grow as confident and competent speakers.

LITERATURE REVIEW

Speaking is a vital component of language skills that enables individuals to convey thoughts, ideas, and emotions effectively. According to Tarigan (2008), speaking is not merely about uttering words but involves organizing ideas logically, using accurate grammar and pronunciation, and adapting to different communicative contexts. In the context of elementary education, speaking skills support cognitive development, classroom participation, and collaborative learning. However, many students at the primary level struggle with speaking due to internal barriers such as shyness or anxiety and external factors like monotonous teaching methods.

Storytelling has long been recognized as a powerful pedagogical tool in developing speaking skills. Storytelling engages learners in a narrative process that promotes active listening, imagination, vocabulary development, and verbal expression. Bruner (1996) posited that human beings are natural storytellers and that narrative thinking plays a central role in language acquisition. When students listen to or retell stories, they internalize language patterns and structure, enabling them to communicate more fluently and confidently.

The storytelling method provides a safe and enjoyable environment for students to practice speaking. It lowers affective barriers such as fear of making mistakes and builds self-confidence. According to Fitriyah and Rachmawati (2020), storytelling helps students to become more articulate by allowing them to express ideas through familiar and engaging contexts. It also fosters emotional connection and empathy, which enrich the speaking experience. Moreover, stories provide a model of coherent discourse, helping students understand how ideas are structured in spoken language.

Complementing storytelling is the concept of scaffolding, derived from Vygotsky's theory of the Zone of Proximal Development (ZPD). Scaffolding involves providing temporary and structured support that enables learners to perform tasks they cannot complete independently. Wood, Bruner, and Ross (1976) introduced scaffolding as a strategy where assistance is gradually removed as the learner gains competence. In speaking instruction, scaffolding may include sentence starters, guided questions, modeling, and corrective feedback, all of which help students develop fluency and autonomy.

Scaffolding has shown strong potential in language education, particularly in helping students articulate ideas clearly and confidently. Gibbons (2002) emphasized that scaffolding provides linguistic and cognitive support that enhances

learners' ability to construct spoken language meaningfully. Studies by Wibowo (2019) and Ratnasari and Sari (2021) confirm that scaffolding improves students' vocabulary, sentence construction, and coherence in speaking tasks. It also builds students' motivation and reduces anxiety by breaking complex speaking tasks into manageable steps.

While storytelling and scaffolding have individually been proven effective in improving speaking skills, combining these methods may yield even greater results. The storytelling method offers an engaging narrative context, while scaffolding ensures structured learning support. Anderson (2009) noted that when students are guided through storytelling with appropriate scaffolding techniques, they are better able to organize their ideas, use appropriate language, and speak with greater fluency. This synergy enhances both linguistic and cognitive aspects of speaking. In addition, the implementation of storytelling and scaffolding aligns with the principles of learner-centered instruction. These methods empower students to take an active role in their language development by encouraging creativity, critical thinking, and collaboration. As supported by Hidayat (2022), students exposed to such methods demonstrate significant improvement in both linguistic output and classroom participation. These approaches are particularly relevant for primary school learners who benefit from interactive and developmentally appropriate strategies.

Taken together, the literature suggests that storytelling and scaffolding are not only effective independently but also highly compatible when integrated into speaking instruction. Their complementary strengths provide both the emotional engagement and structured support necessary for effective language learning. Therefore, examining their combined impact on the speaking ability of fifth-grade students offers valuable insight into enhancing language pedagogy at the elementary level.

METHOD

Design and Sample

This study adopted a quantitative research approach with a quasi-experimental design. The primary objective was to examine the effect of the storytelling method and scaffolding learning on the speaking ability of fifth-grade students at SD Negeri 53 Malalin. Quantitative methods were chosen to measure the causal relationships between variables through statistical analysis. The quasi-experimental design allowed the researcher to apply treatment to experimental groups while comparing them with a control group that did not receive the same interventions. The specific experimental design used in this research was the posttest-only control group design, developed by Campbell and Stanley (1963).

In this model, two groups were involved: an experimental group that received the treatment and a control group that received conventional instruction. No pretest was administered to avoid the potential bias of test familiarity. The posttest was used to

determine the impact of the independent variables on the dependent variable. This design was chosen to ensure a fair comparison of outcomes after the intervention. The population of this study consisted of all fifth-grade students at SD Negeri 53 Malalin. A total of 32 students participated in the research and were randomly assigned into two equal groups: 16 students in the experimental group and 16 in the control group. The experimental group was taught using the storytelling method and scaffolding learning techniques, while the control group continued with conventional teaching methods, such as lecture and question-answer sessions.

Instruments and Procedures

The independent variables in this study were the storytelling method and scaffolding learning, while the dependent variable was the students' speaking ability. The storytelling method involved activities where students listened to stories and retold them using their own words, focusing on language fluency and expression. Scaffolding was implemented through guided support from the teacher in the form of prompts, modeling, feedback, and structured questioning to help students organize their thoughts before speaking. Data collection was carried out using posttests and documentation. The posttest measured students' speaking ability after the treatment. The speaking test was assessed using a rubric that evaluated aspects such as fluency, vocabulary, sentence structure, pronunciation, and coherence. Documentation was also used to support data validation and observe teaching activities. All procedures were conducted ethically, with permission obtained from the school and informed consent from the students' guardians. The treatment sessions were conducted during the regular class schedule to minimize disruption to the school's academic activities. This methodological framework ensured the reliability and validity of the study findings, aiming to provide meaningful contributions to the improvement of language instruction at the elementary level.

Data Analysis

The data analysis process involved descriptive and inferential statistical methods. Descriptive statistics such as mean scores and standard deviation were used to describe student performance in each group. To test the significance of the differences between the experimental and control groups, an independent samples t-test was conducted. The t-test allowed the researcher to determine whether the treatments had a statistically significant effect on the students' speaking ability.

RESULT AND DISCUSSION

This study aimed to examine the influence of the storytelling method and scaffolding learning on the speaking ability of fifth-grade students at SD Negeri 53 Malalin. The data were collected through posttests administered to both experimental and control groups. The posttest scores were analyzed using descriptive statistics and inferential analysis through independent sample t-tests.

The first finding concerns the effect of the storytelling method. The mean score of the experimental group taught using storytelling was 81.56, while the control group scored an average of 68.43. The standard deviation for the experimental group was 6.25, compared to 4.37 in the control group. An independent sample t-test revealed a t-value of 7.11, which was greater than the critical t-table value of ± 2.042 at a 0.05 significance level, indicating a statistically significant difference between the two groups.

The second finding focuses on the scaffolding learning approach. The experimental group that received scaffolding support achieved an average score of 85.94, while the control group remained at 68.43. The standard deviations were 4.55 and 4.37, respectively. The t-test result showed a t-value of 11.10, exceeding the critical value of 2.042. This confirms that scaffolding had a significant effect on improving students' speaking ability. The third analysis assessed the combined effect of storytelling and scaffolding methods. Students who experienced both approaches had a mean posttest score of 89.38, while the control group remained at 68.43. The standard deviation for the experimental group was 3.67, compared to 4.18 in the control group. The t-value was calculated at 14.92, again significantly higher than the t-table value, suggesting a strong and positive combined effect.

The statistical results for all three tests (storytelling, scaffolding, and combined application) consistently show a significant improvement in students' speaking ability. This demonstrates the effectiveness of these methods in enhancing verbal communication skills in elementary school learners. The following table summarizes the key statistical results:

Treatment Group	Mean	Std. Deviation	t-value	Significance
Storytelling vs. Control	81.56 / 68.43	6.25 / 4.37	7.11	Significant
Scaffolding vs. Control	85.94 / 68.43	4.55 / 4.37	11.10	Significant
Storytelling + Scaffolding vs. Control	89.38 / 68.43	3.67 / 4.18	14.92	Significant

These findings confirm the initial hypotheses that both storytelling and scaffolding methods, either individually or in combination, significantly affect students' speaking skills. In general, students in the experimental groups were observed to be more confident, fluent, and organized in their speech compared to those in the control group. This aligns with field notes and teacher observations collected during the study period. Overall, the results indicate that the implementation of interactive and supportive methods such as storytelling and scaffolding can produce meaningful improvements in students' speaking performance in primary education settings.

The findings of this study support the hypothesis that the storytelling method significantly improves students' speaking ability. This result is consistent with prior research by Fitriyah and Rachmawati (2020), who found that storytelling provides a meaningful context for language use and helps learners practice speaking in a natural, engaging way. The narrative structure of storytelling facilitates the development of coherent and fluent speech. Scaffolding, as another independent variable, also demonstrated a significant influence on students' speaking outcomes. This finding aligns with Vygotsky's theory of the Zone of Proximal Development and is supported by studies such as those by Wibowo (2019), which show that learners benefit from structured support in language tasks. In this study, scaffolding techniques such as modeling, feedback, and guided questioning enabled students to gradually gain control over their speaking skills. The combination of storytelling and scaffolding produced the highest mean score, indicating a synergistic effect. Students exposed to both methods not only engaged in meaningful language tasks through storytelling but also received consistent instructional support to organize their ideas and express them effectively. This combined approach appears to enhance both the content and structure of students' spoken output.

These findings highlight the importance of integrating emotionally engaging content with instructional support. Storytelling engages students' imagination and motivation, while scaffolding provides the practical tools needed to structure their speech. When applied together, they create a learning environment that is both supportive and stimulating. The improvement in students' confidence and willingness to speak, as observed in the experimental group, reinforces the affective benefits of both strategies. Students were more eager to participate in speaking activities and showed greater enthusiasm during class sessions. This aligns with research by Anderson (2009), who noted that motivation increases when students feel emotionally and cognitively supported.

Another critical insight is the potential for these methods to address common classroom challenges in rural or under-resourced schools like SD Negeri 53 Malalin. Traditional teacher-centered methods often fail to activate student participation. In contrast, the use of storytelling and scaffolding promotes student-centered learning and encourages peer interaction and collaboration. The results also suggest that teachers play a pivotal role in implementing these strategies effectively. Proper training and professional development in storytelling techniques and scaffolding practices are essential to maximize their impact. Teachers need to be able to design appropriate stories and provide just enough support to guide learners without hindering their independence. The discussion confirms that both storytelling and scaffolding are effective strategies for improving speaking ability among elementary school students. Their integration offers a comprehensive framework for developing verbal communication skills and should be considered in curriculum planning and teacher training programs aimed at improving language instruction at the primary level.

CONCLUSION

Based on the findings and analysis, it can be concluded that both the storytelling method and scaffolding learning have a significant positive impact on the speaking ability of fifth-grade students at SD Negeri 53 Malalin. Students who were taught using these methods demonstrated improved fluency, vocabulary usage, sentence structure, and confidence in verbal communication compared to those who received conventional instruction. Individually, the storytelling method provided students with an engaging context to practice speaking, allowing them to express ideas naturally and creatively. Scaffolding, on the other hand, offered structured guidance that helped students organize their thoughts and develop their speech systematically. When applied together, the combination of storytelling and scaffolding produced the most substantial improvement, indicating a synergistic effect on students' speaking performance. This study underscores the importance of using interactive and supportive teaching strategies in language instruction at the elementary level. The integration of storytelling and scaffolding should be considered a best practice for enhancing students' speaking skills and building their confidence in classroom communication. It is recommended that educators receive training in these methods to optimize their implementation and contribute to improved language outcomes in primary education.

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