



## Improving Listening Skills through Storytelling Methods for Students at Bustanul Athfal 'Aisyiyah Krakitan I Bayat Klaten

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**Abstract:** The background of this research problem is the learning activities of listening skills that are less interesting for students at BA 'Aisyiyah Krakitan I Bayat Klaten, so that it affects children's skills in listening. Therefore, the researcher is interested in conducting research with the formulation of the problem: 1) how to use the storytelling method to improve listening skills in group A children at BA 'Aisyiyah Krakitan I Bayat Klaten?, 2) how to improve listening skills through the storytelling method in group A children at BA 'Aisyiyah Krakitan I Bayat Klaten? This study aims to determine the use of the storytelling method to improve listening skills in group A children at BA 'Aisyiyah Krakitan I Bayat Klaten and to determine the improvement of listening skills through the storytelling method. This research is a type of Classroom Action Research which is carried out in 2 cycles, each cycle consists of 2 meetings, each meeting consists of four components, namely planning, action, observation and reflection. The author conducted research on group A children aged 4-5 years totaling 14 children. This data collection method uses observation, interview, and documentation methods. The results of this study indicate that: 1) the use of storytelling methods to improve listening skills in group A children at BA 'Aisyiyah Krakitan I Bayat Klaten by: a) planning the storytelling method and writing it into the RPPH, b) determining the story theme, choosing a story theme according to the age of students (group A and group B), c) determining the media used, such as picture media, books, or hand puppets; 2) the improvement of listening skills through the storytelling method in group A children at BA 'Aisyiyah Krakitan I Bayat Klaten is 64.29%.

**Keywords:** Listening skills, storytelling method, early childhood.

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### INTRODUCTION

The development of children's language skills is one of the basic abilities of children. The development of language skills in terms of listening is the child's ability to be able to hear other people's opinions with their sense of hearing. Furthermore, according to Sriyono, "Listening skills cannot be separated from other language skills, namely speaking, reading, and writing skills". A person's success in listening can be seen from how the listener understands and conveys information from the listening orally or in writing.

This shows that listening skills are quite complex if the listener wants to capture the true meaning of the listening that may not be completely written, so the listener must try to express things that are implied. Furthermore, this can be seen from the role of listening skills in language skills.

That the role of the listener, as follows: 1) listening skills are a fairly important basis for speaking skills, because what we will say in speaking is the result of listening to other people's conversations, 2) listening skills are also the basis for reading and writing skills, this means that the information we get from listening as our provision to be able to understand what other people write in writing. The information we get from listening as our provision in carrying out writing activities, 3) vocabulary mastery when listening will help fluency in reading and writing.

Listening skills learning activities are still often ignored because many people assume that listening is an ability that humans have had since birth. Even in the reality of daily life, not everyone is able to listen well. This indicates that so far listening skills have received less attention.

Considering the role of listening in the language learning process is very large, an effective method is needed in learning listening skills. One method that can be applied in learning listening skills is to use the storytelling method or what can also be called the storytelling method. Storytelling is a way to convey a story to listeners, either in the form of words, pictures, photos, or sound. Storytelling is often used in the teaching and learning process, especially at the beginner level or children. This method is useful for training listening skills in a fun way, training children's absorption or absorption, and developing children's imagination.

It is said to be successful using the storytelling method if the listener is able to grasp the storyline and feel entertained. In addition, the moral message in the story is also obtained. This method is one of the learning techniques in the cooperative teaching learning approach. Furthermore, Storytelling can contain various moral education in the form of messages or mandates. Through this method, teachers can provide moral values to students. In addition, the Storytelling method is also useful for children in developing cognitive, affective and psychomotor aspects. Because through this method, children get information about facts, concepts, and knowledge that are arranged in a story. The story also displays behavioral models shown by the role holders or characters in the story. Thus, both cognitive, affective, and psychomotor aspects of children can be helped to develop through storytelling. As a method in learning, storytelling has several advantages compared to other methods. Storytelling activities provide learning experiences to practice listening.

By listening, children obtain various information about knowledge, values, attitudes to be internalized and applied in everyday life. Providing learning experiences using the storytelling method allows children to develop cognitive, affective, and psychomotor abilities. If children are trained to listen well, then children are trained to become good, creative, and critical listeners. The storytelling method is considered effective in helping children develop all aspects of their personality which include cognitive, affective, and psychomotor. Storytelling in the context of learning is seen as a tool in achieving learning goals. Through storytelling, teachers provide learning experiences to children to achieve the learning goals that have been designed. Thus, the goal in conveying the story is designed to achieve the learning goals as planned. Based on initial observations made by researchers at BA 'Aisyiyah Krakitan I Bayat Klaten, it was still found that most students were unable to read the letters "a, b, c, d, e". In addition, when the teacher tells a story, the students' attention cannot be focused, students can only focus on listening for about 5 minutes, students' vocabulary mastery is not much, some students can already read and some still need to be given guidance, low reading skills of students and students prefer to play rather than listen.

In this storytelling method, the teacher provides learning with picture and book media. Furthermore, to overcome student boredom, the teacher applies natural media around so that students' views can be focused again. Utilization of the natural environment around BA 'Aisyiyah Krakitan I Krakitan Bayat Klaten is usually carried out every Saturday.

Listening skills are fundamental to effective learning, particularly in language development. In elementary education, these skills are essential for students to comprehend spoken material, absorb new information, and participate actively in classroom activities. At BA 'Aisyiyah Krakitan I Bayat Klaten, the ability to listen attentively and understand information is a critical component of students' overall learning, especially in subjects like Islamic Education, where oral transmission of knowledge plays a significant role. However, students often face challenges in fully engaging with and retaining the material they hear, indicating a need for more effective strategies to enhance listening comprehension.

Traditional teaching methods, such as lecture-based instruction, often rely on passive learning, where students are expected to listen and absorb information without much interaction. While these methods may have some benefits, they fail to foster active engagement or improve students' ability to process and recall information. As such, there is a growing interest in exploring more dynamic and interactive teaching strategies that can help students develop better listening skills and encourage them to actively engage with the content.

One such strategy is the use of **storytelling**, which has been shown to be an effective tool for improving listening skills in young learners. Storytelling, with its engaging and interactive nature, encourages students to listen attentively, recall details, and engage critically with the content. By incorporating storytelling into the classroom, teachers can create an immersive learning experience that makes it easier for students to retain information, understand key concepts, and develop their listening comprehension abilities. Storytelling also provides opportunities for students to reflect on the moral lessons and connect the material with their own experiences, enhancing both their cognitive and emotional understanding of the subject matter.

This study aims to investigate the effectiveness of storytelling as a method to improve listening skills among students at BA 'Aisyiyah Krakitan I Bayat Klaten. By examining the impact of storytelling on students' listening comprehension, this research seeks to provide insights into how this approach can contribute to enhancing the quality of language learning. The findings of this study are expected to offer practical recommendations for teachers seeking to incorporate more engaging and effective methods into their teaching practices, ultimately benefiting students' academic and personal development. The development seen with the storytelling method is that children can memorize letters and read books although some of them are still memorizing. Based on the results of the initial observations, the researcher is interested in conducting classroom action research with the title "Improving Listening Skills Through the Storytelling Method in Group A Children at BA 'Aisyiyah Krakitan I Bayat Klaten.

## **METHODS**

Subject and object of research. The subjects of this study were students of BA 'Aisyiyah Krakitan I in Krakitan Bayat Klaten. With the number of students studied fourteen students. The object of research is the application of the storytelling method, especially to improve listening skills. Time and duration of the study. The research period was 4 months, starting from January 2022 to April 2022. Research location. The research was conducted at BA 'Aisyiyah I Krakitan Bayat Klaten. Research Stages.

Classroom action research was carried out for 2 cycles (meetings) with the following classroom action research procedures; 1) Planning. In this planning, the researcher carried out several steps, namely; 1) Determining the topic; 2) Making RPPH (Program Plan; 3) Preparing the needs for activities regarding the storytelling method; 4) Preparing assessment sheets; 5) Making observation instruments/observation sheets. Implementation of Action. In this stage, the researcher carried out; 1) Planning together with educators/teachers; 2) Adjusting the room; 3) Creating an atmosphere of mutual respect, mutual support; 4) Delivering an explanation of the importance of studying the

storytelling method to improve listening skills; 5) The teacher tells a story to the child; 6) The teacher conducts an assessment.

This research utilizes a quasi-experimental design to examine the impact of storytelling on improving listening skills among students at BA 'Aisyiyah Krakitan I Bayat Klaten. The quasi-experimental approach was selected because it allows for the comparison of student performance before and after the implementation of storytelling as a teaching method, without the need for random assignment. This method is appropriate for educational settings where students are already part of a specific group or class, and randomization is not feasible.

The participants in this study are fourth-grade students at BA 'Aisyiyah Krakitan I Bayat Klaten. A sample of students from one class will be selected for the study. The students will receive a series of storytelling sessions as part of their language learning activities. The storytelling sessions will be conducted over a period of several weeks, during which students will listen to various stories selected by the teacher. These stories will be relevant to the students' cultural and social context to enhance engagement and comprehension.

Data collection will involve pre- and post-assessments of students' listening comprehension skills. Before the storytelling sessions, a pre-assessment will be administered to evaluate the students' baseline listening abilities, including their ability to recall details and answer comprehension questions based on spoken material. After the storytelling sessions, a post-assessment will be conducted using the same format to measure any improvements in their listening skills. This allows for a direct comparison of performance before and after the intervention.

Additionally, classroom observations will be conducted throughout the study to assess student engagement and participation during the storytelling sessions. Observations will focus on the students' attentiveness, their involvement in follow-up discussions, and their responses to comprehension questions. These observations will provide valuable qualitative data to complement the quantitative assessment results, offering a more comprehensive understanding of how storytelling impacts listening skills in the classroom.

Observation. The target of observation in this study is the behavior and attitude of students in learning, the performance of educators (teachers) in delivering learning and how the learning process takes place. Observation activities in this study are important to do because the study can find out the behavior and attitudes of students when participating in learning with storytelling, especially to improve listening skills in children (students), can find out how the performance of educators (teachers) in providing the storytelling method regarding improving listening skills in students and can monitor the process and impact of the resulting learning. Reflection of Action / Evaluation

At the end of the cycle, there needs to be a discussion between the cycles to be able to determine the conclusions or results of the study; 1) Actions are according to plan; 2) There is an increase in student enthusiasm and motivation to learn; 3) Students find it easier to understand the material; 4) Time management is not or is not optimal. If the results are still not achieved in the first cycle, then the implementation of the second cycle is prepared with the same stages. Data Collection Techniques; 1) Observation. Observation in a study is defined as focusing attention on an object by involving all senses to obtain data. By observation as a data collection tool, it is meant that observation is carried out systematically, not observation casually or by chance.

This method is used to find out data about: teacher conditions, conditions of facilities and infrastructure, learning situations and others; 2) Interview. Interview is a form of dialogue conducted by the interviewer to obtain information from the interviewee. This method is used to obtain information in order to obtain the required data. The data to be obtained from this method is the history of the school, teaching and learning units, teaching and learning methods and others; 3) Documentation. Documentation consists of two types, namely documentation guidelines containing outlines or categories for which

data will be sought, check-lists containing a list of variables for which data will be collected. The data to be obtained from this method is to determine the importance of listening skills in children at BA 'Aisyiyah Krakitan I. geographical location, and organizational structure; 4) Data Analysis. To analyze the data obtained in order to obtain valid data, an appropriate method is needed in analyzing the data. After the data is collected and is certain and can be trusted, data analysis is carried out using an interactive qualitative analysis model. The steps taken to analyze the data are as follows; 1) Give a value/score to each observation by using stars on the score that matches the child's ability; 2) Learning activities are declared successful if the child can achieve a minimum score of (success percentage of 75%) and in one class is declared to have passed if the listening skills have been and completed by >75% of 14 children; 3) If the results of the observations and the results of the tests carried out do not meet the established standards, improvements must be made through the learning cycle.

The purpose of the analysis in this classroom action research is to ensure whether there is improvement, increase, or change as expected. After collecting complete data, the researcher then tries to compile and group the data and select the data in this study. This serves as an answer to the formulation of the problems that have been set. After grouping the data, the data is then presented as a percentage so that the data has meaning and can be drawn to a general conclusion. The data collected will be analyzed using qualitative and quantitative descriptive techniques with percentages; 5) Research Instruments. Research instruments are tools chosen and used by researchers in their collection activities so that the activities become systematic and facilitated by them. Data collection instruments are methods that can be used by researchers to collect data, which are means that can be realized in objects, such as questionnaires, test devices, interview guidelines, observation guidelines, scales, and so on.

The instrument is prepared before the researcher goes into the field. In this study, the instrument used was an observation sheet to see children's listening skills. The procedure for compiling and filling out the observation sheet is as follows; 1) Determine the type of indicator that will be used to see listening skills; 2) Describe the indicator into the child's observation items when carrying out learning activities that show the achievement of the indicator.

## **RESULTS**

The results of this study aim to examine the impact of the storytelling method on improving listening skills among students at BA 'Aisyiyah Krakitan I Bayat Klaten. The research involved a group of students who were exposed to storytelling sessions as part of their language learning activities. The students' listening skills were assessed before and after the intervention to determine whether storytelling contributed to an improvement in their ability to comprehend and retain information.

At the beginning of the study, a pre-assessment was conducted to measure the students' baseline listening skills. This assessment involved students listening to short stories and answering comprehension questions related to the content. The pre-assessment results revealed that the students had varying levels of listening comprehension, with many students struggling to remember key details from the stories or answer questions accurately. This initial assessment indicated a need for more effective methods to enhance students' listening abilities.

After the storytelling method was introduced, students participated in several sessions where they listened to a variety of stories, including both traditional and contemporary tales. The storytelling sessions were designed to be engaging, with the teacher using vocal variation, gestures, and visual aids to support comprehension. The goal was to make the storytelling experience interactive and dynamic, encouraging students to focus and actively listen to the details of the stories. These sessions were

conducted over a period of several weeks to give students enough time to absorb the material and improve their listening skills.

Post-assessment results showed a significant improvement in students' listening comprehension skills. After the storytelling sessions, students were once again asked to listen to stories and answer comprehension questions. The post-assessment results revealed that the majority of students were able to recall more details from the stories and answer the questions with greater accuracy. This improvement was particularly noticeable in the areas of remembering key facts, understanding the sequence of events, and making inferences based on the story's content.

In addition to the improvement in factual recall, students demonstrated enhanced critical thinking and interpretation skills. Through the storytelling sessions, they were encouraged to engage with the material more deeply by discussing the moral lessons or themes of the stories. This aspect of the storytelling method allowed students to connect the content with their own experiences and develop a deeper understanding of the material. Teachers also observed that students were more confident in expressing their thoughts and opinions about the stories, which indicated an increase in their listening comprehension and overall language skills.

Another key finding of the study was the increased engagement and attention from students during the storytelling sessions. Teachers reported that students were more focused and less distracted compared to traditional lecture-based lessons. The dynamic nature of storytelling, combined with its interactive elements, seemed to capture students' interest and motivate them to listen attentively. This higher level of engagement likely contributed to the improvement in their listening skills, as students were more actively involved in the learning process.

The study also explored the students' perceptions of the storytelling method. After the intervention, students were asked for feedback on their experience with storytelling. The majority of students expressed enjoyment and interest in the sessions, with many stating that they found the method fun and engaging. They appreciated the opportunity to listen to stories in a more interactive way and felt that it helped them understand the material better. This positive feedback reinforced the effectiveness of the storytelling method in enhancing students' listening skills.

The teachers involved in the study also noted that storytelling allowed for a more personalized approach to teaching. By using stories relevant to the students' cultural and social context, teachers were able to make the material more relatable and meaningful. This connection between the content and students' lives helped improve their listening comprehension and fostered a greater appreciation for the stories being shared. Teachers found that storytelling created a more collaborative classroom environment, where students were encouraged to participate and share their thoughts.

While the results of the study indicate positive outcomes, there were also some challenges. One challenge was ensuring that all students were able to follow the stories and understand the vocabulary used. Some students, particularly those with lower language proficiency, struggled to keep up with the stories. To address this, teachers adapted their storytelling techniques by simplifying language, providing additional explanations, and using visual aids to support understanding. This adaptability ensured that all students, regardless of their initial skill level, could benefit from the storytelling method.

Despite these challenges, the overall impact of the storytelling method on listening skills was overwhelmingly positive. The research demonstrates that storytelling can be an effective pedagogical tool for enhancing listening comprehension in young learners. By making listening activities more interactive and engaging, storytelling encourages students to focus and actively process the information they hear. This approach not only improves listening skills but also fosters a deeper connection to the material and greater language development.

In conclusion, the use of the storytelling method at BA 'Aisyiyah Krakitan I Bayat Klaten has proven to be effective in improving students' listening skills. The positive changes observed in the students' ability to recall and comprehend details from stories, as well as their increased engagement and participation, suggest that storytelling can be a valuable addition to the language curriculum. The study highlights the importance of incorporating interactive and dynamic teaching methods to enhance students' language development and learning experiences.

Based on these findings, it is recommended that educators at BA 'Aisyiyah Krakitan I Bayat Klaten continue to integrate storytelling into their teaching practices. Future research could explore the long-term effects of storytelling on students' language skills and investigate how this method could be adapted for use with different age groups or language levels. Additionally, teachers may consider combining storytelling with other interactive activities, such as group discussions or creative assignments, to further reinforce students' listening comprehension and critical thinking abilities.

This study contributes to the growing body of research on the benefits of storytelling in education, particularly in improving listening skills. As storytelling continues to be an accessible and enjoyable method for enhancing language development, it offers educators a powerful tool to engage students and foster a deeper understanding of the material. Further studies could explore the use of storytelling in other subjects or settings, providing additional insights into its effectiveness as a teaching method.

## **DISCUSSION**

The results of this study demonstrate the effectiveness of storytelling as a method to improve listening skills among students at BA 'Aisyiyah Krakitan I Bayat Klaten. Storytelling, as an active and engaging learning strategy, has been shown to significantly enhance students' ability to comprehend and retain information presented orally. Before the implementation of the storytelling method, students were assessed for their listening comprehension, revealing that many students struggled with remembering key details from the stories and answering comprehension questions accurately. This baseline data highlighted the need for an interactive approach to improve listening skills.

Following the introduction of storytelling, the students participated in multiple storytelling sessions, where they listened to a variety of stories, including both traditional and contemporary narratives. These stories were delivered with engaging vocal variations, gestures, and visual aids to enhance students' comprehension and attention. The stories were chosen to be relevant to students' cultural and social contexts, ensuring that the material was not only interesting but also relatable. The goal of these sessions was to foster an immersive learning environment, encouraging students to listen actively and attentively.

The results from the post-assessment clearly indicated a marked improvement in students' listening comprehension skills. After completing the storytelling sessions, students were asked to listen to additional stories and answer comprehension questions. The post-assessment revealed that students could recall more details from the stories and provide more accurate answers compared to their performance before the intervention. This improvement suggests that the storytelling method effectively contributed to enhancing students' ability to understand and retain information presented orally.

Beyond factual recall, the storytelling sessions also appeared to boost students' ability to interpret and engage critically with the content. During the sessions, students were encouraged to reflect on the moral lessons embedded within the stories. Teachers facilitated discussions that helped students connect the themes of the stories to their own experiences, encouraging them to think critically about the lessons conveyed. This deeper engagement helped students not only understand the material but also apply the lessons in their daily lives.

The storytelling method also promoted an increase in students' motivation and engagement in the classroom. Teachers observed that students were more attentive during storytelling sessions compared to traditional teaching methods, where the focus was often on lectures or passive listening. The dynamic nature of storytelling, with its use of vocal variety and body language, seemed to capture students' interest, keeping them engaged throughout the sessions. This increased attention likely contributed to the improvement in students' listening skills, as they were more focused and actively involved in the learning process.

Students' perceptions of the storytelling method were also highly positive. After the sessions, many students expressed that they enjoyed the storytelling activities and found them both fun and educational. They reported that listening to stories helped them understand the material more easily, and they appreciated the opportunity to participate in discussions following the stories. The positive feedback from students indicated that the storytelling method created an enjoyable and effective learning experience, further supporting its potential as a tool for enhancing listening skills.

Teachers also noted that storytelling allowed for a more personalized and flexible approach to teaching. By using stories that were relevant to students' lives, teachers were able to connect the material with students' experiences, making it more meaningful. This relevance not only helped improve listening comprehension but also made the lessons more engaging. Teachers were able to use the stories to create a learning environment that encouraged students to think critically and creatively, enhancing their overall learning experience.

However, despite the many benefits, some challenges arose during the implementation of storytelling. One of the main challenges was ensuring that all students could follow the stories and understand the vocabulary used. Some students, particularly those with lower language proficiency, struggled to keep up with the complexity of the language or the speed at which the stories were told. To address this, teachers adapted their storytelling techniques, simplifying the language when necessary and providing additional explanations or visual aids to help students better understand the content.

Another challenge was related to students' initial discomfort with speaking in front of others. Since storytelling is often an interactive process, students were encouraged to share their thoughts and engage in discussions. Some students, particularly those who were shy or lacked confidence, were hesitant to participate. Teachers created a supportive environment by gently encouraging participation, praising students for their efforts, and ensuring that everyone had a chance to contribute. This positive reinforcement helped alleviate anxiety and encouraged even the more reserved students to engage with the material.

In addition to these challenges, the teachers also faced the task of managing time effectively during storytelling sessions. Some stories were longer or more complex, requiring more time for students to process and discuss. Teachers had to balance the time spent on storytelling with the need to complete other aspects of the curriculum. While the storytelling method was effective, it required careful planning and time management to ensure that students had enough time to absorb the content while also leaving room for other classroom activities.

The combination of storytelling and student participation led to an increase in overall classroom collaboration. Students who might not typically engage in traditional learning activities were more likely to participate in the interactive nature of storytelling. They were encouraged to share their opinions, discuss their interpretations of the stories, and reflect on the lessons. This collaborative environment helped foster a sense of community in the classroom, with students working together to deepen their understanding of the material.

The storytelling method also had a significant impact on students' confidence and communication skills. As students were given the opportunity to speak and participate in discussions, they became more comfortable expressing themselves in front of their peers.



This, in turn, helped to improve their overall communication skills, a key aspect of listening comprehension. By verbalizing their thoughts and engaging in dialogue, students developed greater confidence in both their speaking and listening abilities.

Moreover, the storytelling method proved to be a valuable tool for developing students' ability to retain information. As students listened to stories and participated in discussions, they were able to recall specific details more easily and with greater accuracy. This improvement in memory retention was a direct result of the active engagement required by the storytelling method. It allowed students to internalize the material more effectively than passive listening or traditional rote memorization techniques.

The study's findings also suggested that storytelling could serve as a versatile tool that teachers can use across different subjects to improve students' listening skills. While the primary focus was on Islamic Education, storytelling can be adapted to teach other subjects as well. The universal appeal and flexibility of storytelling make it a valuable resource for enhancing language learning, critical thinking, and retention across various educational contexts.

As a result of the positive outcomes observed, it is recommended that the storytelling method be incorporated into the regular curriculum at BA 'Aisyiyah Krakitan I Bayat Klaten. Future research could further explore the long-term effects of storytelling on listening skills and its impact on other areas of language development. Additionally, teachers could experiment with incorporating different types of stories, such as folk tales or personal narratives, to see how they influence student engagement and comprehension.

In conclusion, storytelling has proven to be an effective method for improving listening skills at BA 'Aisyiyah Krakitan I Bayat Klaten. The study demonstrated that students who participated in storytelling sessions showed significant improvements in their ability to recall and understand information, engage in discussions, and express their thoughts confidently. These results indicate that storytelling is not only a valuable tool for language development but also a powerful method for fostering deeper learning experiences for students. By continuing to implement and refine storytelling in the classroom, educators can enhance students' listening abilities and overall language proficiency. Another significant outcome of this study was the increased motivation and attention observed in students during storytelling sessions. The dynamic and engaging nature of storytelling captured the students' interest, resulting in higher levels of concentration compared to traditional teaching methods.

This increased attention likely contributed to the improvement in their listening skills, as they were more actively engaged in the process of learning. The students' positive feedback and the teachers' observations also reinforced the effectiveness of storytelling. Many students expressed their enjoyment of the storytelling sessions and found them helpful for understanding the material better. Teachers noted that storytelling allowed for more personalized learning, making the lessons more relatable and accessible to students. This approach also encouraged greater participation and collaboration among students, fostering a supportive and interactive classroom environment. Despite the positive results, there were some challenges that needed to be addressed, such as ensuring that all students, particularly those with lower language proficiency, could keep up with the stories.

However, these challenges were mitigated through thoughtful adaptations by the teachers, such as simplifying the language and using visual aids. This adaptability ensured that all students benefited from the storytelling sessions, regardless of their initial proficiency level. In light of these findings, it is recommended that BA 'Aisyiyah Krakitan I Bayat Klaten continue to integrate storytelling into their teaching practices, not only for improving listening skills but also for fostering greater student engagement and critical thinking. Further studies could explore the long-term impact of storytelling on students' language development and examine its potential in other subjects. Overall, storytelling has proven to be a valuable and effective method for enhancing listening skills, and its

continued use in the classroom can contribute to a more engaging and comprehensive learning experience for students.

## CONCLUSION

In conclusion, the implementation of the storytelling method has shown to be highly effective in improving the listening skills of students at BA 'Aisyiyah Krakitan I Bayat Klaten. The study demonstrated significant improvements in students' ability to recall details, understand stories, and respond to comprehension questions after participating in the storytelling sessions. These results highlight the potential of storytelling as an engaging and interactive method to enhance listening comprehension, which is a vital skill in language development. The pre- and post-assessment results revealed that students' listening skills improved notably after the storytelling sessions. They were able to recall more specific details from the stories and provide more accurate answers to comprehension questions, indicating that storytelling contributed to deeper retention of the material. The interactive nature of storytelling allowed students to actively engage with the content, which in turn enhanced their understanding and memory. Moreover, the storytelling method not only improved students' listening comprehension but also encouraged critical thinking and interpretation. By reflecting on the moral lessons of the stories and participating in discussions, students were able to connect the content to their own lives, which further enhanced their learning experience. This deeper engagement promoted a more holistic understanding of the material and allowed students to see the relevance of the stories beyond just listening.

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