

Implementation Of Storytelling Through Powerpoint In Indonesian Language Learning To Import Student's Speaking Skills Sixth Grades Elementary School

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Abstract. Speaking skills include those that are not easy and simple, either for a teacher or for a student. Careful study and consideration are needed for speaking skills. At the Indonesian school performance, Indonesian education has not yet had optimal results, particularly in improving speaking skills. Like, students feel scared and nervous when they want to talk or communicate in front of their classmates. The literacy study aims to analyze the storytelling model through PowerPoint media on speaking skills in the Indonesian sixth-grade elementary class. The storytelling model is an interactive learning model because it emphasizes the active involvement of learners during the learning process. Thus, the storytelling model could be a reference to improving a student's speaking skills in Indonesian learning; a storytelling model through PowerPoint will hopefully attract the student's learning, thus improving their speaking abilities.

Keywords: Storytelling, PowerPoint, Indonesian, speaking Skills

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INTRODUCTION

Learning Indonesian language and literature includes four language skills: speaking, reading, listening and writing. Language skills determine the success of a communication process. Language skills are skills that everyone must have in order to increase their competence in communicating. This is because basic skills will connect various other language skills. Furthermore, speaking skills have meaning from several previous researchers in this case. For example, speaking skills are essential to language skills because language is used as a social communication tool. Speaking skills are pronouncing language sounds to express or convey thoughts, ideas or feelings orally (Tambunan, 2016).

Furthermore, Speaking skills are essentially the ability to have and organize ideas logically and systematically, to put them into linguistic code according to the rules of the language used and the appropriate communication context, and to pronounce them fluently and clearly (Harianto, 2020). However, based on the reality that the implementation of Indonesian language learning in elementary schools (SD) so far has not received optimal results, it is evident that many students still do not understand the learning material explained by the teacher. In implementing learning, teachers rarely use innovative learning models that can motivate fun and meaningful learning. Based on the research results above, it can be concluded that the storytelling method can improve students' speaking skills. The problem of low speaking skills needs to be solved so that the learning can provide optimal results and improve students' speaking skills. One solution to overcome the problem of students' low speaking skills is to apply the storytelling method in Indonesian language learning (Latif A, 2012). Suggests that storytelling is an excellent method in education. In general, stories are liked by the human soul because they have a fantastic effect on attracting the listener's attention and making someone quickly remember the events in a story.

Storytelling is an activity that a person does verbally to another person using the tool of what should be conveyed in the form of a message, information or just a fairy tale packaged in the

form of a story that can be listened to with a sense of enjoyment (Madyawati L, 2016). Nurgiyantoro (in Madyawati L, 2016) believes that storytelling is a productive language activity. This means that in telling a story, a person involves thoughts, mental readiness, courage, and clear words so that other people can understand them. Thus, looking at the problems above, the author intends to conduct a literature review using a learning model that has previously been studied to cover the problems that occur, namely by using a storytelling learning model in Indonesian language learning to improve speaking skills in grade VI elementary school students. One of the model's advantages is that it can improve speaking skills and fluency in pronouncing each sentence (Henny, 2007).

This study aims to determine the improvement in speaking skills of elementary school children when the storytelling learning model has been implemented. Thus, looking at the problems above, the author intends to conduct a literature review using a learning model that has previously been studied to cover the problems that occur, namely by using a storytelling learning model in Indonesian language learning to improve speaking skills in grade VI elementary school students. One of the advantages of this model is that it can improve speaking skills and fluency in pronouncing each sentence. This study aims to determine the improvement in speaking skills of elementary school children when the storytelling learning model has been implemented.

LITERATURE REVIEW

Storytelling

The storytelling model is a way of learning by providing stimuli to communicate with other students, formulated as stories so that interactive conditions occur between students (Kalsum, 2023). Furthermore, according to the opinion of other researchers, the storytelling model is an interactive learning model because it emphasizes the active involvement of students during the learning process (pp. Dewi, 2019). This learning model can stimulate students to participate in fun learning actively. Furthermore, according to other researchers, the *storytelling learning model* is cooperative. This learning model can be used for all language skills, including listening, writing, speaking and reading (Nurwinda, 2016). Thus, the storytelling model is a very effective learning model for improving children's speaking skills, especially in how children pronounce/chat fluently.

To further improve their speaking skills, researchers tried using PowerPoint media, which is expected to make children more enthusiastic about learning and not get bored with the material presented. In this case, *PowerPoint media* is *software* in the form of slides that can help compile a percentage that is effective, professional and easy. In *power*, many features can be adjusted according to the user's tastes to attract students to what will be displayed (Dewi ., et al ., 2022). Thus, the storytelling model is a cooperative learning model to improve children's speaking skills so that children do not feel bored and are enthusiastic about learning in class.

The advantages of *storytelling* or telling stories are a) It can grow and develop children's imagination, b) Instill moral values from an early age, c) Develop children's intellect, d) Train children's ability to grasp and concentrate, and e) Develop a patriotic spirit. f) Can reach a relatively more significant number of children⁴¹ g) Available time can be used effectively and efficiently h) Class arrangements become simpler i) Teachers can control the class easily j) Relatively does not require much money. The advantages of the Storytelling Method include: 1. Stories can activate and raise children's enthusiasm. Because children will always reflect on the meaning and follow various story situations so that the characters and topics of the story influence students. 2. Direct all emotions to unite in one conclusion at the story's end. 3. Stories are always captivating because they invite you to follow the events and reflect on their meaning. 4 Can influence emotions. Such as fear, feelings of being watched, willing, happy, reluctant, or hated so that the story's message can be accepted. Can develop a good speaking style. If it is embellished with stories, it will be able to increase memorization, where there is a new depiction of life. Moreover, artistic value is added to the presentation, so a listener feels like they enjoy and

appreciate it. Another advantage of applying the storytelling model (telling stories) is that it can significantly influence children's oral language abilities.

Children who learn using the storytelling model can have the opportunity to hear directly what is contained in the storytelling model. Using the storytelling model helps children pay attention, listen, remember, assess and respond to the stories they hear. It can also be seen that the storytelling model is appropriate as an alternative learning model used to achieve learning goals and encourage the development of listening in children. The application of the storytelling model can provide opportunities for children to listen, pay attention, remember, assess and respond directly to stories that are heard in the storytelling model (Dewi, 2019). The application of the storytelling model makes children more interested in listening to stories so that children participate in learning activities to listen to stories. This storytelling activity is essential, especially during a child's growth and development. The goal is for children to understand the activities being carried out. Storytelling can also increase children's creativity, which, in their development, always activates not only intellectual aspects but also aspects of sensitivity, subtlety, emotion, art, the ability to fantasize and imagination of children, which prioritizes not only the abilities of the left brain but also the right brain (Dewi, 2019). Thus, looking at the problems above, the author intends to conduct a literature review using a learning model that has previously been studied to cover the problems that occur, namely by using a storytelling learning model in Indonesian language learning to improve speaking skills in grade VI elementary school students

This study aims to determine the improvement in speaking skills of elementary school children when the storytelling learning model has been implemented. The disadvantages of storytelling are a) often difficulty in composing stories and b) Often difficulty in using media. c) Can make children passive. d) If the props are unattractive, the child is less active. e) The child is not yet able to retell the story that was told. f) Does not stimulate students' creativity and ability to express their opinions. g) Students' absorption or understanding capacity is different and still weak, so it is difficult to understand the primary purpose of the story content. h) Boredom quickly develops, especially if the presentation is not attractive. Disadvantages of the Storytelling Method include: 1 Children's understanding will become complicated when other problems have accumulated in the story. 2 It is tedious and can bore students. 3 There is often a misalignment of the story's content with the intended context, making achieving the goal challenging. Lack of *storytelling*, namely, a) often have difficulty in composing stories and b) often have difficulty in using the media. c) Can make children passive. d) If the props are unattractive, the child is less active. e) The child is not yet able to retell the story that was told. f) Does not stimulate students' creativity and ability to express their opinions. g) Students' absorption or understanding capacity is different and still weak, so it is difficult to understand the primary purpose of the story content. h) Boredom quickly develops, especially if the presentation is not interesting

Stages learning storytelling includes choosing the theme and title of the story to be told; 2. Conditioning the children, 3. The opening or starting stage includes activities: a.) Asking about readiness to listen to the story, b.) Providing a brief synopsis of the content of the story, c.) Provide information about the characters who will appear in the story; d. Starting the story by describing the place, describing the time, and expressing emotions accompanied by singing by making sounds such as animal sounds. 4. Stages when telling a story include activities: a.) Encouraging students to respond or comment on certain parts, b.) Monitoring children with questions to deepen understanding of the story, c.) Inviting children to make assumptions about what will happen before the story continues; d.) Provide an opportunity to interpret the story, e.) Translate words that the child still finds difficult to accept. 5. Stages of closing the story and evaluation a.) Question and answer (discussion) about the characters and actions that should be imitated and abandoned, b.) Encourage students to try to retell or tell stories with their creations and guide students who want to tell stories. Thus, the researcher's conclusion can be drawn. Storytelling is a learning model that can motivate children to develop their speaking skills both in terms of pronunciation and in terms of speaking fluency.

Here are the steps: first stage, preparation before storytelling. The first thing you need to do is choose an interesting and easy-to-remember book title. Linguistic studies prove that titles contribute to story memory. Through the title, the audience and readers will utilize background

knowledge to process the story's content from top to bottom. Storytelling that has been told as a child and is still remembered can be chosen to start telling stories to children, such as Bawang Merah Bawang Putih, Si Kancil, or local legends that have been heard. In order to be able to portray a character, the storyteller must first be able to appreciate the character's traits and understand the relevance between their name and their traits.

When playing these characters, the storyteller is expected to be able to appreciate how the character feels, thoughts and emotions when telling the story. The next stage is when the storytelling takes place. The most important moment in the storytelling process is at the storytelling stage. When entering a storytelling event session, the storyteller must wait until the audience is ready to listen to the story that will be told. When telling a story, several factors can support the storytelling process so that it becomes interesting to listen to, including a) Eye contact. When storytelling occurs, the storyteller must make eye contact with the audience. Look at the audience and be silent for a moment. Making eye contact makes the audience feel they are being cared for and invited to interact. By doing that, the audience can see whether the audience is listening to the story being told. That way, the storyteller can know the reaction of the audience. (b) Facial expressions. When storytelling occurs, the expression on the storyteller's face can support whether the story is alive. The storyteller must be able to express his face by the situation being told. To display facial expressions that depict the character's feelings is not easy to do. (c) Body Movement. The storyteller's body movements during the storytelling process can also help depict a more interesting storyline. The story being told will feel different if the storyteller makes movements that reflect what the characters in the story are doing. (d) Sound. The storyteller can use a low voice to make the audience feel the story's situation. Storytellers will usually raise their voice intonation to reflect that the story is starting to enter a tense stage. Then, lower it to a flat position when the story returns to its original situation. (e) Speed. Storytellers must be able to maintain speed or tempo when telling stories. (f) Props.

To attract children's interest in the storytelling process, it is necessary to have props, for example, small dolls, worn in the hands to represent the characters being used as material for the fairy tale. The next stage is after the storytelling activity is finished. When the storytelling process is complete, it is time for the storyteller to evaluate the story. This means that the storyteller asks the audience about the essence of the story that has been told and the values that can be taken from it. According to Margareta Vitaningsih (2002), in carrying out learning using the Story model, Telling must follow the steps: 1. The teacher prepares learning media in the form of story text. 2. The teacher divides students into several groups. 3. Students read the story text learning media provided by the teacher. 4. The teacher teaches how to tell stories in front of the class. 5. Students take turns coming forward to tell the story according to their group. Story Learning Steps Telling, the steps for learning Story Telling) namely pre-story, telling, and post-story. in detail, it will be explained, namely: a Pre-Telling (before story). At this stage, the teacher conducts an apperception about the material to be presented which can build conceptions of the material being studied. This can be done by presenting problems close to the student's environment.

In the end, students feel curious about the answers to their questions, which can increase their interest in learning. At the storytelling stage, another stage is the student's initial knowledge stage. This stage requires the teacher to stimulate students or provide stimuli so that students respond positively to the subjects. The students Tell a story (during the story. The material will be presented in history with the actors, namely objects in the material so that these objects can be used in an experiment. Thus, through storytelling, students can listen and understand the content of the material presented by the teacher. The content is adjusted to the student's level of development. The story is told in clear language and is easy for the student to understand. The story presents problems in the student's immediate environment by growing the student's character. At the storytelling stage, teachers are required to be able to facilitate students in exploring the knowledge they have. The stage in question is the exploration stage. At this stage, students make observations or experiments related to the story, noting the contents of the story and connecting it with the knowledge the students already have. In this stage, students explore the knowledge they already have through worksheets provided by the teacher. c. Post Storytelling (after story) 1. After exploring students' abilities in the form of LKS. Next, students hold

discussions with previously determined groups. In this discussion, students can express and equate their opinions with their group. 2. Students are allowed to ask about words that are considered new or difficult, the meaning of which is unknown so that students are helped in understanding the story's meaning. 3. Students are invited to retell the text they have read. 4. Explain the advantages and disadvantages of the story. So it can be concluded that the stages in using the storytelling method are the planning stage, such as determining the theme of the story, media, props and practising figures and voice volume; the second stage of implementation, namely when a story is read or told to the audience, then finally evaluate the story, conclude again and express the message of a story.

Speaking Skills

The word storytelling is composed of two words, namely story and telling. If translated into Indonesian, storytelling is telling stories. Moreover, it turns out that storytelling activities are not only fun at home. Intelligent Teachers can also apply storytelling learning methods at school, especially to train students to speak. Why is storytelling good for practising students' speaking skills? Teaching students with storytelling is excellent to apply in language learning. Speaking skills are essential to language skills because language is a social communication tool. Speaking skills are pronouncing language sounds to express or convey thoughts, ideas or feelings orally (Tambunan, 2018).

Furthermore, Speaking skills are essentially the ability to have and organize ideas logically and systematically, to put them into linguistic code according to the rules of the language used and the appropriate communication context, and to pronounce them fluently and clearly (Harianto, 2020). Other researchers also say that speaking skills produce a stream of articulatory sound systems that are used to appreciate and convey ideas, wishes, feelings or desires according to the context the reader is facing (Larosa, 2021). Furthermore, speaking skills are a complicated evaluation to carry out when compared to evaluating listening, reading and writing skills (Haljdjah S 2012). Thus, the explanation from the researchers above can be concluded that speaking skills are the ability to pronounce language sounds fluently, clearly and expressively or verbally convey thoughts, ideas, feelings or desires according to the context the reader is facing. According to various sources, for example, researchers (Larosa, 2021) and (Haljdjah, 2012) emphasized that two factors caused the low level of students' speaking skills, namely external factors, namely the influence of the use of Indonesian in the family and environment. Internal factors occur in situations where the learning approach, method, media or learning resources used by the teacher significantly influence the level of speaking skills, especially for elementary school students. In this case, an innovative and creative approach to learning speaking skills is needed by combining training methods so that the learning process can be active, effective, dynamic and fun. Therefore, in this research, the researcher will use the attitude aspect with indicators of success, namely, students are expected to be able to convey information with clear pronunciation. Convey the correct intonation and convey the conversation's content with effective sentences. The difference in this research is that the researcher combined several indicators from various researchers that have been studied. Apart from the material presented, students were directed to be able to convey information fluently and use expression in conveying it.

Indonesian Language Learning

Language is an essential tool in human life because language is a tool to express thoughts and feelings to other people, develop expressions, and develop one's intellectual abilities. Linguistic factors that support language effectiveness are: (1) Accuracy of speech: a speaker must get used to pronouncing language sounds correctly. Inaccurate pronunciation of language sounds can distract the listener's attention; (2) Appropriate placement of stress, tone, joints and duration; (3) Choice of words; (4) Target accuracy. This concerns the use of sentences. The speaker must use effective sentences so that the listener can understand the conversation clearly. The four aspects of language ability, which are the main benchmarks for the language skills of lower-class students, are the students' reading and speaking abilities. Learning Indonesian in elementary

school is the basis for obtaining excellent and correct language material and skills. Learning Indonesian is very important to build communication skills and mastery of knowledge. Good language expresses sincere appreciation and support, producing good affirmations that will increase student achievement. Individuals learn more than just Indonesian language material through language skills. Language learning in elementary schools should be carried out optimally (Harlina, 2020). Learning Indonesian in primary school is highly valued. This is because language learning not only helps children improve their language skills but also helps them improve their talents in other disciplines. However, language teaching in elementary schools is still lacking and has not met expectations. Many problems are still experienced when learning is carried out, whether by teachers, students or how learning is implemented.

Power Point Media

Teachers can use various types of media to support the learning process in order to optimize the learning process. Media also plays a role in overcoming boredom in learning. Several computer programs, including Microsoft PowerPoint, have been developed and used to support successful mathematics learning. Microsoft PowerPoint was developed by Microsoft, which allows you to create interactive learning media (Akbar, 2017). For example, Microsoft PowerPoint can be used to learn presentation material. This can save time and help students understand mathematical concepts, especially mathematics subjects. Apart from that, Microsoft PowerPoint can also help develop interactive games as a mathematics learning medium that can represent teaching materials and encourage students to participate in learning. Visualization in mathematics learning can be expressed through graphs or pictures (Puspitarini et al., 2019; Sakiah & Effendi, 2021). Powerpoint is a medium used to convey the main points of the material we present with exciting features.

The various features that can be used on PowerPoint media make this media able to accommodate various types of student learning styles, including visual, audio, kinesthetic and verbal learning styles (Nurhidayati et al., 2019). Amrina (in Sukmawati, 2022:19) believes that the advantages of PowerPoint media include being attractive, stimulating students to learn, visual displays that are easy to understand, making it easier for teachers to convey material, and being conditional and practical. According to Mangkulo (in Sukmawati, 2022:19-20), the advantages of PowerPoint are that it has a variety of presentation techniques that are interesting and not boring, the learning material is presented in its entirety through material pointers, it is practical (can be used for all class sizes), it can be used repeatedly. Repeated and can combine all media elements, such as text, video, animation, images, graphics and sound, into one unified presentation to accommodate students with visual, audio or kinesthetic learning styles. Based on the opinions of the experts above, it can be concluded that interactive PowerPoint has advantages such as (1) Has a visual appearance that is easy to understand, (2) Has an attractive appearance and is not dull, (3) Stimulates students to learn, (4) Makes it easier for teachers to deliver material, (5) can combine all media elements, (6) Can motivate students to learn, (7) Can improve student learning outcomes. One of the media that can be used in developing teaching materials is Powerpoint media. Powerpoint allows users to explore their creativity by creating images or animations and recording sound, text and colours (Nurhidayati, Asrori, Ahsanuddin, & Dariyadi, 2019). Teachers rarely use computers to improve learning, let alone use PowerPoint-based learning media with various applications (Gowasa, Harahap, & Suyanti, 2019).

Discussion

In essence, students have realized that speaking skills are a means of communicating and preparation for continuing their studies to a higher level. These difficulties can be in choosing the correct vocabulary, not speaking fluently, or not expressing ideas clearly. Furthermore, Speaking skills are essentially the ability to have and organize ideas logically and systematically, to put them into linguistic code according to the rules of the language used and the appropriate communication context, and to pronounce them fluently and clearly (Harianto, 2020). Other researchers also say that speaking skills produce a stream of articulatory sound systems that

are used to appreciate and convey ideas, wishes, feelings or desires according to the context the reader is facing (Larosa, 2021).

Speaking skills are the ability to have and organize ideas logically and systematically, to put them into linguistic code according to the rules of the language used and the appropriate communication context, and to speak them fluently and clearly. In this case, an innovative and creative approach to learning speaking skills is needed by combining training methods so that the learning process can be active, effective, dynamic and fun. Therefore, in this research, the researcher will use the attitude aspect with indicators of success, namely, students are expected to be able to convey information with clear pronunciation. Convey the correct intonation and convey the conversation's content with effective sentences. The difference in this research is that the researcher combined several indicators from various researchers that have been studied. Apart from the material presented, students were directed to be able to convey information fluently and use expression in their delivery. One of the essential skills learned by students is speaking skills. Speaking is a means of conveying something to other people with specific goals. Good speaking skills can make it easier for listeners and hearers to understand the things a speaker conveys. Speaking as an aspect of language skills is closely related to other aspects of language skills, namely speaking and listening, speaking and writing, and speaking and reading. Speaking skills are general competencies, namely expressing ideas and feelings, dialogue, conveying messages, explaining and playing roles. Speaking skills are oral language skills possessed by all people who intend to convey messages to other people.

Every human being must be skilled at communicating and expressing thoughts, ideas, and feelings. Skilled in capturing the information obtained and skilled in conveying the information received. If this happens, it will undoubtedly significantly affect the effectiveness of speaking. However, based on existing objective conditions, it must be acknowledged that factors within students are the dominant factors that determine success in learning to speak. Factors that cause low speaking skills are low knowledge of applicable language rules, minimal mastery of students' vocabulary, lack of intensity in reading, and limited knowledge of Indonesian speaking skills. Thus, speaking skills are oral language skills possessed by all people who intend to convey messages to other people. Indicators of speaking skills: 1.) Pronunciation Students convey information clearly; 2.) Intonation Students convey information with appropriate intonation, 3.) Fluency Students are fluent in conveying information, 4.) Expression Students use expressions in conveying information 5.) Accuracy of the conversation: Students convey the content with effective sentences.



Figure 1. Speaking Ability Test

To benefit from speaking skills, there are ways and tips to improve *your skills*. Moreover, here are the tips and brief explanations:

1. **Develop good language skills.** The first thing that must be developed in the language is to increase the vocabulary and support this by increasing writing and reading.
2. **Hone listening skills.** Pay attention to every word the speaker uses in conveying arguments and opinions. Analyze each expression made by the speaker.
3. **Be critical of each person's point of view.** Analyze every opinion and assess it from the good and bad sides.
4. **Have friends to study with.** This can be done by joining an organization or community that can support speaking skills. With organizations, we can get the opportunity to have new friends or people to communicate with.
5. **When you are emotional, do not force yourself to express your opinion.** This is because, in this situation, reason and logic tend to be dull. Giving yourself a chance to be quiet and think again after your emotions stabilize is better.

CONCLUSION

This literature review concludes that the storytelling model influences improving students' speaking skills in learning Indonesian, especially in storytelling, which prioritizes how students convey the story and how fluently they pronounce it. In exploring various sources, it is clear that the use of the storytelling model can improve each child's speaking skills, which is the goal of a teacher's success in teaching Indonesian. This literature review confirms that the storytelling model in Indonesian language learning has great potential to improve students' speaking skills. However, further research is needed to ensure successful and sustainable implementation.

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