



APPLICATION OF THE AUDIO-VISUAL-BASED PAIRED-STORYTELLING METHOD: ENHANCING STUDENTS' SPEAKING SKILLS

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ABSTRACT

This study addresses a significant research gap by integrating paired storytelling with audiovisual tools to enhance students' speaking skills through active participation, emotional engagement, and technological support, moving beyond traditional content-focused approaches. It explores the implementation and effectiveness of paired storytelling in improving the speaking skills of fifth-semester students in the Indonesian Language and Literature Education Program at FKIP Universitas Mahasaraswati Denpasar. The study contributes to developing innovative teaching strategies that foster communication skills and critical thinking by answering whether and how the paired storytelling method enhances speaking performance. A classroom action research design comprised three stages: pre-cycle, Cycle 1, and Cycle 2. Data were collected through tests and direct practice sessions. Baseline performance was established in the pre-cycle phase, while subsequent cycles implemented and refined the paired-storytelling method to assess its impact. The findings revealed significant improvements in students' speaking skills. In the pre-cycle, the average score was 64.2, with most students scoring below the success indicator 80. After implementing the method in Cycle 1, the average score rose to 79.0, with 80% meeting the criteria. By Cycle 2, all students surpassed the indicator, achieving an average score of 89.73. These results underscore the method's effectiveness in fostering confidence and improving linguistic abilities.

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1. INTRODUCTION

Language plays a crucial role in daily life as a tool for communication, allowing individuals to convey thoughts, emotions, opinions, beliefs, and desires, thus fostering mutual understanding (Aljarelah, 2024). Language is essential in education in facilitating teaching, learning, and interaction. Language proficiency helps individuals deliver messages clearly and effectively and impacts how they engage with others and their environment. Language skills consist of four main components: listening, speaking, reading, and writing. These interconnected skills are essential daily, enabling effective communication in personal interactions and formal contexts, including education. Among these skills, speaking is vital as it is the most frequently used form of communication. Speaking involves producing sounds or words to express opinions, ideas, and emotions, making it critical in various contexts, particularly in education (Guebba, 2021). However, challenges arise as speaking in educational settings often requires higher formality levels and structured communication than everyday interactions.

In education, speaking skills are not limited to casual conversations but also encompass the ability to communicate ideas in a structured and persuasive manner. Students, especially in higher education, are expected to present material engaging and comprehensibly. Practical speaking skills in education require clarity, logical structure, and organization to ensure the intended message is well-received by the audience (Mutalliyeva, 2024). Creativity and presentation skills are also essential to maintain the audience's interest. For instance, monotonous presentations often

fail to capture the audience's attention, diminishing the effectiveness of the communication. Moreover, speaking skills are closely linked to critical thinking development, as students are often required to articulate arguments and defend their viewpoints (Muhammadiyah, et al., 2020). This dynamic fosters active participation in discussions, transitioning students from passive receivers of information to active contributors.

Despite the importance of speaking skills, many students struggle to communicate effectively in higher education settings. Challenges include a lack of confidence when speaking in front of an audience, difficulties in organizing ideas, and over-reliance on reading from slides or notes rather than engaging directly with the audience (Hidayah & Puspitasari, 2023). Presentations often become one-directional, where students merely deliver material without fostering interactive communication. This limits opportunities for feedback and reduces the potential for dynamic and engaging discussions. Addressing these issues requires innovative teaching methods to enhance students' speaking skills comprehensively and effectively.

One such method is paired storytelling with an audiovisual approach, which integrates storytelling and audiovisual media to develop speaking skills (Ummah et al., 2018). Storytelling encourages students to present information in a structured and engaging manner, involving the audience emotionally. Paired storytelling requires collaboration between two students, where one shares a story or information while the other listens actively and provides constructive feedback (Puspita, 2022). This reciprocal process sharpens speaking and listening skills essential for effective communication. Including audiovisual media, such as images, videos, and graphics, further enriches the presentation, making it more engaging and enhancing the audience's understanding. This method allows students to practice speaking in a structured, interactive, and visually supported way, helping them overcome anxiety and improve their ability to organize and present material effectively.

By implementing paired storytelling with audiovisual elements, students can overcome common barriers to public speaking, such as fear, anxiety, and difficulty in material organization (Puspita, 2022). This method encourages two-way communication and active audience involvement, fostering a more dynamic and interactive learning experience. The combination of storytelling and audiovisual aids ensures clarity and persuasiveness in presentations, preparing students to communicate effectively in various academic and professional contexts. Furthermore, this approach emphasizes collaboration and constructive feedback, enabling students to refine their speaking skills continuously.

The significance of this study lies in addressing gaps in previous research by focusing on integrating paired storytelling and audiovisual tools to enhance speaking skills. Unlike traditional methods that primarily focus on content delivery, this approach emphasizes active participation, emotional engagement, and the use of technology to support communication. The novelty of this study is its comprehensive exploration of the steps involved in implementing paired storytelling as a pedagogical method and its impact on improving the speaking skills of fifth-semester students in the Indonesian Language and Literature Education Program at FKIP Universitas Mahasaraswati Denpasar. This research aims to answer two main questions: whether the paired storytelling method can improve students' speaking skills and how the technique can be implemented effectively to achieve this goal. By addressing these questions, the study contributes to developing innovative teaching strategies that enhance students' communication skills and critical thinking, preparing them for academic and professional success.

2. RESEARCH METHOD

This study employs the Classroom Action Research (CAR) method, as this approach effectively delivers direct improvements in learning outcomes and enhances teacher professionalism. According to Sugiyono (2016), research methods are scientific approaches to obtaining valid data for discovering, developing, and validating specific knowledge to understand, solve, and anticipate educational challenges.

The CAR approach utilized in this research follows the Kemmis and Taggart model, which consists of four stages: (1) planning, (2) action implementation, (3) observation, and (4) reflection. Before initiating the cycles, the primary focus of the problem must be identified through preliminary observations. According to Purwanto (2018), research instruments are tools used to collect data. The instruments must align with the research objectives and theoretical framework. Instruments are designed specifically for each study and cannot be universally applied. In this research, the instruments used include: (1) Observation Sheets To monitor student activities while delivering materials and speaking practices. (2) Tests: To evaluate students' speaking skills. The collected data were analyzed using **descriptive analysis**. Descriptive analysis calculates the average and percentage of student performance outcomes. Two techniques were applied: (1) Qualitative Descriptive Analysis: Summarizing observations into conclusions. (2) Quantitative Descriptive Analysis: Calculating numerical averages and percentages of student performance scores.



3. RESULTS AND ANALYSIS

Results

This study began with a pre-test to evaluate the speaking skills of fifth-semester students. The results revealed that none of the students achieved the minimum competency score of 80. Additionally, it was observed that student participation in classroom activities was relatively low, as reflected in the lack of active engagement in speaking tasks. To address these challenges, the researcher implemented the Paired Storytelling Method with audiovisual support through Classroom Action Research (CAR) cycles.

Table 1. Pre-Test Results

Score Interval	Category	Frequency	Percentage
0–39	Fail	1	6.67%
40–49	Poor	1	6.67%
50–59	Almost Adequate	3	20%
60–69	Adequate	4	26.66%
70–79	Almost Good	6	40%
80–89	Good	0	0%
90–100	Very Good	0	0%
Total		15	100%
Average Score		62.4	
Classical Mastery		0%	

The first cycle began with the planning stage, where the researcher prepared various components, including a detailed lesson plan (RPS) tailored to the audiovisual paired-storytelling method, learning materials focused on speaking skills, relevant media, and research instruments such as observation sheets and speaking skill rubrics. During the implementation stage, students paired up to participate in learning activities. Each pair watched a video with complex storytelling elements requiring focused attention and linguistic editing. After watching, students discussed their perceptions for ten minutes and retold the story to their partner.

The next phase involved presentations; each pair had five minutes to present their findings. During presentations, speakers alternated, ensuring that the second speaker continued seamlessly from the first. Observations were conducted to monitor student participation and evaluate their speaking abilities post-intervention. The final stage, **reflection**, revealed that students became more confident in expressing ideas and responding effectively during storytelling tasks. However, some students required additional support, prompting the researcher to consider more diverse and contextualized audiovisual materials.

Table 2. Results from Cycle 1

Score Interval	Category	Frequency	Percentage
0–39	Fail	0	0%
40–49	Poor	0	0%
50–59	Almost Adequate	1	6.67%
60–69	Adequate	2	13.33%
70–79	Almost Good	0	0%
80–89	Good	12	80%
90–100	Very Good	0	0%
Total		15	100%
Average Score		79	
Classical Mastery		80%	

The test results from Cycle 1 showed an improvement in speaking skills, with an average score of 79 and a classical mastery rate of 80%. While 12 students met the minimum competency score, further efforts were needed as three students still fell short.

The second cycle is built upon the reflections from Cycle 1. Adjustments were made to the lesson plan, learning materials, and media, incorporating a wider range of short, contextually relevant videos. Students engaged in the paired storytelling method again, emphasizing diverse audiovisual materials. Observations continued throughout the cycle to track participation, and evaluations were conducted to measure further progress. Reflections from this cycle highlighted significant improvements in student engagement and memory retention, as evidenced by their ability to deliver coherent and well-organized narratives.

Table 3. Results from Cycle 2

Score Interval	Category	Frequency	Percentage
0–39	Fail	0	0%
40–49	Poor	0	0%
50–59	Almost Adequate	0	0%
60–69	Adequate	0	0%
70–79	Almost Good	0	0%
80–89	Good	5	33.33%
90–100	Very Good	10	66.67%
Total		15	100%
Average Score		90.93	
Classical Mastery		100%	

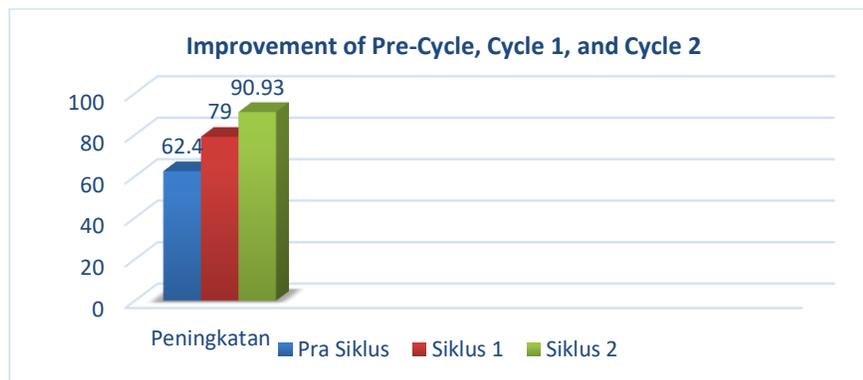
In Cycle 2, the average score rose to 90.93, with a classical mastery rate of 100%. All 15 students achieved the minimum competency score, leading to the conclusion of the research.

Discussion

This study revealed a significant improvement in the speaking skills of fifth-semester students from the Indonesian Language and Literature Education Program, Faculty of Teacher Training and Education, Universitas Mahasaraswati Denpasar, through the paired-storytelling method. The improvement was evident from the test scores obtained by the students at each stage. The pre-cycle test results indicated an average score of 62.40. In Cycle 1, this average increased to 79 and improved to 90.93 in Cycle 2. This finding aligns with Fauziah (2021), who emphasized that the paired storytelling method enhances the quality of the learning process by encouraging students to develop critical thinking and imagination skills.

In the pre-cycle phase, students' average score of 62.40 reflected their underachievement, as it fell below the success indicator of 80 set by the researcher. Specifically, nine students scored below 70, and 6 below 80. This underperformance was attributed to students' lack of confidence in participating in discussions and presenting their ideas. Consequently, the paired storytelling was chosen to foster a collaborative learning environment where students could gain peer feedback and improve their presentation skills. Firdausia (2021) supports this approach, highlighting that paired storytelling centers on students' active participation, enabling them to narrate stories confidently and engage more effectively in learning.

In Cycle 1, the student's average score improved to 79, approaching the success indicator. The breakdown of scores showed that 12 students scored 80 or higher, achieving an 80% success rate, while 3 remained below the target. By Cycle 2, all students had surpassed the success indicator, with an average score of 90.93. Of these, 10 students scored above 90, and 5 scored between 80 and 90. Thus, 100% of students achieved the success criteria. The improvement in students' speaking skills and test scores is summarized in the following graph:



Graph 1: Improvement in Test Scores from Pre-Cycle to Cycle 1 and Cycle 2

The implementation of the paired storytelling method involved several carefully designed steps. Initially, the researcher introduced the learning objectives and activities to the students, providing them with a clear understanding of what was expected during the process. Next, the students were instructed to select their partners. Observers played a crucial role in confirming that each student felt confident in their choice, as the pairing dynamics significantly influenced their concentration and effectiveness in subsequent activities.

Following the pairing, students engaged in a listening activity, where they watched a video in pairs. The video was purposefully complex, featuring storylines that required editing to meet the linguistic indicators outlined in the



assessment rubric. This phase demanded full concentration, as students needed to align their understanding of the video content to prepare for discussions (Harlina & Wardarita, 2020). Afterward, the students entered the paired discussion phase, where each pair spent approximately 10 minutes reflecting on and summarizing the video content. This activity encouraged collaboration and mutual understanding between partners.

4. CONCLUSION

Finally, the students moved on to the presentation phase. Each pair was required to present the outcomes of their discussion in front of the class, guided by the instructor and observer. Each student had five minutes to speak during the presentation, with the narrative being seamlessly passed from one partner to the other at designated points. This structure reinforced the importance of collaboration and allowed students to practice their public speaking skills within a supportive and structured framework (Febyanti & Sari, 2022).

Although the steps of the paired storytelling method align with those outlined by Puspita (2022), this study introduced an innovative element: the integration of audiovisual technology to enhance learning outcomes. For instance, students were tasked with retelling the video content using paired presentations, addressing common challenges in public speaking. This adaptation allowed students to practice and refine their presentation skills within a structured, supportive framework.

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