

## Improving The Listening Ability Of Grade Iv Students Through The Storytelling Learning Model In Indonesian Language Learning At SDN 2 Selengen

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### Abstract

The low listening skills of elementary students are often caused by the limited variation in teaching models used by teachers, the lack of instructional media, and the low level of students' learning interest and motivation. This study aimed to improve the listening skills of fourth-grade students through the implementation of the Storytelling Learning Model in Indonesian language learning. This study employed Classroom Action Research (CAR), which was conducted in two cycles. Each cycle consisted of four stages: planning, action, observation, and reflection. The research subjects were 20 fourth-grade students of SDN 2 Selengen. Data were collected through observation, interviews, documentation, and a formative test based on an assessment rubric covering content comprehension, answer accuracy, retelling ability, moral message determination, and neatness/completeness. Success indicators were set at a Minimum Completion Criterion (KKM) of 75 for individual students and 80% classical completion. The data were analyzed using descriptive quantitative and descriptive qualitative methods. The findings revealed that the implementation of the storytelling learning model improved students' listening skills significantly. In the pre-cycle, the classical learning mastery was only 20%, with 4 students achieving mastery. After the implementation of Cycle I, the classical mastery increased to 45%, with 9 students achieving mastery. Furthermore, in Cycle II, the classical mastery increased to 90%, indicating that the majority of students had achieved the Minimum Mastery Criterion (MMC). In addition to improving learning outcomes, the storytelling learning model also enhanced students' attention, concentration, active participation, and enthusiasm throughout the learning process. Therefore, the storytelling learning model proved to be effective in improving the listening skills of fourth-grade students at SDN 2 Selengen in the 2025/2026 Academic Year.

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## 1. INTRODUCTION

Indonesian plays a strategic role in developing students' abilities at the elementary school level. As a means of communication, both verbally and in writing, Indonesian language learning aims to equip students to understand and express information, ideas, and feelings effectively (Linggasari, Egah, & Rochaendi, 2022). Comprehensive mastery of both the mother tongue and the national language support students' scientific, technological, and sociocultural development. Therefore, language learning is directed towards interactive, inspiring, and enjoyable activities that encourage active student participation (Kemendikbudristek, 2022).

Mastery of the Indonesian language encompasses four key, closely interrelated skills: listening, speaking, reading, and writing. Among these four skills, listening plays a key role as the initial foundation for language and information acquisition. Listening is the basic ability to receive, understand, interpret, and respond to messages conveyed through speech or sound (Ubaidillah & Masripah, 2025). Without adequate mastery of listening skills, students will experience difficulty

in understanding the learning material as a whole, which in turn will negatively impact the development of their speaking, reading, and writing skills (Amri et al., 2024).

According to Logan and Loban (in Nurfatimah et al., 2024), listening requires high levels of concentration and attention to ensure optimal reception and comprehension of the information conveyed. Listening is not merely a passive act of hearing; it also involves cognitive processes such as understanding, interpreting, and concluding the information received. This aligns with Ramdani and Rahayu's (2024) assertion that listening skills are an essential foundation for building effective communication in children. Children with good listening skills tend to more easily understand instructions, stories, and everyday conversations.

Despite the high urgency of listening, empirical conditions in the field show a different reality. Based on the results of initial observations and pre-research conducted in grade IV of SDN 2 Selengen in the 2025/2026 academic year, it was found that students' listening skills are still very low. This is evidenced by classical completion data in the pre-cycle stage, which only reached 20% (only 4 out of 20 students passed the KKM). Most students still have difficulty understanding messages conveyed by teachers orally, are less able to grasp the essence of the story, and are passive in responding to questions related to the material.

An interview with the class teacher, Mrs. Baiq Ainun Nasuha, S.Pd., revealed several root causes of this low listening ability. These factors include: (1) predominantly conventional teaching models and methods (lectures) that are less engaging, (2) minimal use of interactive and audiovisual learning media, (3) low student focus and motivation, characterized by a tendency to play alone when the teacher explains the material, and (4) a lack of structured listening practice (Pratiwi & Setiawan, 2022; Nurjanah & Wahyuni, 2023). If these problems are left untreated, it is feared that they will hinder the achievement of comprehensive learning objectives at higher levels.

As a strategic effort to address these issues, researchers implemented a storytelling learning model. Storytelling is the activity of verbally recounting a narrative or event with the aim of fostering students' interest, imagination, and emotional engagement (Asrul & Rahmawati, 2022). This model is considered highly effective for elementary school-aged children because, psychologically, children have a natural affinity for stories. Through storytelling, learning is packaged in a contextual narrative, making it easier for students to understand, remember, and internalize (Supriyadi, 2017).

The choice of storytelling model is also based on Vygotsky's Sociocultural Theory, which emphasizes that the learning process occurs through social interactions between individuals and their environment (Kurniati, 2025). In storytelling, there is a Zone of Proximal Development (ZPD) where the teacher acts as a facilitator, providing scaffolding (cognitive assistance) through storyline, intonation, and visual media (Furoivisha & Muhimmah, 2026; Etnawati, 2022). The interactions that develop during storytelling and question-and-answer sessions will stimulate students' cognitive abilities and analytical skills regarding the messages they hear (Tinawa et al., 2024; Robin, 2021).

Several previous relevant studies have demonstrated the effectiveness of the storytelling model. Kiki (2023) concluded in her literature review that a story-based approach can create a fun learning environment and facilitate critical thinking. Jannah and Nurmayani (2023) found a significant improvement in listening skills through paired storytelling techniques. Similarly, Baitullah et al. (2025), Dita et al. (2023), and Lestari et al. (2024) reported a surge in classical learning achievement in elementary school students following storytelling intervention.

However, most of these prior studies examined storytelling as a stand-alone verbal technique or paired-practice method, and were largely conducted at the middle- and upper-grade levels; comparatively little attention has been given to fourth-grade learners or to storytelling integrated with digital visual media such as a smartboard within a Classroom Action Research design. This gap is what the present study addresses, offering novelty in both the grade-level context and the media-integrated storytelling approach applied at SDN 2 Selengen.

Based on the rationale above, this study focuses on the application of a storytelling learning model integrated with digital visual media (smartboard) to improve listening skills for a story

entitled "Scratch-Scratch" in fourth-grade students. It is hoped that this study can enrich the repertoire of Indonesian language learning methodologies, while providing concrete solutions for teachers in managing active, communicative, and meaningful classes.

## 2. RESEARCH METHOD

This study used a Classroom Action Research (CAR) design. According to Arikunto (2018), CAR is research conducted by teachers or researchers in the classroom through self-reflection with the aim of improving the quality of the learning process and enhancing student learning outcomes. CAR is reflective and collaborative research, focusing on solving real-world problems in the classroom (Darmadi et al., 2024; Rahayu & Saskia, 2025).

The research location was determined at Selengen 2 Public Elementary School, located in Tampes Hamlet, Selengen Village, Kayangan District, North Lombok Regency, West Nusa Tenggara Province. The research was conducted in the even semester of the 2025/2026 academic year, from March to June. The subjects in this study were 20 students in grade IV B, with a representative composition of boys and girls. This class selection was based on the results of initial observations that showed low student listening skills as a class.

The research procedure design refers to the spiral cycle model developed by Kemmis and McTaggart (2014), which consists of four main stages in each cycle: Planning, Action, Observation, and Reflection. This research was designed in two action cycles. In the planning stage, the researcher developed a differentiated teaching module containing a storytelling scenario, prepared media (smartboard/laptop), and assessment instruments. In the implementation stage, the teacher demonstrated the media-assisted storytelling model, followed by the provision of Student Worksheets (LKPD). The observation stage was carried out in a participatory manner to monitor class dynamics, and the reflection stage was used to evaluate achievements and formulate improvements (Saadi, 2025).

Data collection techniques used a combination of tests and non-tests. Formative tests were given at the end of each cycle (post-test) to quantitatively measure listening skills based on an assessment rubric (including: content comprehension, answer accuracy, retelling ability, moral message determination, and neatness/completeness). Non-test instruments included teacher and student activity observation sheets, interviews, and visual documentation (activity photos). The listening skill assessment instrument was constructed as an essay-based worksheet (LKPD) consisting of five scored components: content comprehension, answer accuracy, retelling ability, moral message determination, and neatness/completeness, each scored on a scale of 1-20 to produce a maximum total of 100. Prior to use, the instrument was reviewed for content validity by two lecturers with expertise in elementary Indonesian language education and was piloted with a small group of students outside the research sample; items that were ambiguous or did not adequately discriminate between high- and low-performing students were revised accordingly.

Data analysis was conducted using comparative descriptive analysis. Quantitative data from the test results were processed to determine individual scores and the percentage of classical completion. The formula used was (Final Score = (Achieved Score / Maximum Score) x 100). The individual success indicator (Minimum Completion Criteria / KKM) was set at 75, while the classical success indicator was required to reach 80% of the total students. If in a particular cycle this percentage has not been achieved, then improvements will be made in the next cycle.

## 3. RESULTS AND DISCUSSION

### 3.1 Initial Conditions (Pre-Cycle)

Before implementing the storytelling learning model, researchers conducted a pre-cycle evaluation to map students' initial listening skills. Based on the pre-cycle test results, data were obtained regarding students' receptive skills. Table 1 summarizes the frequency distribution of student learning outcomes at the pre-cycle stage.

| No | Interval Value | Category | Information | Frequency | Percentage |
|----|----------------|----------|-------------|-----------|------------|
|----|----------------|----------|-------------|-----------|------------|

|   |          |            |                  |    |     |
|---|----------|------------|------------------|----|-----|
| 1 | 90 - 100 | Very good  | Completed        | 1  | 5%  |
| 2 | 80 - 85  | Good       | Completed        | 3  | 15% |
| 3 | 70 - 75  | Enough     | Not yet finished | 0  | 0%  |
| 4 | < 70     | Not enough | Not yet finished | 16 | 80% |

Table 1: Frequency Distribution of Listening Ability (Pre-Cycle)

The empirical data above show that only 4 students (20%) were able to exceed the Minimum Competency ( $\geq 75$ ). The majority of students, namely 16 students (80%), were still below the completion limit. This condition correlates with the results of classroom observations where students appeared passive, easily distracted, and had difficulty answering basic story elements (characters, setting, plot, and moral). Learning was still teacher-centered without adequate audiovisual stimulation. This fact underlies the urgency of treatment in cycle I using the storytelling model.

### 3.2 Results of Cycle I Implementation

The first cycle of action was carried out on June 5, 2026, focusing on the teacher's oral presentation of a story titled "Scratch-Scratch." The teacher used intonation and facial expressions to engage students. After the story was completed, students were given a worksheet (LKPD) to evaluate their receptive understanding. The results of the first cycle evaluation are shown in Table 2.

| No | Interval Value | Category   | Information      | Frequency | Percentage |
|----|----------------|------------|------------------|-----------|------------|
| 1  | 90 – 100       | Very good  | Completed        | 1         | 5%         |
| 2  | 80 – 85        | Good       | Completed        | 8         | 40%        |
| 3  | 70 – 75        | Enough     | Not yet finished | 4         | 20%        |
| 4  | < 70           | Not enough | Not yet finished | 7         | 35%        |

Table 2: Frequency Distribution of Listening Ability (Cycle I)

Quantitatively, there was an increase in classical learning completion to 45% (9 students completed). However, this achievement fell short of the 80% target. Qualitatively, observations showed that students were beginning to show interest, but their focus was not yet consistent. Some students were unable to connect the sequence of events in the narrative. Teachers also continued to make less than optimal use of the classroom and visual aids. Cycle I reflections recommended the need for modifications to the learning process: teachers should be more expressive, integrate smartboards (visual technology) to accommodate students' learning styles, and provide verbal rewards to build student confidence (Yamac & Ulusoy, 2021; Meirisa & Yulianti, 2025).

### 3.3 Results of Cycle II Implementation

Cycle II was held on June 15, 2026. Based on the recommendations from the Cycle I reflection, the teacher combined the storytelling model with interactive visual projections via a smartboard. Character visualizations and the story's setting were displayed, while the teacher narrated the story theatrically. Results at the end of Cycle II showed a very positive increase (Table 3).

| No | Interval Value | Category   | Information      | Frequency | Percentage |
|----|----------------|------------|------------------|-----------|------------|
| 1  | 90 – 100       | Very good  | Completed        | 5         | 25%        |
| 2  | 80 – 85        | Good       | Completed        | 13        | 65%        |
| 3  | 70 – 75        | Enough     | Not yet finished | 2         | 10%        |
| 4  | < 70           | Not enough | Not yet finished | 0         | 0%         |

Table 3: Frequency Distribution of Listening Ability (Cycle II)

The Cycle II post-test results recorded that 18 out of 20 students (90%) successfully met the Minimum Competency (KKM), reaching and even exceeding the CAR success indicator (80%). All students who were previously in the 'Poor' category were promoted to at

least the 'Sufficient' and 'Good' categories. The learning process became very conducive; students appeared to be immersed in the visual and oral narratives, were brave in answering evaluation questions, and were able to retell the story (retelling) with a coherent plot.

### 3.4 Inter-Cycle Discussion

The systematic improvement between cycles validates the action hypothesis that implementing the storytelling model can drastically improve students' listening deficits. The visualization below shows a comparison of data from the three observation phases.

Distribusi Ketuntasan Individu Per Siklus

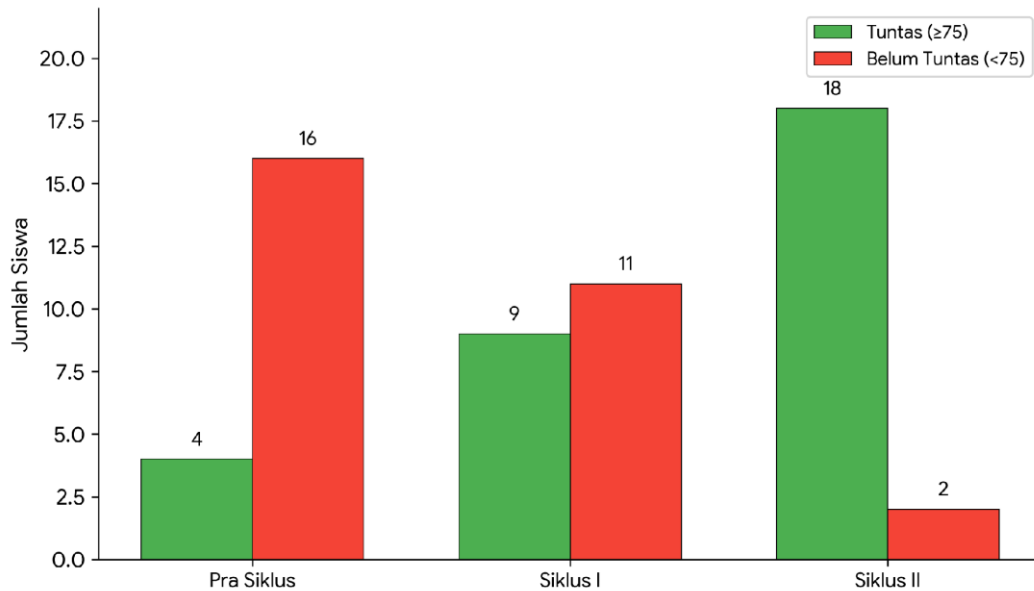


Figure 1. Graph of Student Completion Distribution Between Cycles

Tren Peningkatan Ketuntasan Klasikal Kemampuan Menyimak Siswa

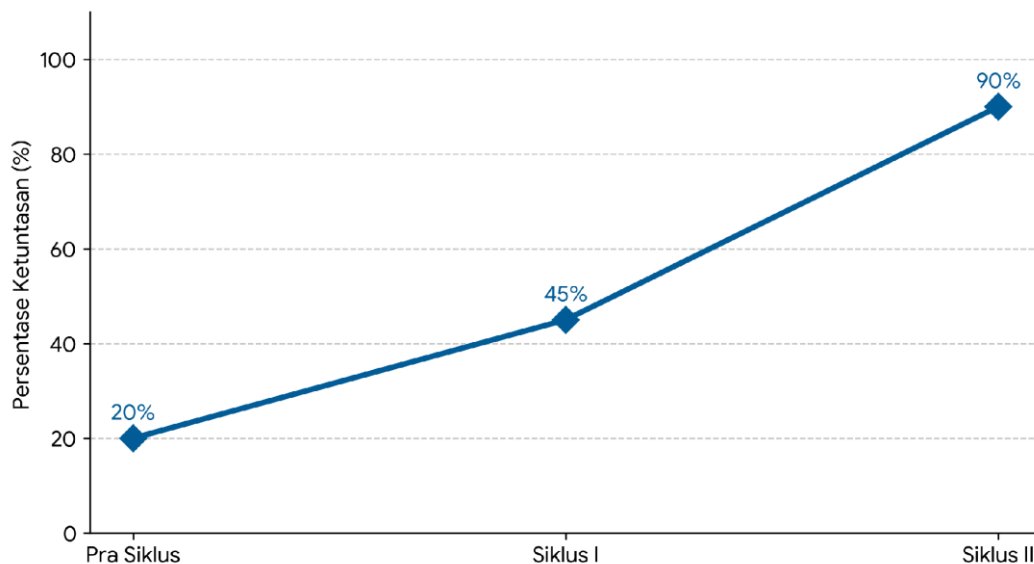


Figure 2. Increase in the Percentage of Classical Completion

The graph above explicitly depicts an exponential trend. From the pre-cycle phase (20%) to Cycle I (45%), the increase was recorded at 25%. The highest spike occurred from Cycle I to Cycle II, at 45% (cumulatively reaching 90%). This phenomenon is relevant to the findings of Hava (2022) and Robin (2021), who concluded that storytelling, especially when supported by technological devices (digital storytelling/smartboard support), has a unique power in fostering student cognitive and affective engagement.

This success also confirms the validity of Vygotsky's Sociocultural Theory. Teachers do not merely cram information (transfer of knowledge), but construct conceptual realities through stories. Visual aids and intonation dramaturgy serve as scaffolding that helps children's brains map the story's structure—who the characters are, where the setting is, and what the problems are (Hanifah et al., 2025). Ultimately, short-term memory formed during listening facilitates conversion into long-term memory, as evidenced by students' success in retelling sessions and student worksheets (Sari et al., 2024; Hutabarat et al., 2024). This model has been proven not only to improve academic aspects but also to revitalize the classroom ecosystem from static to dynamic and collaborative.

These findings are consistent with Kiki (2023) and Jannah and Nurmayani (2023), who likewise reported that story-based approaches strengthen listening comprehension, yet the present study extends this line of evidence by showing that the addition of smartboard-based visual projection in Cycle II produced a sharper gain (from 45% to 90%) than the purely oral storytelling used in Cycle I (from 20% to 45%). This pattern supports Hava (2022) and Robin (2021), who argue that technologically supported storytelling yields stronger engagement than verbal storytelling alone, and it suggests that the visual scaffolding, rather than storytelling per se, was the decisive factor behind the sharpest improvement observed between cycles. In this sense, the results do not merely restate the numerical gains but point to a specific mechanism, media-assisted scaffolding within the Zone of Proximal Development, that explains why the improvement accelerated in the second cycle rather than proceeding at a constant rate.

#### 4. CONCLUSION

##### Conclusion

Based on a series of data analyses and action reflections over two cycles, this classroom action research found that the implementation of the storytelling learning model was effective in improving the listening skills of the fourth-grade students who participated in this study at SDN 2 Selengen. As this conclusion is drawn from a single-class Classroom Action Research design conducted over two cycles, it reflects improvement within this specific classroom context rather than a generalizable claim about the model's effectiveness across other settings. Students' academic performance transformed significantly from a very low classical mastery level in the pre-cycle (20%), creeping up in Cycle I (45%), and culminating in excellent achievement in Cycle II (90%). The storytelling model, combined with visualization technology and interactive communication expressions of teachers, was proven to be able to consolidate student concentration, reduce distractions in the classroom, and spark students' courage in re-expressing the narratives and moral conclusions (mandates) they heard.

##### Suggestions

Based on these findings, it is suggested that (1) Students maintain a proactive listening culture and do not hesitate to discuss when facing conceptual confusion; (2) Class Teachers should make the storytelling model a permanent pedagogical instrument, especially for analyzing fictional and informative texts, while continuing to modify audiovisual instruments; (3) School Institutions should support the procurement of adequate projectors/smartboards and facilitate training for teachers to develop comprehensive pedagogical storytelling; and (4) Advanced Researchers should broaden the spectrum of this research by linking the correlation between storytelling and advanced literacy (expressive writing skills and cross-disciplinary critical literacy) in more complex subjects.

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