

The Influence of Storytelling Activities and Self-Confidence on the Speaking Ability of Fifth-Grade Students at SD Muhammadiyah Makkoring

Abdul Rauf

abdulrauf.sdm@gmail.com

Nuraini K

nurainikasman@gmail.com

Yusmah

yusmah.umsrappang@gmail.com

Jamaluddin Ahmad

jahmadlado@yahoo.co.id

Muhammad Hanafi

afied70@gmail.com

Jumiati

jumiatilanta@gmail.com

Universitas Muhammadiyah Sidenreng Rappang

ABSTRACT

This study aimed to determine the influence of storytelling activities and self-confidence on the speaking ability of fifth-grade students at SD Muhammadiyah Makkoring. This research employed a quantitative approach using a pre-experimental design in the form of a one-group pretest–posttest design. The population of this study consisted of all fifth-grade students at SD Muhammadiyah Makkoring, totaling 20 students. Since the population was relatively small, all students were selected as the research sample through total sampling. Data were collected through speaking ability tests, self-confidence questionnaires, observation, and documentation. The data were analyzed using descriptive and inferential statistics with the assistance of IBM SPSS Statistics software. The results showed that storytelling activities had a significant influence on students' speaking ability. This was indicated by an increase in the students' average speaking ability score from 61.35 in the pretest to 79.65 in the post-test after the storytelling treatment was implemented. The t-test result showed a significance value of $0.000 < 0.05$. Self-confidence also had a significant influence on students' speaking ability, as indicated by an increase in the average score from 61.35 to 86.30 after self-confidence reinforcement was provided, with a significance value of $0.000 < 0.05$. Furthermore, storytelling activities and self-confidence simultaneously had a significant influence on the speaking ability of fifth-grade students at SD Muhammadiyah Makkoring. Based on these findings, it can be concluded that storytelling activities and self-confidence can improve students' speaking

ability, both individually and simultaneously. Therefore, storytelling activities and self-confidence reinforcement can be used as alternative learning strategies to enhance elementary school students' speaking ability.

Keywords: Storytelling Activities; Self-Confidence; Speaking Ability

INTRODUCTION

Speaking ability is one of the essential language skills that must be developed from the early stages of education. In language learning, students are expected not only to understand written and spoken texts but also to express ideas, feelings, opinions, and information orally. Speaking plays an important role in daily communication because it allows students to interact with others, participate in classroom activities, and demonstrate their understanding of learning materials. In the context of elementary education, speaking ability becomes a foundation for students to develop confidence, social interaction, and academic communication skills.

In Indonesian language learning at the elementary school level, speaking is considered an important skill because students are trained to communicate clearly, fluently, and meaningfully. Through speaking activities, students learn how to organize ideas, choose appropriate vocabulary, use correct pronunciation, and deliver messages effectively. However, speaking ability does not develop automatically. It requires continuous practice, supportive learning environments, and appropriate teaching strategies that encourage students to speak actively. Therefore, teachers need to create learning activities that provide students with opportunities to express themselves orally.

In reality, many elementary school students still experience difficulties in speaking, especially when they are asked to speak in front of their classmates or teachers. Some students feel shy, nervous, afraid of making mistakes, or unsure about what they want to say. These conditions often make students passive during learning activities and reduce their willingness to participate in oral communication. As a result, their speaking ability does not develop optimally. This situation shows that speaking problems are not only related to language mastery but also to psychological factors that influence students' courage and readiness to communicate.

One of the psychological factors that strongly affects students' speaking ability is self-confidence. Students with good self-confidence tend to be more willing to express their ideas, answer questions, tell stories, and participate in classroom discussions. On the other hand, students with low self-confidence often hesitate to speak because they are afraid of being laughed at, criticized, or corrected by others. Self-confidence helps students believe in their own ability to communicate, making them more active and comfortable in speaking activities. Therefore, strengthening students' self-confidence is an important part of improving their speaking performance.

In addition to self-confidence, the teaching strategy used by the teacher also has a significant role in improving students' speaking ability. One effective and enjoyable strategy that can be applied in elementary school is storytelling. Storytelling activities allow students to practice speaking through the process of telling or retelling stories using their own words. This activity involves pronunciation, intonation, facial expression, body movement, imagination, and the ability to arrange ideas in a logical sequence. Through storytelling, students can learn to speak in a more natural, meaningful, and enjoyable way.

Storytelling is also relevant to the characteristics of elementary school students because children generally enjoy stories, imagination, and creative activities. When students are involved in storytelling, they do not only memorize words or sentences, but also understand the content of the story and express it orally. This process can enrich their vocabulary, improve sentence structure, train fluency, and develop courage to speak in front of others. Furthermore, storytelling can create an interactive classroom atmosphere where students feel more motivated to learn and communicate. Thus, storytelling can be used as an alternative learning activity to support the development of students' speaking skills.

The combination of storytelling activities and self-confidence is believed to have a strong influence on students' speaking ability. Storytelling provides students with practical opportunities to speak, while self-confidence supports their courage and willingness to perform. Students who frequently practice storytelling may gradually become more confident because they are accustomed to expressing ideas orally. At the same time, students with higher self-confidence are more likely to participate actively in storytelling activities. This relationship shows that speaking ability can be improved through learning activities that combine linguistic practice and psychological encouragement.

Based on the explanation above, this study focuses on the influence of storytelling activities and self-confidence on the speaking ability of fifth-grade students at SD Muhammadiyah Makkoring. This topic is important because speaking ability is a fundamental skill that supports students' academic and social development. By investigating the influence of storytelling activities and self-confidence, this study is expected to provide useful insights for teachers in designing effective, creative, and student-centered speaking learning strategies. Therefore, storytelling activities and self-confidence reinforcement may become practical alternatives to improve elementary school students' speaking ability.

LITERATURE REVIEW

Speaking ability is one of the main components of language skills that plays an important role in students' academic and social development. In language learning, speaking is not merely the ability to pronounce words, but also the ability to express ideas, opinions, feelings, and information clearly and effectively. Students with good speaking ability are able to organize their thoughts, choose appropriate

vocabulary, use proper pronunciation, and deliver messages in a way that can be understood by listeners. Therefore, speaking ability should be developed continuously, especially at the elementary school level, because it becomes the foundation for students' communication competence in later stages of education.

In the context of elementary education, speaking ability is closely related to students' confidence, classroom participation, and learning achievement. Many students understand the learning material but find it difficult to express their ideas orally. This condition may occur because they lack vocabulary, have limited speaking practice, or feel afraid of making mistakes in front of others. Speaking activities in the classroom should therefore be designed to provide students with repeated opportunities to speak in a supportive and enjoyable atmosphere. Through regular practice, students can gradually improve their fluency, clarity, pronunciation, and courage in oral communication.

Storytelling is one of the learning activities that can be used to improve students' speaking ability. Storytelling refers to the oral activity of delivering or retelling a story to listeners by using voice, intonation, facial expression, gestures, and body movement. In language learning, storytelling is considered an effective strategy because it encourages students to speak naturally and meaningfully. Through storytelling, students do not only memorize sentences, but also understand the story, arrange ideas, and communicate messages to others. This activity can help students develop language competence, imagination, creativity, and confidence.

Storytelling activities are particularly suitable for elementary school students because children are generally interested in stories, characters, imagination, and creative expression. When students are asked to tell or retell a story, they are encouraged to use language actively. They learn how to begin a story, develop events, describe characters, and conclude the story in a clear sequence. In addition, storytelling allows students to practice pronunciation, fluency, intonation, expression, and nonverbal communication. As a result, storytelling can create a learning environment that is not only educational but also enjoyable and motivating for students.

Self-confidence is another important factor that influences students' speaking ability. Self-confidence refers to an individual's belief in his or her ability to perform a task successfully. In speaking activities, students with high self-confidence tend to be more courageous, active, and willing to express their ideas in front of others. They are less afraid of making mistakes and more prepared to participate in classroom communication. Conversely, students with low self-confidence often feel nervous, shy, hesitant, and afraid of being criticized. These psychological barriers can prevent students from speaking fluently even when they have adequate language knowledge.

The relationship between self-confidence and speaking ability shows that speaking performance is influenced not only by linguistic competence but also by

psychological readiness. Students who believe in their ability to speak are more likely to participate in discussions, answer questions, tell stories, and present ideas. Self-confidence helps students reduce anxiety and increases their willingness to communicate. Therefore, teachers need to provide positive reinforcement, appreciation, encouragement, and opportunities for students to speak in a safe learning environment. By strengthening self-confidence, students can become more active and expressive in oral communication.

The integration of storytelling activities and self-confidence can provide a strong foundation for improving students' speaking ability. Storytelling gives students practical opportunities to speak, while self-confidence supports their courage to perform in front of others. When students repeatedly participate in storytelling activities, they become more familiar with speaking situations and gradually overcome fear or nervousness. At the same time, increased self-confidence helps students deliver stories more fluently, clearly, and expressively. Thus, storytelling and self-confidence are interconnected variables that can support the development of students' oral communication skills.

Previous studies and theoretical discussions indicate that storytelling activities and self-confidence have positive effects on students' speaking ability. Storytelling trains students to organize ideas, use language creatively, and communicate orally, while self-confidence encourages students to speak bravely and actively. In the present study, these two variables are examined in relation to the speaking ability of fifth-grade students at SD Muhammadiyah Makkoring. The literature suggests that the combination of creative learning activities and psychological reinforcement can become an effective strategy to improve elementary school students' speaking performance.

Method

Design and Sample

This study employed a quantitative research approach to measure and analyze the influence of storytelling activities and self-confidence on students' speaking ability. The quantitative approach was considered appropriate because the data were collected in numerical form and analyzed statistically to determine whether the independent variables significantly affected the dependent variable. The independent variables in this study were storytelling activities and self-confidence, while the dependent variable was the speaking ability of fifth-grade students at SD Muhammadiyah Makkoring. The research design used in this study was a pre-experimental design in the form of a one-group pretest–posttest design. This design involved only one group without a control group. Students were first given a pre-test to measure their initial speaking ability before the treatment was implemented. Afterward, they received treatment through storytelling activities and self-confidence reinforcement. At the end of the treatment, post-tests were administered to determine the improvement in students' speaking ability. Through this design,

the researcher was able to compare students' speaking performance before and after the treatment. The population of this study consisted of all fifth-grade students at SD Muhammadiyah Makkoring. The total number of students was 20, consisting of male and female students. Because the population was relatively small, total sampling was used, meaning that all members of the population were selected as the research sample. Therefore, the sample of this study consisted of 20 fifth-grade students.

Instruments and Procedures

The data collection techniques used in this study consisted of speaking ability tests, self-confidence questionnaires, observation, and documentation. The speaking ability test was used to measure students' oral performance before and after the treatment. In this test, students were asked to speak or retell a story orally in front of the class. Their speaking ability was assessed based on fluency, clarity of ideas, organization of speech, verbal and nonverbal expression, and courage in speaking. The self-confidence questionnaire was used to measure students' confidence in speaking, particularly their courage, comfort, and willingness to express ideas orally. Observation was conducted during the learning process to record students' participation, courage, expression, and involvement in storytelling activities. Documentation was also used as supporting evidence and included students' scores, classroom activity records, photographs of learning activities, observation sheets, and other relevant school documents.

The research procedure was conducted in several stages. First, the researcher administered a pre-test to identify students' initial speaking ability. Second, storytelling activities were implemented as the treatment, in which students were guided to tell or retell stories orally in front of the class. Third, a post-test was administered after the storytelling activities to measure the improvement in students' speaking ability. Fourth, self-confidence reinforcement was provided through encouragement, motivation, classroom interaction, and speaking practice. Finally, another post-test was conducted to identify the effect of self-confidence reinforcement on students' speaking ability.

Data Analysis

The data obtained from the research were analyzed using descriptive and inferential statistics with the assistance of IBM SPSS Statistics software. Descriptive statistics were used to calculate the mean score, highest score, lowest score, standard deviation, and percentage of improvement in students' speaking ability. Inferential statistics were used to test the research hypotheses. A paired sample t-test was applied to determine the significant difference between the pre-test and post-test scores. In addition, multiple linear regression analysis was used to determine the simultaneous influence of storytelling activities and self-confidence on students' speaking ability. The significance level used in this study was 0.05. If the significance value was lower than 0.05, the hypothesis was accepted, indicating that

storytelling activities and self-confidence reinforcement had a significant influence on students' speaking ability.

RESULT AND DISCUSSION

The results of this study showed that the speaking ability of fifth-grade students at SD Muhammadiyah Makkoring improved after the implementation of storytelling activities and self-confidence reinforcement. The students' initial speaking ability was measured through a pre-test before the treatment was given. After that, students participated in storytelling activities and received self-confidence reinforcement through classroom speaking practice, motivation, and encouragement. The comparison between the pre-test and post-test scores showed a positive increase in students' speaking performance.

Before the treatment, the students' average speaking ability score was 61.35. This score indicated that students' speaking ability was still relatively low. At this stage, several students still had difficulties speaking fluently, organizing ideas, using proper intonation, and showing confidence when speaking in front of the class. Some students were also hesitant to express their opinions because they were afraid of making mistakes.

After the implementation of storytelling activities, the students' average score increased to 79.65. This improvement showed that storytelling activities had a positive effect on students' speaking ability. Through storytelling, students had more opportunities to practice speaking, retell stories, organize ideas, use expressions, and deliver messages orally. The improvement also indicated that students became more active and confident in participating in speaking activities. The result of the t-test showed a significance value of 0.000, which was lower than 0.05. This means that the influence of storytelling activities on students' speaking ability was statistically significant. Therefore, the first hypothesis stating that storytelling activities influence students' speaking ability was accepted. This finding proves that storytelling can be used as an effective learning activity to improve elementary school students' oral communication skills.

Table 1. Students' Speaking Ability Before and After Storytelling Activities

Test	Mean Score	Description
Pre-test	61.35	Initial speaking ability before treatment
Post-test after storytelling activities	79.65	Speaking ability after storytelling treatment
Score increase	18.30	Improvement after storytelling activities
Significance value	0.000 < 0.05	Significant

The results also showed that self-confidence had a significant influence on students' speaking ability. After self-confidence reinforcement was provided, the students' average score increased from 61.35 to 86.30. This increase showed that students who received encouragement, motivation, and opportunities to speak became more confident in expressing their ideas. They were more willing to speak in front of the class and were less afraid of making mistakes.

The t-test result for self-confidence also showed a significance value of 0.000, which was lower than 0.05. This means that self-confidence had a statistically significant influence on students' speaking ability. Therefore, the second hypothesis stating that self-confidence influences students' speaking ability was accepted. This finding indicates that psychological factors, especially confidence, play an important role in students' speaking performance.

Table 2. Students' Speaking Ability Before and After Self-Confidence Reinforcement

Test	Mean Score	Description
Pre-test	61.35	Initial speaking ability before treatment
Post-test after self-confidence reinforcement	86.30	Speaking ability after confidence reinforcement
Score increase	24.95	Improvement after self-confidence reinforcement
Significance value	0.000 < 0.05	Significant

Furthermore, storytelling activities and self-confidence simultaneously had a significant influence on the speaking ability of fifth-grade students at SD Muhammadiyah Makkoring. The increase in students' speaking scores showed that speaking ability developed better when students were provided with both practical speaking activities and psychological support. Storytelling helped students practice oral language, while self-confidence helped them overcome fear, nervousness, and hesitation.

The findings of this study indicate that storytelling activities are effective in improving students' speaking ability. Storytelling provides students with meaningful speaking practice because they are required to understand a story, arrange the sequence of events, and deliver it orally to others. This process trains students to speak more fluently and systematically. In addition, storytelling also encourages students to use appropriate intonation, facial expressions, and gestures, which are important aspects of effective speaking. The improvement from 61.35 to 79.65 after storytelling activities shows that students benefited from repeated speaking practice. Before the treatment, many students were still passive and lacked confidence in speaking. However, after being involved in storytelling activities, they became more active in expressing ideas and more comfortable speaking in

front of their classmates. This proves that storytelling can create a learning atmosphere that is enjoyable, interactive, and supportive for elementary school students.

Storytelling also helps students develop their vocabulary and sentence organization. When students retell a story, they need to choose words, arrange sentences, and connect ideas logically. These activities train students to communicate messages clearly. Therefore, storytelling does not only improve fluency but also strengthens students' ability to structure ideas in oral communication. This is important because speaking ability is not only about producing words but also about delivering meaning effectively. The findings also show that self-confidence has a strong influence on students' speaking ability. The increase from 61.35 to 86.30 after self-confidence reinforcement indicates that students' psychological readiness plays an important role in speaking performance. Students who believe in their ability tend to be braver, more active, and more willing to speak. On the other hand, students with low confidence often experience fear, anxiety, and hesitation, which can limit their speaking ability.

Self-confidence reinforcement helped students reduce their fear of speaking in public. Through motivation, encouragement, appreciation, and repeated speaking opportunities, students became more comfortable expressing their ideas. This shows that teachers have an important role in building a positive classroom environment. When students feel safe and appreciated, they are more likely to participate actively in speaking activities. The simultaneous influence of storytelling activities and self-confidence shows that speaking ability is affected by both learning strategies and psychological factors. Storytelling provides the technical and linguistic practice needed to improve speaking, while self-confidence provides the emotional support needed to perform well. When these two aspects are combined, students can develop their speaking ability more effectively.

This finding suggests that teachers should not focus only on language materials but also on students' emotional readiness. Speaking activities should be designed to help students practice language while also building their courage. Storytelling is suitable for this purpose because it allows students to speak creatively, expressively, and enjoyably. At the same time, teachers can strengthen students' confidence by giving positive feedback and creating a supportive learning atmosphere. Overall, the results of this study confirm that storytelling activities and self-confidence reinforcement can be used as alternative strategies to improve elementary school students' speaking ability. The findings imply that teachers should integrate storytelling into language learning and provide continuous support to build students' confidence. By doing so, students can become more fluent, expressive, confident, and active in oral communication.

CONCLUSION

Based on the results of the study, it can be concluded that storytelling activities have a significant influence on the speaking ability of fifth-grade students at SD Muhammadiyah Makkoring. This is shown by the increase in students' average speaking ability score from 61.35 in the pre-test to 79.65 in the post-test after the implementation of storytelling activities. The significance value of $0.000 < 0.05$ indicates that the improvement was statistically significant. Therefore, storytelling can be considered an effective learning strategy to help students improve their fluency, pronunciation, organization of ideas, expression, and courage in speaking. The findings also show that self-confidence has a significant influence on students' speaking ability. After self-confidence reinforcement was provided, the students' average score increased from 61.35 to 86.30, with a significance value of $0.000 < 0.05$. This result indicates that students who have stronger self-confidence are more willing to speak, express their ideas, and participate actively in classroom communication. Self-confidence helps students reduce fear, nervousness, and hesitation, which often become obstacles in oral communication. Thus, improving students' speaking ability requires not only language practice but also psychological support. Furthermore, storytelling activities and self-confidence simultaneously have a significant influence on students' speaking ability. Storytelling provides students with meaningful opportunities to practice speaking, while self-confidence encourages them to perform more bravely and actively. The combination of these two aspects supports the development of students' oral communication skills in a more effective and enjoyable way. Therefore, storytelling activities and self-confidence reinforcement can be used as alternative learning strategies to improve elementary school students' speaking ability, especially in Indonesian language learning at the elementary school level.

REFERENCES

- Asnih, Hanafi, M., Yusmah, Kasman, N., Aswadi, & Ahmad, J. (2026). The effect of reading habits at home and the availability of reading materials on the reading literacy ability of sixth-grade students at UPT SD Negeri 1 Kulo. *INTERACTION: Jurnal Pendidikan Bahasa*, 13(1), 849–858. <https://doi.org/10.36232/interactionjournal.v13i1.5676>
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. W. H. Freeman and Company.
- Brown, H. D. (2014). *Principles of language learning and teaching* (6th ed.). Pearson Education.
- Darmuki, A. (2020). Peningkatan kemampuan berbicara menggunakan metode diskusi kelompok. *Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 9(2), 45–53.
- Djamarah, S. B. (2018). *Psikologi belajar*. Rineka Cipta.
- Emzir. (2017). *Metodologi penelitian pendidikan: Kuantitatif dan kualitatif*. Rajawali Pers.

- Fitriyani, R. (2021). Pengaruh kepercayaan diri terhadap kemampuan berbicara siswa sekolah dasar. *Jurnal Pendidikan Dasar*, 5(1), 22–31.
- Harmer, J. (2015). *The practice of English language teaching* (5th ed.). Pearson Education.
- Hidayat, R. (2022). Pengaruh mendongeng terhadap keterampilan berbicara dan membaca siswa sekolah dasar. *Jurnal Pendidikan Bahasa*, 11(2), 90–101.
- Iskandarwassid, & Sunendar, D. (2018). *Strategi pembelajaran bahasa*. Remaja Rosdakarya.
- Iswati, R. (2022). Peran kepercayaan diri terhadap peningkatan kemampuan berbicara siswa sekolah dasar. *Jurnal Pendidikan Indonesia*, 6(3), 112–120.
- Kurniawati, D. (2020). Pengaruh storytelling terhadap kemampuan berbicara siswa. *Jurnal Bahasa dan Sastra*, 8(1), 55–63.
- Kuśnierek, A. (2015). Developing students' speaking skills through role play. *World Scientific News*, 7, 73–111.
- Leong, L.-M., & Ahmadi, S. M. (2017). An analysis of factors influencing learners' English speaking skill. *International Journal of Research in English Education*, 2(1), 34–41.
- Mariani Binti Aripin, Hanafi, M., Aswadi, Ahmad, J., Kasman, N., & Yusmah. (2026). Development of a deep learning-based short story listening learning model for fifth-grade students at SD Negeri 2 Kulo. *INTERACTION: Jurnal Pendidikan Bahasa*, 13(1), 939–954. <https://doi.org/10.36232/interactionjournal.v13i1.5826>
- Musfiroh, T. (2018). *Bercerita untuk anak usia dini*. Grasindo.
- Ngalimun. (2017). *Strategi pembelajaran bahasa Indonesia*. Parama Ilmu.
- Nunan, D. (2015). *Practical English language teaching*. McGraw-Hill Education.
- Richards, J. C. (2015). *Teaching listening and speaking: From theory to practice*. Cambridge University Press.
- Sari, N. P. A. (2020). Pengaruh kegiatan mendongeng terhadap kemampuan berbicara siswa kelas V SD Negeri 2 Denpasar. *Jurnal Pendidikan Dasar*, 4(2), 88–96.
- Sari, P., & Subagia, I. M. (2020). Mendongeng sebagai strategi pengembangan komunikasi verbal dan nonverbal anak. *Jurnal Pendidikan Anak*, 9(1), 33–40.
- Schunk, D. H. (2012). *Learning theories: An educational perspective*. Pearson Education.
- Slameto. (2018). *Belajar dan faktor-faktor yang mempengaruhinya*. Rineka Cipta.
- Sugiyono. (2019). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.
- Tarigan, H. G. (2015). *Berbicara sebagai suatu keterampilan berbahasa*. Angkasa.
- Thornbury, S. (2017). *How to teach speaking*. Pearson Education.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.