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The Influence of the Picture and Picture Learning Model Through the Storytelling Method on Storytelling Skills

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Abstract: This research aims to analyze the influence of the Picture and Picture Learning Model with the Storytelling Method on the Storytelling Skills of Grade 3 students of Madrasah Ibtidaiyah in Pecangaan Jepara District and to analyze the significant differences in storytelling skills between using a combination of the Picture and Picture Learning Model with the Storytelling Method and the Picture and Picture Model with the Storytelling Method. Lectures by 3rd-grade students of Madrasah Ibtidaiyah in Pecangaan District. This research is a type of quantitative research with a Quasi-experimental design research design using the form of a Nonequivalent Control Group Design. The sampling technique uses a purposive sampling technique. The population of this study were all grade 3 MI students in Pecangaan District, totaling 8 schools. A sample of 2 schools, namely MI Hidayatul Husna Krasak Jepara with Class 3 students consisting of 22 students as an experimental class. Meanwhile, the control class is class 3 MI Matholiul Huda Troso 1 which consists of 22 students. Data collection techniques include interviews, tests and documentation. Data analysis includes normality test, homogeneity test, t-test and N-gain test. The results of the research show that in the t-test calculations, there is a significant difference between the Picture and Picture Learning model using the Storytelling method and the Picture and Picture Learning Model using the lecture method. This is proven by a significance calculation of $0.00 < 0.05$, which means there is a significant difference. Based on the research results, it can be concluded that the Picture and Picture learning model using the Storytelling method influences the storytelling skills of grade 3 students at Madrasah Ibtidaiyah in Pecangaan District.

Keywords: Picture and picture model, storytelling, lecture, storytelling skills

1. Introduction

Humans as social creatures cannot be separated from what is called social interaction. One of the needs of humans will be achieved if they can socialize well with other humans, for example by communicating. Communication skills are closely related to language skills. According to Al Mabruroh et al. (2020), Language is a system of arbitrary sound symbols used by members of a social group to collaborate, communicate and identify themselves. Language skills themselves include four basic skills, namely listening skills, speaking skills, reading skills and writing skills. One of the most frequently used language skills is speaking skills. According to Darmuki et al. (2018), speaking activities as part of language skills are very important, both for teaching and in everyday life. Therefore, everyone must have the ability to speak, including in terms of communication. According to Pratiwi (2016), speaking skills have eight basic principles, namely language is a system, language is vocals (speech sounds), language is composed of arbitrary symbols, and each language is unique and distinctive, language is built from habits.

The ability to tell stories will be smoother if you use learning media that allows students to be able to tell stories in an appropriate sequence. Burhan Nurgiyantoro (2010) explains that there are aspects of storytelling skills, namely 1) accuracy of story content, 2) accuracy of detailed story instructions, 3) accuracy of the meaning of the entire story, 4) accuracy of words, 5) accuracy sentences, and 6) fluency.

Based on the results of initial observations and interviews with grade 3 teachers at Madrasah Ibtidaiyah, Pecangaan Jepara District, it was found that student's ability to tell stories was still relatively low, this could be seen from students who had difficulty sequencing the plot or sequence of stories appropriately and were not yet able to develop stories in their language. and have not mastered intonation and expression when telling stories so this affects students' self-

confidence. This was proven when many students still refused to come forward to tell stories in front of the class. Students were still confused and shy about conveying their ideas. The problem of lack of storytelling skills needs to find a solution so that the learning carried out can provide optimal results and can improve students' storytelling skills. One of the solutions chosen is a combination of models and learning methods, namely the Picture and Picture learning model with the Storytelling Method.

According to Oktaviani and Isdaryanti (2023) the Picture and Picture learning model is cooperative and can also increase student activity in the learning process. In this learning model, students will play an active, innovative, creative and fun role and will not experience boredom or boredom in the learning process. Learning using this model is by providing images which are then sorted into a logical sequence. Students, especially those in the lower classes, really like images or visual forms. According to Khotimah et al. (2020) characteristics of low-class students like image media. The storytelling method is an activity carried out verbally to other people or as a means of conveying it in the form of a message, information or just a fairy tale so that it can be listened to with enjoyment. Research by Rizky and Suharmoko (2019) shows that the storytelling learning method can improve children's speaking skills.

According to Karyati and Rahmawati (2023), the use of the Picture and Picture model through Storytelling, apart from being able to increase learning motivation, this combination can improve presentation skills, those who were previously not confident become confident after carrying out learning with a combination of models and methods, because of the activities namely combining pictures that are arranged and combined into an essay and the child dares to tell the story. According to Milana (2021), learning using Storytelling combined with the Picture and Picture model makes children look happy, active, cooperative and enthusiastic. The results obtained are that this combination can improve children's language skills, especially storytelling skills.

Indonesian language learning in elementary schools is directed at improving students' abilities to communicate verbally and in writing. Storytelling skills are skills for communicating verbally. One of the Indonesian materials on storytelling skills is Fairy Tales. The process of learning Indonesian through fairy tales in elementary schools generally still uses the lecture method without providing or focusing on storytelling practice. Such a learning process makes students less than optimal in telling stories and confused, which has an impact on the results of the assessment of storytelling skills (Karina et al., 2020).

The application of the Picture and Picture model with the Storytelling method is expected to influence the storytelling skills of grade 3 students at Madrasah Ibtidaiyah. This research compares the extent of the differences in the influence of the Picture and Picture learning model with the Storytelling method and Picture and Picture with the lecture method. Storytelling is an activity of speaking to convey a story or provide an oral explanation about the values contained in the story. According to Panjaitan et al. (2020), one of the aims of storytelling is to develop basic skills related to children's language skills so they can communicate verbally with their environment. The storytelling technique used in this research is the storytelling technique using illustrations from books, namely emphasizing or using the help of image media to support story illustrations.

A learning model is a pattern or plan that contains a design during the learning process in the classroom, according to Rusman (2018), a learning model is a pattern or plan that can be used to form a curriculum such as learning plans, designing learning materials and guidance of the learning process in the classroom. The learning model used in this research is the Picture and Picture learning model. According to Fauziddin and Mayasari (2018), the Picture-and-picture learning model is a learning model where students are required to be active, creative and innovative in the learning process. According to Hartani and Fathurohman (2018) learning with the Picture and Picture model is a way of teaching or a learning process by providing pictures that are sorted into a logical sequence. According to Liando et al. (2022), the use of pictures is a priority of the picture and picture learning model as a process of transfusion of material so that students understand and clearly describe the story they hear. This learning model emphasizes student activity and encourages student understanding through logically ordering image patterns. According to Akbar (2017), the ability to sequence events in a story according to the themes and titles discussed proves that students have understood and harmonized their language development.

This learning model must be balanced with learning methods to improve speaking skills, namely the storytelling method, which is the method most often used by teachers to improve speaking skills, such as telling stories. According to Sugiani et al. (2020), Storytelling is the art or skill of narrating stories in the form of poetry or prose, which is performed or led by one person in front of a live audience where the story can be narrated by telling or singing, with or without music, pictures, or other accompaniment that may be learned orally, either through printed sources or through mechanical recording sources. This action cannot be separated from the role of the researcher, namely carrying out listening activities first through the storytelling method. According to Darmuki and Hariyadi (2019), the results of listening are the basis of speaking skills, from this listening process a person will begin to learn to speak. The action that can be compared is the lecture method. The lecture method according to Hamdani and Indriani (2019) is an oral explanation of learning material delivered to a relatively large group of listeners. The focus material in this research is fairy tale material in Class 3, Semester 1 of Elementary School.

The relevant research that has been carried out is Malini and Suarni (2013), namely carrying out research by applying the Picture and Picture learning model through image media, which works effectively and well. Milana's (2021) research on learning using Storytelling combined with the Talking Stick model and Picture and Picture model makes

children look happy, active, cooperative and enthusiastic. The results of Handrayani's (2022) research on learning using the Storytelling method have a positive impact on students' enthusiasm for learning because they formulate strategies or learning techniques.

The focus of the problem in this research is the low level of students' storytelling skills, so the author researched to analyze the influence of the Picture and Picture Learning Model using the Storytelling Method on the Storytelling Skills of Grade 3 students of Madrasah Ibtidaiyah in Pecangaan Jepara District and analyzing the significant differences in storytelling skills between using a combination of learning models. Picture and Picture using the Storytelling Method and Picture and Picture Model using the Lecture Method for class 3 students of Madrasah Ibtidaiyah in Pecangaan District.

2.   Methodology

This research design uses a quantitative research type with a Quasi-Experimental Design research design, using a Non-equivalent Control Group Design pattern. In this research, group O1 (experimental class) was given treatment (X1) using the Picture and Picture learning model with the Storytelling method. Group O3 (control class) was given treatment (X2) using the Picture and Picture Learning Model with the Lecture Method. Each application of treatment in research is given a pre-test and post-test. According to Sugiyono (2013), population is a generalized area consisting of objects or subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn. The population in this study were 3rd-grade students at Madrasah Ibtidaiyah in Pecangaan Jepara District, totaling 8 schools. In this research, the sampling technique used was Purposive Sampling, namely a sampling technique with certain considerations. The sample from this research consisted of 2 schools, namely at MI Hidayatul Husna Krasak Jepara with Class 3 students consisting of 22 students. Meanwhile, the control class is class 3 at MI Matholiul Huda Troso 1 Pecangaan, which consists of 22 students. The data collection techniques in this research are test, interview and documentation techniques. Apart from that, the instruments used in this research are storytelling skills instruments according to Nurgiyantoro and documentation. This test uses an experimental class and a control class with a pretest and post-test design using descriptive test calculations, normality tests, homogeneity tests, t-tests and N-gain tests.

O_1	X_1	O_2
O_3	X_2	O_4

Description:
X1: Providing treatment using the Picture and Picture model using the Storytelling method
X2: Giving treatment using the Picture and Picture model using the lecture method
O1: Experimental class pre-test
O2: Post-test Experiment class
O3: Control class pre-test
O4: Control class post-test

3.   Results and Discussion

This research aims to determine the influence and significant differences in students' storytelling abilities between using a combination of the Picture and Picture Learning model with the Storytelling Method and the Picture and Picture Learning Model with the Lecture Method. The following is a description of the data from research comparing pretest and post-test scores for the Experimental Class and Control Class. Based on Table 1, it can be seen that the average pre-test score in the experimental class is 59.09 while in the control class it is 58.90, then the average post-test score in the experimental class is 87.00 while in the control class it is 71.05 with respectively each class has the same KKM, namely 70 in the Indonesian language subject in class 3. After that, the prerequisite test results are carried out consisting of the normality test, homogeneity test and t-test. The following are the results of the Normality test in the Experimental class and Control class.

Table 1. Comparison of pretest and post-test scores for experimental class and control class

Data	Experimental Class		Control Class	
	Pretest	Post-test	Pretest	Post-test
N	22	22	22	22
Highest Score	63	87	63	83
Lowest Score	53	70	53	63
Mean	59,09	87.00	58.90	71.04
Variation	17.420	28.156	11.325	26.141
Standard Deviation	4.173	5306	3.365	5.133

Based on Table 2, the results show that the control class pretest obtained a Sig. of 0.087 while the control class post-test obtained a Sig. of 0.101, in the control class implementation test using a series of Picture and Picture learning models with the Storytelling method. The experimental class normality test data obtained results that the pretest test was Sig 0.200 while the post-test test was Sig 0.118. This states that the pretest and post-test data for the control class and experimental class are normally distributed because the sig obtained is greater than alpha 5% or sig >0.05. After carrying out the Normality Test, homogeneity testing is then carried out. This step is carried out with the help of the SPSS version 23 program. At this stage, it is said to be homogeneous if the significant value is greater than the 0.05 significance level.

Table 2. Normality Test Results for Experimental Class and Control Class

Class	N	Significant	Results	Information
Experimental class pretest	22	0.200	0.200 > 0.05	Normal distribution
Experimental class posttest	22	0.118	0.118 > 0.05	Normal distribution
Control class pretest	22	0.870	0.870 > 0.05	Normal distribution
Control class posttest	22	0.101	0.101 > 0.05	Normal distribution

Based on the results of the Homogeneity Test calculation, the pre-test of the two classes between the experimental class and the control class is normally distributed, this is proven by the significance value being greater than 0.05, namely 0.386>0.05 = homogeneity, which this means is the calculation of the pretest results in the experimental class and the control class is homogeneous. Apart from the pretest, the Homogeneity Test was also carried out on the post-test results of the control class and experimental class. Homogeneity Test Results can be seen in Table 3.

Table 3. Pre-test homogeneity test results for storytelling skills for experimental class and control class

	Levene Statistic	df1	df2	Sig.
Result Based on Mean	.717	1	42	.402
Based on Median	.553	1	42	.461
Based on Median and with adjusted df	.553	1	40.492	.462
Based on trimmed mean	.767	1	42	.386

Based on Table 4, it can be seen that the post-test results in the experimental class and control class in this study have a homogeneous variance because the significance value is greater than 0.05 (sig>alpha or greater than 0.05, namely sig 0.866> 0.05 = homogeneity, which means that the results of the post-test for the experimental class and control class are homogeneous. After the homogeneity test is carried out, the hypothesis test is calculated using the t-test. The t-test of post-test data on storytelling skills between the experimental class and the control class was carried out to find out significant differences between the final abilities of the two classes, whether there were differences in storytelling skills or not.

Table 4. Post test homogeneity test results for experimental class and control class storytelling skills

	Levene Statistic	df1	df2	Sig.
Result Based on Mean	.016	1	42	.901
Based on Median	.018	1	42	.893
Based on Median and with adjusted df	.018	1	41.985	.893
Based on trimmed mean	.029	1	42	.866

The post-test results show that the sig value is 0.000, which is smaller than the probability of 0.05, so the results are significant, or the hypothesis is accepted in the sense that there is a significant difference between the Picture and Picture learning model with the Storytelling method and the Picture and Picture model with the lecture method on storytelling skills. The N-gain test is a calculation to show students' understanding or mastery of a concept. The following are the results of the N-gain test for the experimental and control classes.

Table 5. Hypothesis test results (t-test)

Data	t-count	t-table	df	Sig (2-tailed)	Description
Posttest	6.221	1.998	42	0.000	Sig > 0.05 = Sig.

From the results of the N-gain test for the experimental class and control class, it was found that the experimental class had an average of 58.89 with a maximum score of 70, a minimum score of 30 with an N-gain score of 53, namely in the medium or moderate influence category, while the control class had an average 29.43 with a maximum value of 58, a minimum value of 10 with an N-Gain Score of 29, namely in the low category or having a low impact in research.

Table 6. N-gain test results

Class	Experiment	Control
Mean/Average	52.89	29.43
Maximum value	70	58
Minimum value	30	10
N-gain	53	29
Category	Medium	Low

4.   Conclusion

The use of the Picture and Picture learning model with the Storytelling method influences the storytelling skills of Grade 3 Madrasah Ibtidaiyah students, this is because students are invited to be creative in ordering pictures and there are simulations or storytelling demonstrations from the teacher so that students do not have too much difficulty memorizing the story that will be shown. The use of the Picture and Picture learning model with the lecture method does not affect the storytelling skills of Grade 3 Madrasah Ibtidaiyah students, this is because the students are only taught to sort the pictures without any demonstration of telling the story, so the students in telling the story do not match the content of the story and lack confidence. There is a significant difference between the use of the Picture and Picture learning model with the Storytelling method and the Picture and Picture with the lecture method. This is evidenced by the differences in the results of students' storytelling abilities in the two classes that use different combinations of models and methods. The recommendations given from this research are one model and learning method for building classes with more active and confident students. As well as a model and method to support the creation of a conducive atmosphere that can be applied in learning, especially the storytelling aspect with teacher creativity in managing it.

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Conflict of Interest

The authors declare no conflicts of interest

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