

The Effect of Paired Storytelling Learning Model Assisted by Pop-Up Book Media on Students' Story Listening Skills and Learning Outcomes of Fifth Grade Students' at SDN Sangir Makassar

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ABSTRACT

This research aims to determine whether there is an influence of the paired storytelling learning model assisted by pop-up book media on story listening skills and student learning outcomes of fifth grade students' at SDN Sangir Makassar. The type of this research is experimental research design and a quantitative approach using a one group pre-test post-test research design, that is an experiment whose implementation only involves one class as the experimental class. The independent variable in this research is the paired storytelling model assisted by pop-up book media, while the dependent variable is listening skill and learning outcomes. The population in this study were all students at Wajo sub-district, Makassar city, while the sample was class V with a total 41 students. The data collection techniques used are documentation, interviews, observations, and test in the form of essay test whose validity has been tested. Data analysis used descriptive analysis techniques and inferential analysis techniques. The results of descriptive statistics show that the average student pre-test score is 41,90 and has increased after being given treatment with the average student post-test score being 85,00. The results of statistical analysis by testing the hypothesis using a independent sample t-test by finding a significant influence, require a significance level

criterion of 0,05 and comparing t-count with t-table so that it can be concluded that the paired storytelling assisted by pop-up book media has a significant effect of listening skills and learning outcomes of fifth grade students at SDN Sangir Makassar.

Keywords: Paired storytelling, Pop-up book, listening skills, Learning outcomes

INTRODUCTION

The result of field observation and interviews of researcher with class V teachers at SDN Sangir Makassar, several problem were found, including; Lack of teacher ability in choosing learning methods that are able to foster student interest and motivation in listening learning. Learning listening skills is usually limited to the teacher reading the material and the students listening and the teacher delivering the lesson material is boring. This problem has an impact on the listening skills and learning outcomes of class V. Data gained that some students have not reached the minimum completion criteria (KKM) set at 75.

Another problem is related to learning media which is not considered to attract students' attention, so this can be overcome

by using one of the interactive media which is able to increase students' listening skills. The aim of implementing the Paired storytelling learning model and the use of Pop-up Book media is because this learning model and media invites students to be independent, hone their brain intelligence, have the courage to express opinions, be more fun, students will not get bored easily, and improve student learning outcomes after the teacher applies the Paired storytelling model. By paying attention to the facts of the problem above, the learning problem that occurs at SDN Sangir Makassar in class V is learning using conventional methods which causes listening skills and learning outcomes students still be relatively low.

The cooperative model of paired storytelling technique is student-centered learning, students tell stories in pairs so that students are braver in telling stories and active in learning Indonesian. This can be seen from paired storytelling learning which prioritizes the role of individuals or students in learning. Students are required to learn using all the senses and students are also given the opportunity to develop their own knowledge. This is in line with research conducted by Darwis (2022) where the results of his research showed that there was an influence of using the paired storytelling model on the story listening skills of class IV students at SD Al-Washliyah 43 Firdaus. This paired storytelling learning model is included in the cooperative learning model, this learning model emphasizes cooperative activities between one student and another to achieve a goal. According to Huda (2019) the paired storytelling learning model is an appropriate learning model to use in listening learning

Lie (2018) suggests that the paired storytelling model pays attention to the scheme or background of students' experiences and helps students activate this scheme so that the learning material becomes more meaningful. The advantages of this model are that students will be motivated and work together to appear to tell stories, students who have more ability

in telling stories will motivate other students who are less skilled at speaking in front of the class, increase student participation in the learning process, interaction in groups is easy to do and group formation becomes faster and easier.

Pop-up book media is considered to have its own appeal for students because it is able to present visualizations with shapes created by folding, moving and appearing so as to provide surprise and awe for students when they open each page. Kirana et al, (2015) also show that pop-up books can improve students' ability to tell stories. Murniati & Anitra (2019) stated that the most effective media for improving students' speaking and listening skills is pop-up books. Pop-up book media has various very useful benefits, namely teaching students to have a sense of appreciation for a book by caring for and looking after the book properly when using it.

Based on the problem, the implementation of the paired storytelling learning model assisted by pop-up book media can be an alternative for developing students' listening skills and learning outcomes. Therefore, the researcher raised the title "The effect of the Paired Storytelling Learning Model Assisted by Pop Up Book Media on Students' Story Listening Skills and Learning Outcomes of Class V SDN Sangir Makassar.

MATERIALS & METHODS

The type of this research uses an experimental research design. The experimental research that will be carried out is the use of the paired storytelling learning model in improving students' listening skills and learning outcomes in learning Indonesian. The treatment is in the form of implementing a paired storytelling model assisted by pop-up book media.

This research design uses "Quasi Experimental Design. The form of experimental design used is nonequivalent control group design. In this study there was a control group and an experimental group, namely class VA and class VB. Both groups will be given a pretest to see the initial

conditions of both groups. Next, one group is selected to apply a model and media. Then a posttest was carried out to see the effect of the model applied in one of the groups. If the evaluation results from the experimental group and the control group are different, then this shows that there is an influence on the effectiveness of the treatment.

The research design that has been put forward as follows is an illustration of the nonequivalent control group design research design.

Table 1. Research Design Nonequivalent Control Group Design

Group	Pretest	Treatment	Posttest
A	O ₁	X ₁	O ₂
B	O ₃	X ₂	O ₄

In this research, researchers used several techniques in collecting data such as observation, interviews, documentation, and measurement techniques in the form of tests. The data collection technique in this research is a test. A test is a series of questions or exercises as well as other tools used to measure skills, knowledge, intelligence, abilities or talents possessed by an individual or group. In this research, the test is the main method which consists of questions that must be answered. Research using the test method is used to obtain data about students' listening skills and student learning outcomes which are applied to the pretest and posttest.

At this stage the researcher developed an instrument in the form of a test in the form of a written test to determine the level of student mastery of the learning material, determine the achievement of learning objectives or determine the influence of the paired storytelling learning model assisted by pop-up book media on students' story listening skills and learning outcomes for class V students SDN Sangir Makassar.

The performance assessment instruments in this research consist of a list of story keywords, composing stories, and identifying story elements. The following is an instrument for assessing students' story

listening skills and learning outcomes for fifth grade elementary school students.

The data analysis technique in this research consists of statistical and descriptive data analysis which will then be managed using the SPSS for Windows version 25 program. In order to get a clear picture of the results of the students' story listening skills test, categorization was carried out. The first categorization is divided into 7 categories, namely number of samples, highest score, lowest score, ideal score, score range, average score and standard deviation. Then the data was interpreted into categories of students' story listening skill scores based on existing guidelines. Next, it will be continued with instrument testing, namely validity testing and reliability testing.

Inferential statistical data analysis consists of a normality test to determine whether the resulting data is normally distributed or not in accordance with the predetermined significance level, namely 0.05. Next, the homogeneity test is to find out whether the data is homogen or not, namely if the significance value is greater than 0.05 then the data is homogen. Hypothesis testing is used to answer temporary assumptions before the research is carried out, namely by using the independent sample T test.

RESULT

The results and discussion in this research are to answer three problem formulations including the first problem formulation describing the influence of the pair storytelling learning model assisted by pop-up book media on the story listening skills of fifth grade elementary school students at SDN Sangir Makassar. The second problem formulation describes the influence of the paired storytelling learning model assisted by pop-up book media on the learning outcomes of class V students at SDN Sangir Makassar. The third problem formulation describes the influence of the pair storytelling learning model assisted by pop-up book media on the story listening skills and learning outcomes of fifth grade students at SDN Sangir Makassar.

Variable data obtained from instrument questions totaling 5 questions with a total of 41 fifth grade students at SDN Sangir Makassar as respondents. Variables of story listening skills and learning outcomes were analyzed descriptively. Data obtained from the pretest and posttest results from the control class and experimental class were

analyzed to determine the students' scores before and after being given treatment, then the data was processed using the SPSS program.

The results of the normality test in this study are:

Table 2. Shapiro-Wilk

Variable	Class	Data	Sig.	Description
Students' story listening skills	Control	Pretest	.620	Normal
		Posttest	.254	Normal
	Experiment	Pretest	.121	Normal
		Posttest	.115	Normal
Students' learning outcomes	Control	Pretest	.620	Normal
		Posttest	.589	Normal
	Experiment	Pretest	.520	Normal
		Posttest	.508	Normal

Based on decision making, if the significance value obtained is greater than 0.05 then the data is normally distributed. The significance value obtained from each pretest posttest data in the experimental and control classes has a significance value of

more than 0.05. Therefore, it can be stated that the data obtained is normally distributed.

The result of the homogeneity test in this study are:

Table 3. Homogeneity Test

Variabel	Levene Statistic	df1	df2	Sig.
Students' story listening skills	1.107	1	39	.299
Students' learning outcomes	3.923	1	39	.055

Based on decision making, if the significance value obtained is greater than 0.05 then the two groups obtained are homogeneous. The significance value obtained by each variable in both data groups has a significance value of more than 0.05. Therefore, it can be stated that the data obtained in the two groups is homogen.

The result of the hypothesis test in this study are:

Hypothesis 1 testing to determine the influence of the paired storytelling learning model assisted by pop-up book media on students' story listening skills was carried out using the independent sample t test with the help of the SPSS version 25 application.

Table 4. Independent Sample T Test Hypothesis 1

		F	t	df	Sig. (2-tailed)
Listening skills	Equal variances assumed	3.496	3.767	39	.001
	Equal vaeiances not assumed		3.736	33.982	.001

The significance value obtained from the independent sample t test is 0.01, which is smaller than 0.05. Therefore, it can be stated that there is an influence of the assisted paired storytelling learning model.

Hypothesis 2 testing to determine the influence of the paired storytelling learning model assisted by pop-up book media on student learning outcomes was carried out using the independent sample t test with the help of the SPSS version 25 application.

Table 5. Independent Sample T Test Hypothesis 2

		F	t	df	Sig. (2-tailed)
Learning outcomes	Equal variances assumed	3.923	3.735	39	.001
	Equal vaeiances not assumed		3.697	32.383	.001

The significance value obtained from the independent sample t test is 0.01, which is smaller than 0.05. Therefore, it can be stated that there is an influence of the paired storytelling learning model assisted by pop-up book media on student learning outcomes.

Testing hypothesis 3 to determine the influence of the paired storytelling learning model assisted by pop-up book media on students' story listening skills and student learning outcomes was carried out using the Manova test with the help of the SPSS version 25 application.

Table 6. Manova Test Hypothesis 3

Multivariate Tests ^a				
Effect		Value	F	Sig.
Intercept	Pillai's Trace	.991	1983.224 ^b	.000
	Wilks' Lambda	.009	1983.224 ^b	.000
	Hotelling's Trace	104.380	1983.224 ^b	.000
	Roy's Largest Root	104.380	1983.224 ^b	.000
Class	Pillai's Trace	.503	19.197 ^b	.000
	Wilks' Lambda	.497	19.197 ^b	.000
	Hotelling's Trace	1.010	19.197 ^b	.000
	Roy's Largest Root	1.010	19.197 ^b	.000
a. Design: Intercept + Kelas				
b. Exact statistic				

The significance value obtained from the MANOVA test is 0.00, which is smaller than 0.05. Therefore, it can be stated that there is an influence of the paired storytelling learning model assisted by pop-up book media on students' story listening skills and student learning outcomes.

DISCUSSION

In this section the researcher discusses the learning process without using the paired storytelling learning model assisted by pop-up book media and the learning process using the paired storytelling learning model assisted by pop-up book media and how it affects students' story listening skills and student learning outcomes.

At the beginning of the lesson, the teacher conveys a series of learning activities that will be carried out from the beginning to the end of the lesson. After conveying the activities that will be carried out in the lesson, the teacher shares the lesson material, namely a short story entitled the rabbit and the turtle. Then in the skills of listening to students' stories and student learning outcomes in the learning process, students are asked to write down the keywords contained in the story and find story elements and be able to compose stories based on the keywords that have

been written. Next, treatment was given to the experimental class using the paired storytelling learning model assisted by pop-up book media.

The final activity carried out by the researcher was to provide (posttest) to determine students' story listening skills and student learning outcomes in classes that were treated versus classes that were not treated. Data obtained from the pretest and posttest results were analyzed using descriptive and inferential analysis tests. In inferential analysis, prerequisite tests are carried out, namely the normality test to determine whether the data is normally distributed or not based on a predetermined level of significance, the homogeneity test to determine whether the research data is homogeneous or not, and the hypothesis test to answer temporary assumptions made before the research using the independent sample t test, MANOVA test.

Hypothesis 1 test results using independent sample t test for story listening skills. In the listening skills column, the sig (2-tailed) value = 0.001 because the sig (2-tailed) value < 0.05, thus H0 is rejected and H1 is accepted. So it can be stated that the paired storytelling learning model assisted by pop-up book media on listening skills story of a student in class V at SDN Sangir Makassar.

The success of using the paired storytelling type cooperative learning model is also strengthened by previous research findings which state that the Paired Storytelling type cooperative learning model is better used to improve Indonesian story listening skills (Jannah & Darwis, 2021).

Hypothesis 2 test results using independent sample t test for learning outcomes. In the learning results column, the sig (2-tailed) value = 0.001 because the sig (2-tailed) value < 0.05, thus H₀ is rejected and H₁ is accepted. So it can be stated that the paired storytelling learning model assisted by pop-up book media has an impact on the results. studying students in class V at SDN Sangir Makassar. This is in line with the opinion expressed by Iskandar Wassid and Dadang Sunender (2007) who said that there is a relationship between the paired storytelling learning model and Indonesian language lessons, apart from getting good learning results, the application of this learning model can be used to provide students with an understanding of knowledge gained through the material provided. Meanwhile, according to Risma Damayanti et al (2022), in their research, the cooperative learning model of the Paired Story Telling type influences Indonesian language learning outcomes, and choosing the right learning model influences students' Indonesian language learning outcomes. Meanwhile, according to (Mardhotillah, Surya, & Zulfah, 2020), in learning paired storytelling, students will work in pairs in a mutual cooperation atmosphere and have many opportunities to process information and communicate so that student learning outcomes will increase.

The results of hypothesis 3 testing using the Manova test of students' story listening skills and student learning outcomes. The sig value of multivariate tests = 0.000 was obtained because the significant value was <0.05 so it can be stated that the paired storytelling learning model assisted by pop-up book media has an impact on students' story listening skills. and student learning outcomes in class V at SDN Sangir

Makassar. The results of this research are in accordance with the opinion expressed by Nurgiantoro (2013) that the paired storytelling learning model has a positive influence on students' story listening learning activities. Meanwhile, according to Mardhotillah (2020), there is an influence of the Paired Story Telling type cooperative learning model on the Indonesian language learning outcomes of fifth grade elementary school students. The existence of the Paired Storytelling model makes the learning environment more effective because students are active in learning.

Therefore, the paired storytelling learning model certainly has an influence on students' listening skills and student learning outcomes. The application of the paired storytelling learning model is highly recommended for use by teachers as a model that can help optimize students' abilities in story listening skills and improve student learning outcomes.

CONCLUSION

Based on the result of listening skills data analysis and learning outcomes, it can be conclude that:

1. The paired storytelling learning model assisted by pop-up book media has an effect on students' story listening skills in class V at SDN Sangir Makassar. This is based on the average score obtained by students in the experimental class posttest which is 85, which is higher than the average score in the control class posttest which is 70.25. Next, the results of the hypothesis test use the Independent Sample t test where the 2 tailed sig value is smaller than 0.05 (2 tailed sig 0.001 < 0.05) so that H₀ is rejected and H₁ is accepted.
2. The paired storytelling learning model assisted by pop-up book media influences student learning outcomes in class V at SDN Sangir Makassar. This is based on the average score obtained by students in the experimental class posttest which was 82.86, higher than the average score in the control class

posttest which was 67.50. Next, the results of the hypothesis test use an independent sample t test where the 2 tailed sig value is smaller than 0.05 (2 tailed sig $0.001 < 0.05$) so that H₀ is rejected and H₁ is accepted.

3. The paired storytelling learning model assisted by pop-up book media influences both variables, namely students' story listening skills and student learning outcomes, so it can be concluded that the paired storytelling learning model assisted by pop-up book media influences students' story listening skills and student learning outcomes in class V SDN. Sangir Makassar. This can be seen from the MANOVA test in the multivariate test table which shows that the sig value obtained is 0.000 which is smaller than 0.05.

Declaration by Authors

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