
DEVELOPMENT OF A COLLABORATIVE-BASED INTERACTIVE STORYTELLING MODEL ON SKILLS SPEAKING OF GRADE IV ELEMENTARY SCHOOL STUDENTS

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Abstract

The Android-based Interactive Storytelling Model Research is the initial research that has been conducted, and it concluded that the model used can stimulate students' speaking skills. However, besides that, this research shows that there are deficiencies, namely the limitations of teachers and students in operating Android. Complementing the lack of research that has been done, this research was carried out, which aims to develop a Collaborative-based Interactive Storytelling Model. This study aims to develop a learning model that can stimulate students' speaking skills with the help of presenting practitioners. This research was carried out by going through the stages of the EDR development research procedure proposed by McKenny & Reeves. The research stages that have been carried out are 1) the analysis and exploration stage, 2) the design and construction stage, and 3) the evaluation and reflection stage. The data were obtained from interviews, literature studies, and field trials tested on fourth-grade students at SDN 3 Karangsembung. The final result of this research is to produce a storytelling guidebook product based collaboratively with the image castle community and have gone through the trial phase twice. Based on the expert assessment results and the trials that have been carried out, this interactive storytelling model is declared feasible for use in learning.

Keywords: Interactive models; Storytelling; Collaborative Learning

Abstrak

Penelitian Model *Interactive Storytelling* berbasis Android merupakan penelitian awal yang telah dilakukan dan menghasilkan kesimpulan bahwa model yang digunakan dapat menstimulus keterampilan berbicara siswa. Namun di samping itu, penelitian tersebut menunjukkan adanya kekurangan yaitu keterbatasan guru dan siswa dalam mengoperasikan android. Untuk melengkapi kekurangan penelitian yang telah dilakukan, maka dilakukan penelitian ini yang bertujuan mengembangkan Model *Interactive Storytelling* berbasis Kolaboratif. Penelitian ini bertujuan untuk mengembangkan model pembelajaran yang mampu memberikan stimulasi keterampilan berbicara siswa dengan bantuan menghadirkan praktisi. Penelitian ini dilaksanakan dengan melalui tahapan prosedur penelitian pengembangan EDR yang dikemukakan oleh McKenny & Reeves. Adapun tahapan penelitian yang telah dilaksanakan, yaitu: 1) Tahap analisis dan eksplorasi, 2) Tahap desain dan konstruksi, dan 3) Tahap evaluasi dan refleksi. Data diperoleh dari hasil wawancara, studi literatur, dan uji coba lapangan yang diujikan pada siswa kelas IV di SDN 3 Karangsembung. Hasil akhir dari penelitian ini menghasilkan produk buku panduan bercerita berbasis kolaboratif bersama Komunitas Kastel Imaji dan telah melalui tahap uji coba sebanyak dua kali. Berdasarkan hasil penilaian ahli dan hasil uji coba yang telah dilaksanakan, model *Interactive Storytelling* ini dinyatakan layak untuk digunakan dalam pembelajaran.

Kata Kunci: Model Interactive; Storytelling; Pembelajaran Kolaboratif

Received : 2022-11-30

Approved : 2023-01-29

Revised : 2023-01-27

Published : 2023-01-31



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Introduction

Nowadays, learning has led to the concept of interactive and collaborative. Interactive communication is between students, teachers, and facilitators (Hoffman, 2020). Understanding the concept of interactive learning is a prerequisite for understanding collaborative learning (Elizabeth, 2020). Collaborative can be implemented with external partners for academics (Stauffacher et al., 2006), such as communities, groups or companies, or even foreign consulates (Smith, 2010). (Smith, 2010). Collaborative learning is learning that is going viral and is used by many educational institutions in the learning process in the classroom, thus becoming a learning trend in the 21st century (Mahmudi, 2006); that collaborative learning is a learning method that places cooperation as the key to the success of a group in achieving common goals. Working together, building together, learning together, progressing together, and succeeding together are key ideas in collaborative learning. This idea is trending in 21st-century learning as many realize that success requires cooperation from various parties. Collaborative learning also meets the government's target in realizing the vision of the Pancasila Student Profile. The Pancasila Learner Profile lists the competencies students in Indonesia must have in the 21st century (Irawati et al., 2022). One of the Pancasila learner profiles is cooperation. Collaboration is an element of gotong royong. This is why collaborative learning development is the main choice in developing this model.

Speaking skills are very important to be taught early to children. Speaking skills are a place for a child to express and express their cognitive abilities (Fauziah et al., 2020). Every normal child can speak and interact with others, but only a few are skilled in speaking. This is in line with the opinion expressed by Tambunan (2018) that most students do not have speaking skills in official situations or public. When participating in class learning, many students still lack the courage to express their opinions (Beta, 2019). Tambunan (2018) continues that this inability is not only experienced by students; many adults do not have good speaking skills. Departing from this, learning to speak is very important to be taught to students because, through this learning, students are expected to express what is in their minds. This speaking skill is also needed so that students can communicate ideas that come to mind and establish good communication in their social life.

The storytelling learning model is an appropriate way of learning speaking skills. Wardiah (2017) expressed that *storytelling* can instill character values in students as a medium to train students' concentration power and encourage them to love their interest in reading and writing. In addition, the *storytelling* learning model is also considered to be the right way, according to Parkin (Veronica et al., 2014), because it is simple, effective, and easy to understand the delivery. Another benefit of storytelling is developing cognitive, affective, and social abilities while building children's personalities (Astuti et al., 2019).

Research conducted previously by Saiful (Saiful, 2020) shows that the interactive storytelling method can improve students' speaking skills because this method is based on collaborative learning, creative thinking, and meaningful learning. Other benefits of storytelling have also been revealed by Rambe (Rambe et al., 2021) in his research revealed that the *storytelling* method can provide benefits for fostering the development of children's imagination, language, and vocabulary, as well as their curiosity and confidence. As well as interactive storytelling activities can help children involved in learning activities develop social skills and cultural and ethical values. Research on the benefits of using *storytelling* methods was also conducted by Indra Bangsawan, entitled *Storytelling Activities in Developing Early Childhood*

Language. (Bangsawan et al., 2021) This shows that this storytelling activity can develop children's language, and the development of children's language is getting better.

This research is also a development of research that has been done before with the title Android-based *Interactive Storytelling Model*. (Nurzaman et al., 2020) Shows the results that students have improved speaking skills. However, the problem that arises later is the limited ability to use Android for teachers and students who are still lacking. When learning is carried out face-to-face, another problem found is the teacher's difficulty in imitating the various voices of different characters, so students are less expressive in telling stories. So this research focuses on developing collaborative learning that presents practitioners.

Collaborative learning is used as an alternative to the problem because presenting practitioners can help provide a stimulus to improve students' social and speaking skills. Each student is an actor who has curiosity, initiative, and the capacity to choose and organize learning stimuli in the learning environment. This is one of the reasons for collaborative learning (Asnur et al., 2019). Asnur (2019) also explained that collaborative learning activities could improve students' cooperation skills and social interaction. Furthermore, collaborative learning emphasizes problem-solving in learning and can present new knowledge (Amiruddin, 2019). Implementing collaborative learning that presents outside parties is considered necessary and needed by students because it can motivate and improve student learning outcomes (Husain, 2020).

Collaborative learning in this study was carried out by presenting practitioners from the storytelling community of Kastil Imaji to carry out storytelling activities during learning. From the things described, this study intends to describe the basic needs of developing a collaborative-based *Interactive Storytelling model*, the design of a collaborative-based *Interactive Storytelling model*, and the feasibility of a *storytelling-based interactive model*.

Research Methods

This research is development research that refers to the *Educational Design Research (EDR)* research model developed by McKenny & Reeves. *Educational Design Research* is seen as research that is used to design a systematic learning system, plan, and evaluate education with interventions (products, programs, learning strategies, teaching materials, and systems) to serve as solutions to complex educational problems and to advance knowledge related to interventions through the design and development process (McKenney & Reeves, 2021). This research goes through three main stages, namely: 1) The analysis and exploration stage, a stage to find the basic needs of the research through interviews and literature studies; 2) The design and construction stage, the stage of preparing the learning model and testing it on research subjects; and 3) Evaluation and reflection stage, which is the stage of improving the learning model from the trial results.

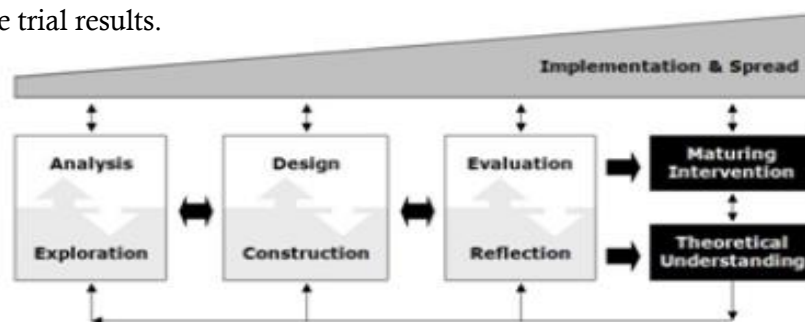


Figure 1. McKenny & Reeves model flow

The research involved the homeroom teacher of grade IV of SDN 3 Karangsembung, who acted as a learning facilitator, grade IV students of SDN 3 Karangsembung as research subjects, practitioner members of the storytelling community kastil imaji, and students. The research was developed in grade IV (four) elementary school after formulating the Basic Competencies (KD) of the curriculum used, following the storytelling activities to be carried out.

Results and Discussion

The development of a collaborative-based *interactive storytelling* model is described at each stage based on the model proposed by McKenny & Reeves to answer each predetermined problem formulation.

1). analysis and exploration phase

The basis for developing a collaborative-based *interactive storytelling* model was carried out by studying the literature and interviewing class teachers from SDN 3 Karangsembung as a place of research and data collection. Based on the literature study and data collection with the class teacher, students face problems in the application of speaking, which is still low. The fourth-grade teacher of SDN 3 Karangsembung revealed during the interview that when there is a task for students to explain the results of their thinking, students tend not to show good speaking skills, such as shyness and pointing to each other. Whereas according to the demands of the 2013 curriculum, there are basic competencies that students must master in grade IV. Basic competencies are like in KD 3.9, and 4.9 in that students must be able to continue the story's content, express opinions about the story's content, and report the results of identifying the characters in the fictional text.

For collaborative learning, based on interviews, this school has never collaborated with other communities, especially storytelling communities. Even though the literature study shows that collaborative learning is needed to support 21st-century competencies, bring up cooperation, and improve students' speaking skills. In his opinion about collaborative learning, the fourth-grade teacher of SDN 3 Karangsembung also revealed during the interview that collaborative learning can create a new climate in learning and increase children's confidence in expressing opinions. This follows what Solikha revealed (Soleh & Arifin, 2021) that collaborative learning can build children's social spirit and help build relationships with others, and children can learn to take responsibility for themselves. Azmi also expresses this in his research that speaking activities such as speeches and the like require learning with the right method. One method that is considered capable of helping improve children's speaking skills is the storytelling method (Azmi, 2019). The class teacher added that the collaboration-based learning activities could be a new color and a stimulus for children to express their thoughts or ideas.

Researchers chose the Kastel Imaji community as a partner in storytelling implementation. This was chosen because Kastel Imaji is one of the storytelling communities in Tasikmalaya that already has a lot of flying hours in storytelling. Based on interviews conducted by researchers on Thursday, January 20, 2022, with Nuraini as the founder and active storyteller at Kastel Imaji. Kak Aini said that Kastel Imaji is a community engaged in literacy, focusing on children's fairy tales, songs, and interactive games.

The interview also stated that Kastel Imaji has standard operating procedures for storytelling activities. Storytelling activities are carried out with full preparation. Storytelling activities are carried out with props or without props. In addition, the imaginary castle often

uses musical instruments as an atmosphere-carrying assistant in storytelling or relies on the mimics, gestures, and costumes used when telling stories. Preparation before storytelling activities is very important; as stated by Muningsih & Kiswati (2015), that preparation and mastery of storytelling determine the quality and flexibility in delivering stories. However, classroom teachers have limitations in facilitating storytelling activities in learning, both in terms of media and planning.

To create meaningful learning and facilitate students' speaking skills, collaborative-based interactive storytelling model learning with the imaginary castle community is a solution to facilitate students' speaking skills and an example of the realization of the demands of the 2013 curriculum.

2) Design and Construction Phase

The development process is carried out in three stages: planning, implementation, and evaluation. Product development begins with the planning stage, namely analyzing the 2013 curriculum. After analyzing the basic competencies, indicators, and objectives, researchers, together with practitioners, prepare stories and props as preparation. The results of the analysis of the curriculum and KD that have been determined are developed into a Learning Implementation Plan and a collaborative-based *interactive storytelling* learning module.



Figure 2. Storytelling Interactive Learning Guide Book View

After the planning process, the implementation stage is a collaborative storytelling process carried out by practitioners from the imaginary castle community. Students are asked to listen to the entire content of the story and are given reinforcement, and then asked to continue the content in their language. The final stage of this process is evaluation, and students conduct a learning outcomes assessment to measure their speaking skills according to the indicators compiled from the basic competencies.

3) Product Trial

Product trials were conducted to determine its feasibility when applied in the field. This trial activity was carried out twice. Tested to class IV (four), which amounted to 22 people. The first trial was conducted on 10 students. After the learning process was complete, the researcher asked the teacher for a response regarding the *interactive storytelling* model that had been implemented. According to him, this storytelling activity has covered the learning material to be addressed. The story told also makes children understand and can retell it. However, the elements of the story have not been conveyed during material *recall*, so some children feel confused when answering questions. This *recalling* activity is important so that learning is more embedded in children's minds. This is in line with the opinion expressed by Hakim & Walad (2020) that

recalling aims to reorganize concepts embedded in students' reasoning and refine their knowledge, and *recalling* activities can improve students' memory of the material that has been learned. The following are the results of students' speaking skills achievements at trial stage 1.

Table 1. Achievement of Speaking Skills of Grade IV Students in Trial I

No	Name	Accuracy	Fluency	Appropriacy	
1	AHM	100%	100%	100%	
2	ASL	50%	50%	50%	
3	DAF	100%	75%	75%	
4	AAN	100%	100%	100%	
5	KR	100%	75%	75%	
6	MRNP	75%	100%	100%	
7	MNF	100%	75%	75%	
8	MNM	50%	75%	50%	
9	AFMD	75%	75%	75%	
10	MRPA	75%	75%	75%	
	Average	83%	80%	78%	80%

From the data obtained, in the accuracy sub-variable, two students achieved two indicators: repeating sentences spoken by the teacher and revealing the nature of the story character. At the same time, three students were able to achieve three indicators, including being able to repeat sentences spoken by the teacher, being able to reveal the nature of the story character, and being able to tell experiences or events simply according to the story. Five students were able to achieve four indicators, namely repeating sentences spoken by the teacher, expressing the nature of the story character, telling experiences or events simply following the story, and continuing the content of the story if the percentage of students' ability in the accuracy sub-variable is 83%.

Meanwhile, in the *fluency* sub-variable, one student achieved two indicators: being able to state reasons for something desired or disagreed with and expressing his opinion about the characters in the story. Six students can achieve three indicators: state reasons for something desired or disagreement, express their opinions about the characters in the story and express their opinions about the whole story. The other three students achieved four indicators, namely being able to state the reasons for something desired or disagreement. Being able to express their opinions about the story's characters, their opinions about the whole story, and expressing opinions to their friends about the problems found in the story and provide solutions. The percentage of students' ability in the *fluency* sub-variable is 80%.

In the *appropriacy* sub-variable, two students achieved two indicators: asking what, who, why, where, and when questions; and answering according to the teacher's questions (what, who, why, where, when). While five students achieve three indicators, namely being able to ask what, who, why, where, and when questions; being able to answer according to the teacher's questions (what, who, why, where, when); and being able to answer questions about information/events in a simple manner. The remaining three students met the indicators of being able to ask what, who, why, where, and when questions; being able to answer according to the teacher's questions (what, who, why, where, when); being able to answer questions about information/events simply; and being able to mention words that have the same initial syllable. So if it is a percentage, the student's ability in the *appropriacy* sub-variable is 78%.

In the first trial, revisions were made to the product, namely adding material notes on the elements of fairy tales that must be conveyed before the learning process is carried out, and activities in the Daily Learning Implementation Plan need to be more clearly detailed in the evaluation stage.

The second trial was conducted on 12 different students. The data on students' speaking skills in the second trial is presented in the table as follows:

Table 2. Achievement of Speaking Skills of Grade IV Students in Trial II

No	Name	Accuracy	Fluency	Appropriacy	
1	MRR	75%	75%	100%	
2	FSA	75%	75%	75%	
3	AMM	100%	75%	100%	
4	AS	100%	100%	100%	
5	DSS	100%	100%	100%	
6	FM	100%	75%	100%	
7	HAR	100%	100%	100%	
8	MRR	100%	100%	100%	
9	MRA	100%	100%	100%	
10	VIR	100%	100%	100%	
11	WF	100%	100%	100%	
12	NSNM	100%	100%	100%	
	Average	96%	92%	98%	95%

From the data obtained, in the accuracy sub-variable, two students can achieve three indicators, including repeating sentences spoken by the teacher, revealing the nature of story characters, and telling experiences or events simply according to the story. Ten students achieved four indicators, namely being able to repeat sentences spoken by the teacher, revealing the nature of the story character, telling experiences or events following the story, and continuing the content of the story; hence, if the percentage of students' ability in the accuracy sub variable is 96%.

In the fluency sub-variable, four students can achieve three indicators, namely being able to state reasons for something desired or disagreement, expressing their opinions about the characters in the story, and expressing their opinions about the whole story. The other eight students achieved four indicators, namely being able to state reasons for something desired or disagreement. Express their opinions about the characters in the story. Express their opinions about the whole story and be able to express opinions to their friends about the problems found in the story and provide solutions so if the percentage of students' ability in the *fluency* sub variable is 92%.

In the appropriacy sub-variable, there was one student who achieved three indicators, namely being able to ask what, who, why, where, and when questions; being able to answer according to the teacher's questions (what, who, why, where, when); and being able to answer questions about information/events simply. The remaining eleven students met the indicators of being able to ask what, who, why, where, and when questions; being able to answer according to the teacher's questions (what, who, why, where, when); being able to answer questions about information/events simply; and being able to mention words that have the same initial syllable if the percentage of the student's ability in the *appropriacy* sub-variable is 98%.

The teacher's response in stage II is very positive; there are no suggestions from the teacher to revise the product, and the teacher hopes that further *storytelling* activities can continue to be interactive and optimal with the collaborative-based interactive storytelling model with the imaginary castle community that the researcher has developed. Thus, the collaborative-based *interactive storytelling* model with the imaginary castle community is feasible to use in the learning process.

Conclusion

Based on the results of the literature study and facts in the field, it can be concluded that storytelling learning is needed to stimulate students' speaking skills. The development of this *interactive storytelling* model refers to the academic needs and the needs in the field. Storytelling activities can improve children's speaking skills, but storytelling activities need to be delivered with the right method. Collaborative-based *Interactive Storytelling* learning model is used as an alternative problem. This learning model is implemented with the Kastel Imaji community. The product produced in this research is a guideline module and a daily learning blend design compiled collaboratively. The learning model was tested twice, resulting in an average student speaking skill of 80% in the first trial and the average student speaking skill in the second trial was 95%. With the percentage of data obtained, the development of this *interactive storytelling* learning model is declared feasible for use in learning.

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