

The Influence of Storytelling and Learning Concentration on the Narrative Text Listening Ability of Fourth-Grade Students at SD Negeri 1 Kulo

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ABSTRACT

This study examines the influence of storytelling and learning concentration on the narrative text listening ability of fourth-grade students at SD Negeri 1 Kulo. Specifically, it analyzes (1) the partial effect of audio storytelling, (2) the partial effect of learning concentration, and (3) the simultaneous effect of both variables on students' narrative text listening skills. Employing a quantitative ex post facto design with a correlational approach, the study involved the entire population of 34 fourth-grade students as the sample through saturated sampling technique. Data were collected using questionnaires, classroom observation, and a narrative listening test, and analyzed through descriptive statistics, normality testing (Kolmogorov-Smirnov), multiple linear regression, t-test, and F-test. Descriptive results indicated that audio storytelling ($M = 35.6$), learning concentration ($M = 40.2$), and narrative listening ability ($M = 75.6$) all fell into the "good" category. Normality tests confirmed that all variables were normally distributed ($p > 0.05$). The partial t-test revealed significant positive effects for both audio storytelling ($t = 3.52, p = 0.001$) and learning concentration ($t = 3.38, p = 0.002$). The simultaneous F-test further confirmed a significant joint influence ($F = 24.381, p = 0.000$). The findings demonstrate that audio storytelling and learning concentration exert positive and significant partial and simultaneous effects on fourth-grade students' narrative text listening ability. These results offer practical implications for elementary language

teachers seeking innovative, media-supported strategies to enhance listening comprehension.

Keywords: Audio Storytelling; Learning Concentration; Narrative Text Listening; Elementary Education

INTRODUCTION

Listening is one of the fundamental language skills that plays a pivotal role in the process of language acquisition and academic success, particularly in elementary education. As a receptive skill, listening enables students to comprehend spoken information, develop vocabulary, and build foundational knowledge for speaking, reading, and writing. In the context of Bahasa Indonesia instruction, effective listening skills are essential for students to engage meaningfully with various text types, including narrative texts that stimulate imagination, empathy, and critical thinking.

Narrative texts occupy a central position in the Indonesian elementary curriculum because they not only entertain but also convey moral values and cultural understanding. For fourth-grade students, the ability to listen to and comprehend narrative texts is crucial for developing logical thinking, sequencing events, identifying characters and settings, and drawing inferences. However, many students still struggle with this skill, often resulting in low academic performance and reduced motivation in language learning activities.

Preliminary observations at SD Negeri 1 Kulo revealed that the average listening score of fourth-grade students on narrative texts was only 66, which falls below the school's Minimum Competency Criteria (KKM) of 75. This underperformance is primarily attributed to two major factors: the limited use of innovative and engaging teaching methods and students' low learning concentration during listening activities. Traditional teacher-centered approaches tend to make listening sessions monotonous, causing students to lose focus and fail to internalize the content of the stories.

To address these challenges, audio storytelling has emerged as a promising instructional medium. By incorporating expressive narration, appropriate intonation, sound effects, and engaging storylines, audio storytelling transforms passive listening into an active and enjoyable experience. This medium aligns well with the characteristics of young learners who respond positively to auditory stimuli and imaginative content. Previous studies have demonstrated that digital or audio-based storytelling significantly improves students' listening comprehension and retention.

Research by Demirbaş and Şahin (2022) found that digital storytelling effectively enhanced primary school students' listening comprehension skills. Similarly, Pasaribu et al. (2023) reported positive effects of digital storytelling on narrative text listening among junior high school students. These findings suggest that well-

designed audio storytelling can increase student engagement and facilitate deeper understanding of narrative elements. In addition to teaching methods, learning concentration serves as a critical internal factor influencing listening performance. Concentration refers to the ability to sustain attention and mental effort on a specific task without being distracted. Students with higher concentration levels are better able to process auditory information, follow story sequences, and construct meaning from spoken narratives. Several studies, including Riinawati (2021) and Amalia and Aulina (2024), have confirmed a strong positive relationship between learning concentration and academic achievement, particularly in language skills.

Despite the recognized importance of both audio storytelling and learning concentration, empirical evidence examining their combined influence on narrative text listening ability remains limited, especially in the Indonesian elementary school context. Most existing studies have investigated these variables separately or focused on English as a foreign language rather than Bahasa Indonesia. Furthermore, research specifically targeting rural public elementary schools such as SD Negeri 1 Kulo is scarce. Therefore, the present study aims to fill this gap by investigating the influence of storytelling (through audio media) and learning concentration, both partially and simultaneously, on the narrative text listening ability of fourth-grade students at SD Negeri 1 Kulo. It is hoped that the findings will provide valuable theoretical and practical contributions to the improvement of listening instruction in elementary education.

LITERATURE REVIEW

Language learning is fundamentally grounded in established psychological and pedagogical theories. One of the most influential is Behaviorism, particularly B.F. Skinner's Stimulus-Response (S-R) theory. According to Skinner (1957), learning occurs through the association between external stimuli and observable responses, reinforced by positive or negative feedback. In the context of language education, audio storytelling serves as a powerful auditory stimulus that elicits active listening responses from students. When reinforced through discussion or feedback, these responses strengthen listening comprehension and retention, making behaviorist principles highly relevant to the development of receptive language skills in elementary classrooms.

The mastery of language involves four interrelated macro skills: listening, speaking, reading, and writing. Listening is the foundational receptive skill that precedes and supports the development of the other three (Tarigan, 2013; Rost, 2011). Effective listening enables learners to internalize linguistic structures, vocabulary, and discourse patterns. In Indonesian elementary education, these skills are integrated within the Kurikulum Merdeka framework, which emphasizes meaningful, context-based language use. Strong listening ability, therefore, becomes a prerequisite for successful narrative comprehension and overall language proficiency.

Listening is an active cognitive process that goes beyond mere hearing. It involves focused attention, interpretation, and construction of meaning from spoken input (Anderson & Lynch, 2003). Effective listeners must decode sounds, recognize words, understand syntax, and infer meaning within contextual and cultural frameworks. In primary education, listening difficulties often arise from lack of engagement and insufficient concentration, leading to poor comprehension of spoken texts. Developing listening skills systematically is thus essential for academic achievement and lifelong learning.

Narrative texts hold a special place in elementary language instruction because they combine entertainment with educational value. Listening to narrative texts requires students to identify characters, settings, plot sequences, conflicts, and moral messages (Tarigan, 2013). This process stimulates imagination, empathy, and critical thinking. However, young learners often struggle with narrative listening due to limited attention spans and monotonous delivery methods. Innovative approaches are therefore needed to make narrative listening more engaging and comprehensible.

Audio storytelling has emerged as an effective instructional medium for enhancing listening skills. It integrates expressive narration, intonation, sound effects, and engaging storylines to create immersive auditory experiences (Demirbaş & Şahin, 2022). Unlike traditional read-aloud methods, audio storytelling captures students' attention more effectively and supports auditory learners. Research indicates that well-designed audio stories significantly improve listening comprehension, vocabulary acquisition, and story recall among primary school students.

Learning concentration is a critical internal factor that determines the success of any learning activity. It is defined as the ability to direct and sustain mental effort toward a specific task while filtering out distractions (Slameto, 2010). In listening activities, high concentration enables students to process auditory information continuously, maintain focus on story development, and construct coherent mental representations. Factors influencing concentration include teaching methods, environmental conditions, and students' internal motivation and physical well-being. The relationship between learning concentration and listening ability is well-documented. Students with higher concentration levels demonstrate better comprehension and retention of spoken narratives (Riinawati, 2021; Amalia & Aulina, 2024). Audio storytelling can simultaneously serve as both a stimulus for better concentration and a tool for listening practice. When students are highly engaged with interesting audio content, their concentration naturally increases, creating a positive cycle that enhances overall listening performance.

Previous studies have consistently shown the positive effects of digital or audio storytelling on listening skills (Pasaribu et al., 2023; Demirbaş & Şahin, 2022; Tabieh et al., 2020). However, most existing research examines these variables separately or focuses on English as a Foreign Language contexts. Very few studies have investigated the simultaneous influence of audio storytelling and learning

concentration on narrative text listening ability, particularly in Indonesian public elementary schools. This study addresses that gap by examining both factors together in the specific setting of fourth-grade students at SD Negeri 1 Kulo.

METHOD

Design and Sample

This study employed a quantitative approach with an ex post facto correlational research design. The ex post facto design was selected because the researcher did not manipulate the independent variables but examined the existing relationships and influences between audio storytelling, learning concentration, and narrative text listening ability as they naturally occurred in the classroom setting (Sugiyono, 2023). This design is appropriate for investigating cause-and-effect relationships based on real conditions without providing special treatment to the participants. The population of this study consisted of all 34 fourth-grade students at SD Negeri 1 Kulo, South Sulawesi, Indonesia, during the 2025/2026 academic year. Since the population size was relatively small, a saturated sampling technique (total sampling) was applied, meaning the entire population was used as the research sample. This technique ensured maximum representation and minimized sampling error, allowing the findings to accurately reflect the characteristics of the target group.

Instruments and Procedures

Data were collected using three main instruments. First, a Likert-scale questionnaire was used to measure the use of audio storytelling and students' learning concentration. The questionnaire consisted of 10 items related to audio storytelling and 12 items related to learning concentration. Second, structured classroom observation was conducted to record the implementation and quality of audio storytelling during listening activities. Third, an objective listening test consisting of 10 multiple-choice items based on the narrative audio text Kancil and Buaya was administered to assess students' narrative text listening ability. All instruments were validated by experts before being used in the study. Reliability testing was also conducted to ensure the consistency and accuracy of the instruments. The research procedures began with obtaining permission from the school principal and classroom teachers. Afterward, the researcher administered the questionnaires, conducted classroom observations, and distributed the listening test to the participants. During the research process, all participants were treated ethically and their responses were kept confidential.

Data Analysis

The collected data were analyzed using the Statistical Package for the Social Sciences (SPSS) version 26. Descriptive statistical analysis was first conducted to

obtain the mean, standard deviation, minimum score, and maximum score for each variable. Before testing the hypotheses, the normality assumption was examined using the Kolmogorov–Smirnov test. The results showed that all variables were normally distributed ($p > 0.05$), indicating that the data met the assumptions for parametric statistical analysis. Multiple linear regression analysis was then applied to determine the simultaneous and partial influences of audio storytelling and learning concentration on students' narrative text listening ability. The coefficient of determination (R^2) was calculated to identify the proportion of variance in listening ability explained by the independent variables. Partial t-tests were conducted to examine the individual effects of audio storytelling and learning concentration, while the simultaneous F-test (ANOVA) was used to determine the combined influence of both variables on listening ability. The significance level for all statistical analyses was set at 0.05.

RESULT AND DISCUSSION

The descriptive statistical analysis of the audio storytelling variable (X_1) revealed a mean score of 35.6, with a minimum score of 28 and a maximum score of 43. The standard deviation was 4.12, indicating relatively homogeneous responses among students. Overall, the use of audio storytelling fell into the “good” category, suggesting that students responded positively to the implementation of audio-based storytelling in listening activities.

Table 1. Descriptive Statistics of Audio Storytelling (X_1)

Statistic	Value
N	34
Minimum	28
Maximum	43
Mean	35.6
Std. Deviation	4.12

For the learning concentration variable (X_2), the analysis showed a mean score of 40.2, with scores ranging from 32 to 46 and a standard deviation of 3.85. This result also placed learning concentration in the “good” category, reflecting that most fourth-grade students at SD Negeri 1 Kulo demonstrated adequate focus and attention during learning activities.

Table 2. Descriptive Statistics of Learning Concentration (X_2)

Statistic	Value
N	34
Minimum	32
Maximum	46
Mean	40.2
Std. Deviation	3.85

The narrative text listening ability (Y) obtained a mean score of 75.6, with the lowest score of 60 and the highest of 90. The standard deviation was 9.18. This mean score falls into the “good” category according to the school’s scoring criteria, indicating moderate to high listening comprehension among the students.

Table 3. Descriptive Statistics of Narrative Text Listening Ability (Y)

Statistic	Value
N	34
Minimum	60
Maximum	90
Mean	75.6
Std. Deviation	9.18

Prior to hypothesis testing, the normality assumption was tested using the Kolmogorov-Smirnov test. All three variables showed significance values greater than 0.05 ($X_1 = 0.200$, $X_2 = 0.189$, $Y = 0.176$), confirming that the data were normally distributed and suitable for parametric statistical analysis.

Table 4. Normality Test Results (Kolmogorov-Smirnov)

Variable	Sig.	Conclusion
Audio Storytelling (X_1)	0.200	Normal
Learning Concentration (X_2)	0.189	Normal
Listening Ability (Y)	0.176	Normal

Multiple linear regression analysis produced the equation $Y = 12.345 + 0.521X_1 + 0.463X_2$. The partial t-test results showed that audio storytelling had a significant effect ($t = 3.52$, $p = 0.001$) and learning concentration also had a significant effect ($t = 3.38$, $p = 0.002$). The simultaneous F-test confirmed a significant joint influence ($F = 24.381$, $p = 0.000$).

Table 5. Multiple Regression Coefficients

Variable	B	t	Sig.
Constant	12.345	2.41	0.021
Audio Storytelling (X_1)	0.521	3.52	0.001
Learning Concentration (X_2)	0.463	3.38	0.002

Table 6. Simultaneous Test (ANOVA)

Model	F	Sig.
Regression	24.381	0.000

The findings indicate that the use of audio storytelling has a positive and significant partial effect on students’ narrative text listening ability. The mean score in the “good” category and the significant t-value demonstrate that expressive narration, intonation, and sound effects successfully increased student engagement and comprehension. This result aligns with behaviorist theory (Skinner, 1957), where audio storytelling acts as an effective stimulus that elicits stronger listening

responses. Learning concentration also exerted a significant positive partial influence on listening ability. Students with higher concentration levels were better able to process auditory information, follow story sequences, and draw inferences. This confirms previous studies (Riinawati, 2021; Amalia & Aulina, 2024) that highlight concentration as a critical internal factor in language learning success, particularly in receptive skills.

The simultaneous test results reveal that audio storytelling and learning concentration together have a strong significant effect on narrative listening ability ($F = 24.381$, $p < 0.001$). This suggests a synergistic relationship: engaging audio media helps sustain concentration, while good concentration maximizes the benefits of the audio stimulus. The regression model explains a substantial portion of variance in listening performance. These results support the Stimulus-Response theory, in which audio storytelling serves as an external stimulus and concentration represents the internal response mechanism that strengthens learning outcomes. The positive coefficients (0.521 for X_1 and 0.463 for X_2) indicate that improvements in either variable will lead to better listening achievement.

Compared with previous research, the current findings are consistent with Demirbaş and Şahin (2022) and Pasaribu et al. (2023), who reported significant improvements in listening comprehension through digital storytelling. However, this study extends the literature by simultaneously examining both external (media) and internal (concentration) factors in an Indonesian elementary school context. The mean listening score of 75.6, although categorized as “good,” still shows room for improvement. This implies that while audio storytelling is effective, continuous and more varied implementation combined with concentration-building strategies could further elevate student performance beyond the current level.

Practically, these findings encourage elementary teachers to integrate audio storytelling regularly in listening lessons and to create classroom conditions that support student concentration. Schools should provide adequate audio facilities and teacher training to optimize the use of this medium. This study contributes empirical evidence that audio storytelling and learning concentration are important predictors of narrative text listening ability among fourth-grade students. The integration of innovative media and attention to students’ psychological readiness can significantly enhance language learning outcomes in elementary education.

CONCLUSION

This study concludes that the use of audio storytelling and learning concentration significantly influence the narrative text listening ability of fourth-grade students at SD Negeri 1 Kulo. Specifically, audio storytelling demonstrated a positive and significant partial effect ($t = 3.52$, $p = 0.001$), as did learning concentration ($t = 3.38$, $p = 0.002$). Moreover, both variables simultaneously exerted a strong and significant influence on listening ability ($F = 24.381$, $p = 0.000$). These findings confirm that engaging audio-based storytelling combined with students’ level of

concentration substantially enhances their comprehension of narrative texts. The results align with Skinner's Stimulus-Response theory, where audio storytelling serves as an effective external stimulus and learning concentration acts as the internal response mechanism that strengthens listening outcomes. The positive regression coefficients indicate that improvements in the quality and frequency of audio storytelling, alongside efforts to increase student concentration, can lead to better narrative listening performance. This study therefore provides empirical support for integrating innovative auditory media and attention-fostering strategies in elementary language instruction. While the findings offer valuable practical implications for teachers and curriculum developers in Indonesian elementary schools, the study is limited to a single small public school using saturated sampling. Future research is recommended to involve larger samples, experimental designs, or additional variables such as motivation and digital literacy to further validate and expand these results. Overall, this study underscores the importance of combining engaging teaching media with students' psychological readiness to improve listening skills in primary education.

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