

|                                                                                                                                      |                                                            |              |                       |                              |                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|--------------|-----------------------|------------------------------|-------------------------------------------------------------------------------------|
|                                                     | <b>Global Journal of Arts Humanity and Social Sciences</b> |              |                       |                              |  |
|                                                                                                                                      | ISSN: 2583-2034                                            |              |                       |                              |                                                                                     |
|                                                                                                                                      | Abbreviated key title: Glob.J.Arts.Humanit.Soc.Sci         |              |                       |                              |                                                                                     |
|                                                                                                                                      | Frequency: Monthly                                         |              |                       |                              |                                                                                     |
|                                                                                                                                      | Published By GSAR Publishers                               |              |                       |                              |                                                                                     |
| Journal Homepage Link: <a href="https://gsarpublishers.com/journal-gjahss-home/">https://gsarpublishers.com/journal-gjahss-home/</a> |                                                            |              |                       |                              |                                                                                     |
| Volume - 5                                                                                                                           | Issue - 10                                                 | October 2025 | Total pages 1009-1011 | DOI: 10.5281/zenodo.17447371 |                                                                                     |

## The Effect of Storytelling Method and Scaffolding Instruction on the Speaking Ability of Grade V Students at SD Negeri 53 Malalin

By

Asrah Amir<sup>1</sup>, Aswadi<sup>2</sup>, Nuraeni Kasman<sup>3</sup>, Andi Sadapotto<sup>4</sup>



### Article History

Received: 15- 10- 2025

Accepted: 22- 10- 2025

Published: 25- 10- 2025

Corresponding author

**Asrah Amir**

### Abstract

This study was motivated by the low speaking ability among Grade V students at SD Negeri 53 Malalin. It aims to determine the effect of the storytelling method and scaffolding instruction on primary school students' speaking ability. The research questions were: (1) What is the effect of the storytelling method on the speaking ability of Grade V students at SD Negeri 53 Malalin? (2) What is the effect of scaffolding instruction on the speaking ability of these students? (3) What is the combined effect of the storytelling method and scaffolding instruction on their speaking ability?

A quantitative approach was used with a quasi-experimental design in a Posttest-Only Control Group format. The independent variables were storytelling method (X1) and scaffolding instruction (X2), while the dependent variable was speaking ability (Y). The population consisted of 32 Grade V students; the sample included two groups (experimental and control) each with 16 students. Data collection techniques included posttests and documentation. Data analysis used descriptive statistics (mean, standard deviation) and inferential statistics (Independent Samples t-test).

The experimental group mean scores were: storytelling 81.5625 (SD = 6.25), scaffolding 85.9375 (SD = 4.5527), and combined storytelling + scaffolding 89.3750 (SD = 3.6739). The control group mean was 68.4375 (SD = 4.3661). Independent t-tests showed significant differences for storytelling ( $t(30)=6.89, p < .001$ ), scaffolding ( $t(30)=11.10, p < .001$ ), and combined application ( $t(30)=14.92, p < .001$ ). The results indicate that storytelling and scaffolding—both separately and combined—have a significant positive impact on Grade V students' speaking ability. These findings are recommended as a reference for implementing storytelling and scaffolding in primary education to improve speaking skills.

### Introduction

Speaking is one of the essential language skills in primary education. It functions not only as a means of communication but also as a way to express ideas and emotions verbally in meaningful interactions. Prior studies indicate that speaking skills among primary students are often low due to limited application of innovative and contextual teaching methods. This challenge was observed at SD Negeri 53 Malalin, where Grade V students showed difficulty in expressing ideas orally and hesitation when asked to speak in front of the class.

Storytelling and scaffolding have been identified as effective approaches for improving speaking skills. Storytelling provides engaging contexts that motivate students to speak, while

scaffolding offers systematic, graduated support—modeling, guided prompts, feedback, and gradual removal of assistance—to help learners perform more complex tasks independently. Grounded in Vygotsky's zone of proximal development and Bruner's scaffolding concept, these methods can help students organize ideas and develop fluency, accuracy, and confidence in speaking.

This study investigates the effects of storytelling and scaffolding—alone and combined—on the speaking ability of Grade V students at SD Negeri 53 Malalin. The study also considers motivational and affective factors such as speaking anxiety and self-confidence as contributing influences on speaking skill development.



## Methodology

**Research Design:** This study employed a quasi-experimental Posttest-Only Control Group design. **Participants:** The population included 36 Grade V students; the sample consisted of 32 students divided into two groups: experimental (n=16) and control (n=16). **Sampling** used purposive sampling: class V/A as experimental and V/B as control.

**Instruments and Procedures:** The experimental group received interventions using storytelling and scaffolding (in separate phases and combined), while the control group received conventional instruction. After treatment, both groups took a posttest assessing speaking performance based on a rubric (fluency, content organization, accuracy, intonation/articulation, and self-confidence). Each aspect had a maximum score of 4 (total maximum = 20), converted to a percentage.

**Data Analysis:** Descriptive statistics (mean, standard deviation) and inferential statistics (Independent Samples t-test) were applied to determine significant differences between the experimental and control groups.

## Results

### Effect of Storytelling Method on Speaking Ability

The storytelling intervention produced a higher mean score in the experimental group ( $M = 81.5625$ ,  $SD = 6.25$ ) than the control group ( $M = 68.4375$ ,  $SD = 4.37$ ). An independent samples t-test indicated a significant difference:  $t(30) = 6.89$ ,  $p < .001$ , suggesting the storytelling method significantly improved students' speaking ability.

### Effect of Scaffolding Instruction on Speaking Ability

The scaffolding intervention for the experimental group yielded a mean of  $M = 85.9375$  ( $SD = 4.5527$ ) versus the control group's  $M = 68.4375$  ( $SD = 4.3669$ ). Independent samples t-test results showed  $t(30) = 11.10$ ,  $p < .001$ , indicating a statistically significant positive effect of scaffolding instruction on speaking ability.

### Combined Effect of Storytelling and Scaffolding

When storytelling and scaffolding were applied together, the experimental group achieved a mean score of  $M = 89.3750$  ( $SD = 3.6739$ ) compared to the control group's  $M = 68.4375$  ( $SD = 4.1803$ ). The independent samples t-test produced  $t(30) = 14.92$ ,  $p < .001$ . This result demonstrates that the combined application produced the largest improvement in speaking ability.

### Summary of Descriptive Statistics

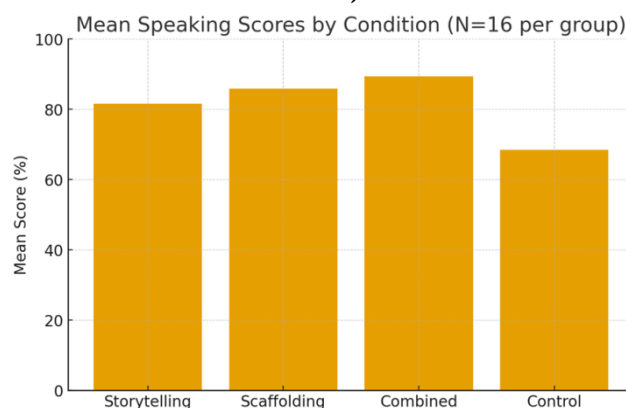
| Condition                        | N  | Mean    | SD     | t (df=30) |
|----------------------------------|----|---------|--------|-----------|
| Storytelling (Exp)               | 16 | 81.5625 | 6.25   | 6.89      |
| Scaffolding (Exp)                | 16 | 85.9375 | 4.5527 | 11.10     |
| Storytelling + Scaffolding (Exp) | 16 | 89.3750 | 3.6739 | 14.92     |

Control 16 68.4375 4.3661 -

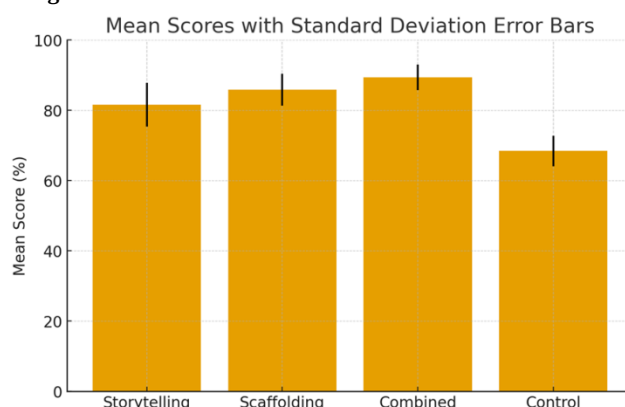
Note: All t-tests used Independent Samples t-test;  $p < .001$  for the reported t-values.

### Visualizations

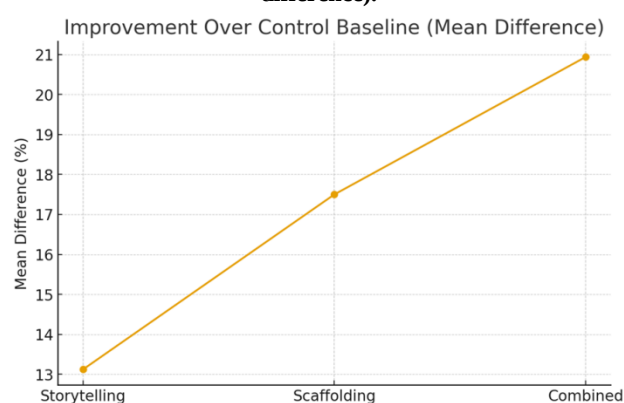
**Figure 1. Mean speaking scores by experimental condition (bar chart).**



**Figure 2. Mean scores with standard deviation error bars.**



**Figure 3. Improvement over control baseline (mean difference).**



## Discussion

The findings indicate that both storytelling and scaffolding instruction significantly improve primary students' speaking ability, with the combined approach yielding the highest gains.



Storytelling likely enhanced engagement and provided meaningful contexts for language use, while scaffolding offered structured support that facilitated gradual internalization of speaking strategies. The combined application synergistically improved fluency, organization, accuracy, and confidence.

**Limitations:** The study used a small purposive sample from a single school, limiting generalizability. Future research should replicate the design across multiple schools, use randomized assignment where possible, and examine long-term retention effects. Investigating the role of teacher training and technological supports for scaffolding is also recommended.

**Implications:** Teachers are encouraged to apply storytelling and scaffolding strategies together to foster speaking skills. School leaders should provide professional development and resources to support these instructional approaches.

### Conclusion and Recommendations

This quasi-experimental study concludes that storytelling and scaffolding—both separately and combined—have significant positive effects on Grade V students' speaking ability at SD Negeri 53 Malalin. Recommendations: (1) Teachers should integrate storytelling and scaffolding into speaking instruction; (2) Schools

should support teacher capacity-building; (3) Researchers should expand sample size and settings for further validation.

### References

1. Bruner, J. S. (1996). *The Culture of Education*. Cambridge, MA: Harvard University Press.
2. Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.
3. Wood, D., Bruner, J. S., & Ross, G. (1976). The Role of Tutoring in Problem Solving. *Journal of Child Psychology and Psychiatry*, 17(2), 89-100.
4. Widiati, U., & Cahyono, B. Y. (2006). The Teaching of EFL Speaking in the Indonesian Context: The State of the Art. *Bahasa dan Seni*, 34(2), 269-292.
5. Gibbons, P. (2002). *Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom*. Portsmouth: Heinemann.
6. Ellis, G., & Brewster, J. (2014). *Tell it Again! The Storytelling Handbook for Primary English Language Teachers* (3rd ed.). British Council.