

The Implementation of the Paired Storytelling Learning Model to Improve Sixth-Grade Students' Speaking Skills at UPT SD Negeri 45 Parepare

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ABSTRACT

This study aimed to describe how the Paired Storytelling learning model is implemented and to determine whether it improves the speaking skills of Grade VI students at UPT SD Negeri 45 Parepare. Classroom action research following the Kemmis and McTaggart model was conducted in three cycles with 21 students, using a qualitative approach supported by descriptive quantitative analysis. Data were collected through observation, performance tests, and documentation. Classical completeness rose from 47.62% (10 students) in Cycle I to 71.43% (15 students) in Cycle II and 90.48% (19 students) in Cycle III, exceeding the 76% criterion, while the mean score rose from 73.49% to 83.97%. Paired Storytelling, accompanied by corrective actions between cycles, improved students' speaking skills.

INTRODUCTION

Education is a strategic effort to develop capable, creative, and responsible citizens, and elementary school is where the foundations of communication are laid. In elementary schools, Indonesian language learning develops four language skills: listening, reading, speaking, and writing (Hijjah & Bahri, 2022). These skills are closely tied to thinking processes; the better a person uses language, the clearer and more systematic that person's thinking becomes (Liando et al., 2022). The four skills support one another and shape students' ability to think and to interact socially.

Among the four skills, speaking deserves particular attention because it allows students to convey ideas, opinions, and feelings orally to other people. Speaking is a skill that must not be neglected, since it enables a person to deliver information clearly and effectively (Delvia et al., 2019). It is an important part of education that helps students express their thoughts, ideas, and opinions in various situations in line with learning objectives (Magdalena et al., 2021b). Learning to speak therefore deserves special attention in formal education, particularly at the elementary level, because students who speak well communicate more effectively inside and outside the classroom and become better able to organize, formulate, and deliver their thoughts (Hidayati et al., 2024). In practice, however, many students still find it difficult to express opinions orally; they lack confidence, hesitate to speak in front of the class, and participate little in learning activities.

A preliminary observation and an interview with the Grade VI classroom teacher at UPT SD Negeri 45 Parepare, conducted on 20–21 January 2026, showed that students' speaking skills in Indonesian language learning still needed improvement. Of the 21 students (10 boys and 11 girls), 10 pronounced words inaccurately, 13 used inappropriate intonation when speaking about the topic being studied, 10 lacked fluency, 10 used no facial expression or gesture, and 9 were inaccurate in the content of what they said. Two groups of causes were identified. On the teacher's side, communication ran in one direction so that the teacher became the center of learning, students were seldom given opportunities to express opinions, and group learning was rarely used. On the students' side, students were accustomed to being passive, lacked confidence in communicating, and participated little in group discussion. If these conditions are not addressed, students will keep struggling to express opinions, thoughts, and feelings fluently, and will have difficulty communicating effectively in learning situations and in daily life.

One alternative for addressing these problems is the Paired Storytelling learning model, which develops speaking skills through storytelling in pairs. Students cooperate with a partner to compose and retell material orally, which trains them to express ideas, builds confidence and the courage to speak before others, and lets them exchange information so that the content is better understood. Paired Storytelling emphasizes speaking ability and active participation during learning (Ningtias et al., 2024), and it enables students to express ideas and to process information into a story so that they communicate more actively in class (Adinda et al., 2020). The model differs from other

learning models in its emphasis on cooperation between partners in developing and retelling content, which gives every student an opportunity to take part instead of letting a few students dominate the lesson.

Previous studies support the potential of the model. Paired Storytelling was reported to improve speaking skills among Grade III students (Samdini & Fihayati, 2025) and Grade V students in Padang (Khairunnisa et al., 2026) and in Gowa (AP et al., 2022), and to improve both learning activity and speaking skills among Grade IV students (Elita & Sari, 2022). Those studies, however, were conducted in different grades, locations, and student characteristics, and none specifically examined Grade VI students at UPT SD Negeri 45 Parepare, where learning is marked by low courage, activeness, and skill in expressing ideas orally. They also differ in the problem addressed and in the speaking indicators observed. The present study examines improvement in speaking through five indicators (pronunciation, intonation, fluency, expression, and content accuracy) that were chosen to match the problems found in the initial condition of the class, and it does so through classroom action research that proceeds gradually through planning, acting, observing, and reflecting. Earlier findings show that Paired Storytelling has potential, but the success of a learning model must still be examined in light of students' characteristics, class conditions, and the learning problems faced; this is the research gap that the study addresses.

Accordingly, this study aims to describe how the Paired Storytelling learning model is implemented to improve the speaking skills of Grade VI students at UPT SD Negeri 45 Parepare and to determine whether its implementation improves these students' speaking skills in Indonesian language learning. The study contributes empirical evidence from a small elementary classroom, an indicator-based account of how each stage of the model relates to specific aspects of speaking, and a transparent account of the limits on attributing the observed gains to the model alone.

LITERATURE REVIEW

Learning model and Paired Storytelling

A learning model is a framework used to design, organize, and carry out learning, and a plan or structure that describes how learning proceeds from beginning to end (Rahman, 2018). It is also a concept that helps explain both the pattern of thinking and the pattern of action in learning (Halik et al., 2022). A suitable model makes teaching more directed and helps teachers design activities that fit students' needs.

Paired Storytelling is a learning model that uses storytelling in pairs. It can be applied to all language skills, including writing, speaking, reading, and listening. Rustiyarso and Wijaya (2020) state that the model seeks to combine reading, writing, listening, and speaking, and that it can be used at every grade level. Mardhotillah et al. (2020) explain that students are stimulated to develop their thinking and imagination while cooperating in a spirit of mutual assistance, so that they have many opportunities to exchange information and improve their speaking skills. The steps proposed by Sylvia (2019) are as

follows: the teacher introduces the topic for the day; students are grouped in pairs; the teacher divides the learning material into two parts; the first part is given to the first student and the second part to the second student; students read their part, note some information, and then exchange information; each student retells the results of the discussion based on the information obtained; and the activity ends with a discussion of the topic. This study adopted the steps of Sylvia (2019) because they fit the learning material and because the distribution of a group worksheet at the relevant step minimizes passivity in the pairs.

According to Lie (as cited in Firdausia et al., 2021), the model increases students' participation in the material being learned, gives each group member many opportunities to contribute, makes interaction between students easier, and allows groups to be formed more quickly. Its limitations are that many pairs have to report and be monitored, that fewer ideas emerge because each group has only two members, and that there is no mediator when partners disagree.

Speaking skills and their assessment

Speaking skill is the ability to convey ideas and information orally so that listeners can understand them clearly (Ilham & Wijati, 2020). It is one of the four basic aspects of language and the most basic form of human communication (Simarmata, 2017). Spoken language is influenced by pronunciation, intonation, word choice, the structure of words and sentences, the systematic order of delivery, the content of the talk, how a speaker begins and ends, and the speaker's appearance (Hendri, 2017). Speaking also serves several purposes, namely to entertain, inform, stimulate, persuade, or motivate listeners (Harianto, 2020). Speaking skills are influenced by internal and external factors. Internal factors include lack of confidence, shyness, limited language mastery, and little experience speaking before a class; external factors include the teacher's limited variety of methods and media, a less conducive classroom, and little communication between parents and children (Elfrisca et al., 2023). Family support and the speaking habits and practice encouraged by the school also matter (Magdalena et al., 2021a; Sani et al., 2024).

Padmawati et al. (2019) identify five components for assessing students' speaking: pronunciation, intonation, fluency, expression, and content accuracy. Speaking can also be assessed on linguistic aspects (accuracy of utterance, intonation, tone placement, tempo, and the use of words and sentences) and non-linguistic aspects (a natural and calm attitude, eye contact with the listener, attention to others, appropriate gestures and facial expression, voice volume, fluency, and reasoning) (Anjelina & Tarmini, 2022). On this basis, the present study measured speaking through a performance test scored with a rubric built on the five components of Padmawati et al. (2019).

Indonesian language learning and the learning materials

Indonesian language learning aims to sharpen the four language skills (Oktaviani & Nursalim, 2021) and therefore provides the curricular space in which speaking is practiced. The learning materials in this study were

inspirational figures (Cycles I and II), which allow students to read short biographies, identify main ideas, and retell the stories of the figures studied, and interview techniques (Cycle III). An interview is a question-and-answer activity between an interviewer and a resource person to obtain particular information (Rahmawati et al., 2024).

The action hypothesis of this study is stated as follows.

H1: If the Paired Storytelling learning model is implemented properly and appropriately, the learning process and the speaking skills of Grade VI students at UPT SD Negeri 45 Parepare will improve.

Because this study is qualitative, a conceptual mind map is presented in Figure 1. The preliminary observation showed low speaking skills attributable to teacher factors and student factors. The solution proposed was Paired Storytelling in seven steps (Sylvia, 2019), which was expected to make the classroom livelier and more enjoyable and to raise students' motivation, activeness, and speaking skills.

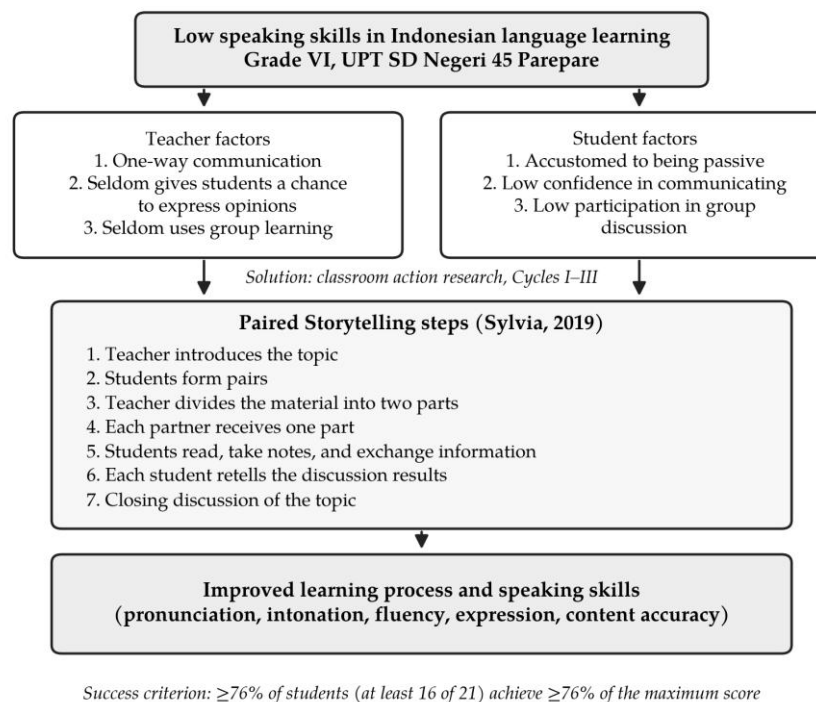


Figure 1. Conceptual framework (mind map) of the study

METHODOLOGY

Research approach and design

This study used a qualitative approach supported by descriptive quantitative analysis, carried out as classroom action research (CAR). Qualitative research produces descriptive data in the form of words drawn from observable information and behavior (Bogdan & Taylor, as cited in Pahleviannur et al., 2022) and seeks an in-depth understanding of social phenomena, context, and participants' experience (Ardiansyah et al., 2023; Niam et al., 2024). In this study, qualitative data described the learning process

and the changes that occurred during the intervention, whereas scores and percentages showed the level of achievement of learning activities and speaking skills in each cycle; the two kinds of analysis complemented each other. CAR is research conducted by a teacher in his or her own class through collaborative and participatory planning, acting, and reflecting in order to improve practice and students' learning outcomes (Rahmawati et al., 2023). The study applied the spiral model of Kemmis and McTaggart (1988), in which every cycle consists of planning, acting, observing, and reflecting, and a new cycle begins when the success criterion has not yet been reached.

Participants and setting

The participants were 21 Grade VI students (10 boys and 11 girls) and one classroom teacher, who acted as the observer while the researcher taught the lessons. The study was conducted in the odd semester of the 2026/2027 academic year at UPT SD Negeri 45 Parepare, located in Bacukiki Barat District, Parepare City, South Sulawesi. The school was selected because speaking problems were found in Grade VI, because Paired Storytelling had never been applied in Indonesian language learning there, and because the school and the teacher supported the study. Each of the three cycles consisted of one meeting of 2×35 minutes, held on Monday, 20 July 2026 (Cycle I), Wednesday, 22 July 2026 (Cycle II), and Wednesday, 29 July 2026 (Cycle III).

Procedure

A pre-research stage was carried out first: permission was requested from the principal and an initial observation of Grade VI learning was made. In the planning stage, the researcher prepared a teaching module based on the model, teaching material, learning media (a slide presentation), a student worksheet, teacher and student observation sheets with their descriptors, the speaking performance rubric, and documentation tools. In the acting stage, the teacher implemented the seven steps of Sylvia (2019) and served as a facilitator. The materials in Cycles I and II were inspirational figures, whereas in Cycle III the material was adapted to interview techniques and the speaking task became an interview simulation with the roles of interviewer and resource person; the steps of the model were kept. In the observing stage, the classroom teacher recorded teacher and student activities on observation sheets, while speaking skills were measured not by observation but by a performance test at the end of each cycle. In the reflecting stage, the researcher and the observer reviewed the observation and test results to decide whether another cycle was needed. The action ended when the success criteria were met.

Instruments and data collection

Data were collected through observation, a performance test, and documentation. The observation sheets recorded teacher and student activities for each of the seven steps of the model with three indicators per step (21 indicators). Teacher activity was scored by the number of indicators performed, whereas student activity was scored per student on each step (Good = 3, Fair = 2, Poor = 1), so that the maximum was 441 points ($21 \text{ students} \times 7 \text{ steps} \times 3$).

The performance test was a subjective test in which students retold the information obtained from the discussion with their partner. It was scored with a rubric that develops the five speaking aspects of Padmawati et al. (2019) into ten sub-indicators scored from 1 to 3 (Table 1), giving a maximum of 30 points per student. Documentation consisted of photographs, learning documents (teaching module, material, and student worksheets), and students' work.

Before use, the observation sheets and the rubric were validated through expert judgment by Dr. Musfirah, S.Pd., M.Pd., a lecturer of the Elementary School Teacher Education Study Program at Universitas Negeri Makassar, Parepare Campus. The validated aspects were the conformity of the instruments with the research objectives, the conformity of the indicators with the steps of the model and the aspects of speaking, the clarity of the indicators and the rubric, and the language used. The validator suggested that the five aspects be developed into ten sub-indicators so that the assessment would be more detailed and measurable; the researcher followed this suggestion, and the instruments were declared feasible for use.

Table 1. Development of Five Speaking Aspects into Ten Scoring Sub-Indicators

Aspect	Sub-indicators	Score range
Pronunciation	Clarity of vowels or consonants; accuracy of articulation; no mixing with the regional language	1-3 each
Intonation	Pitch of the voice; syllable stress	1-3 each
Fluency	Fluency of delivery; orderly and sequential delivery	1-3 each
Expression	Gestures or body movement; facial expression and feeling	1-3 each
Content accuracy	Delivery of the content of the talk	1-3
Maximum score	10 sub-indicators × 3	30

Data analysis and success criteria

Qualitative data were analyzed through data condensation, data display, and conclusion drawing (Ruslan et al., 2023). Data condensation selected, focused, and simplified the data from observations, field notes, and speaking assessments; data display arranged them in descriptions, tables, and percentages; and conclusion drawing answered the research questions. Quantitative data were analyzed descriptively. The score of an activity, and the speaking score of each student, were converted to a percentage with Equation (1). A student was declared to have reached the success criterion if the speaking score was at least 76% of the maximum of 30 points, that is, at least 23 points (76.67%). Classical completeness was calculated with Equation (2) and the class mean score with Equation (3).

$$\text{Value (\%)} = (\text{Score obtained} \div \text{Maximum score}) \times 100\% \quad (1)$$

$$\text{Classical completeness (\%)} = (\text{Students reaching the criterion} \div \text{Total students}) \times 100\% \quad (2)$$

$$\text{Mean score (\%)} = (\text{Total score of all students} \div (30 \times 21)) \times 100\% \quad (3)$$

The categories in Table 2 were applied with firm boundaries and without overlap, so that, for example, 75.28% falls into the Fair category because it is below 76%. The process indicator was met when all steps of the model were performed at the Good category (at least 76%). The outcome indicator was met when at least 76% of the students, that is, at least 16 of 21 (76.19%), reached the criterion. Classical completeness and the mean score measure different things and are reported separately: the mean score describes the overall level of the class, whereas classical completeness describes the proportion of students who reach the individual criterion. The success indicator of the study was based on classical completeness, and the mean score was used to follow development across cycles.

Table 2. Categories of Achievement

Achievement level	Category
$\geq 76\%$	Good (B)
60% to $< 76\%$	Fair (C)
$< 60\%$	Poor (K)

RESEARCH RESULT

Initial condition

The preliminary observation (20–21 January 2026) served as the baseline. Of the 21 students, 10 were not accurate in pronunciation (clarity of vowels and consonants, accuracy of articulation, and no mixing with the regional language), 13 were not accurate in intonation (pitch of the voice and syllable stress), 10 were not fluent in delivering information in an orderly and sequential manner, 10 did not use gestures or facial expression, and 9 were not accurate in the content of what they said.

Cycle I

Planning and action.

The researcher analyzed the Grade VI curriculum and prepared the teaching module, a slide presentation on inspirational figures, a student worksheet, the observation sheets, the rubric, and a mobile phone for documentation. The lesson on Monday, 20 July 2026 opened with greetings, a prayer, an attendance check, an ice-breaker, and a statement of the learning objectives. In the core activity the teacher explained what an inspirational figure is and what qualifies someone as one, and presented short biographies of Ki Hajar Dewantara, R.A. Kartini, B.J. Habibie, and Susi Pudjiastuti. Students were paired according to their seating positions as student A and student B and received different parts of the material. They read, noted key information (name, region of origin, field of work, struggle, and exemplary values), and then exchanged the information orally: student A told student B about Ki Hajar Dewantara and R.A. Kartini, and student B told student A about B.J. Habibie and Susi Pudjiastuti. Pairs chosen at random then retold one figure in front of the class while the other students listened and were allowed to respond or ask

questions, and the teacher and students appreciated the pairs that had performed. The lesson closed with a reflection, a summary, and a prayer.

Observation

The teacher performed 13 of 21 indicators (61.90%, Fair), and the students obtained 323 of 441 points (73.24%, Fair); neither reached the 76% criterion. The teacher explained the topic and the objectives, formed the pairs, divided the material into two clear parts, and helped students who had difficulty. However, the teacher did not motivate the pairs to cooperate, did not give each student the appropriate part, did not monitor students while they read, and did not direct the exchange of information in a clear and orderly way. The weakest step was guiding the retelling (Poor), where the teacher gave positive feedback but did not give every pair a chance to present or guide students to keep a logical and orderly structure. Student activity was highest in forming pairs (14 students Good) and lowest in retelling the discussion results and in sharing conclusions (4 students Good in each).

Reflection

The speaking test showed that 10 of 21 students (47.62%) reached the criterion, which fell in the Poor category, while the mean score was 73.49% (463/630; highest 90.00%, lowest 56.67%), which fell in the Fair category. Pronunciation, intonation, expression, and content accuracy still needed improvement. The teacher had aroused students' enthusiasm and created a more active atmosphere, but had not explained the material optimally, had not guided students in giving responses, and had not distributed attention evenly. Students found learning more enjoyable and two-way communication emerged, but some were disorderly during presentations, lacked confidence, or were passive in responding to their classmates. For Cycle II, the teacher planned to explain the material more systematically with examples, give clearer instructions on the steps, guide students in responding, ask trigger questions and give motivation, set clearer rules for orderly presentations, let pairs practice before presenting, and encourage students to appreciate and respond to their classmates' performances.

Cycle II

Planning and action

The Cycle II lesson on Wednesday, 22 July 2026 implemented the improvements above. The material remained inspirational figures, now Dewi Sartika, W.R. Supratman, and Sultan Hamengkubuwono IX. Pairs were formed at random, students practiced with their partner before presenting, exchanged information orally, and wrote a short biography of a figure of their own choice on the student worksheet. Random pairs retold a figure in front of the class, and the other students listened and responded.

Observation

The teacher performed 14 of 21 indicators (66.67%, Fair) and the students obtained 332 of 441 points (75.28%, Fair), which was only slightly below the criterion. The main gain on the teacher's side was in distributing the material: the teacher now gave each student the appropriate part, and this step reached the Good category. Motivating pairs to cooperate, monitoring students while they read, directing an orderly exchange of information, giving every pair a chance to present, guiding a logical structure for the retelling, and linking the results of the pair discussion to the topic were still not performed. Students followed the steps more easily, cooperated with their partners, and delivered the information, but some still lacked confidence in front of the class, were not active in responding to classmates, and needed guidance to deliver information in sequence.

Reflection

Fifteen of 21 students (71.43%) reached the criterion and 6 did not. The mean score was 79.84% (503/630; highest 93.33%, lowest 63.33%), which fell in the Good category. Although the class mean was already Good, classical completeness (15 students) was below the minimum of 16 students (76.19%) and remained in the Fair category, so the success indicator was not met. Intonation and content accuracy still needed improvement. The researcher and the observer therefore agreed to continue to Cycle III, with better time management, clearer and simpler instructions, more guidance during pair work and presentations, more intensive trigger questions, motivation, and reinforcement, and opportunities to practice with a partner before presenting.

Cycle III

Planning and action

In Cycle III (Wednesday, 29 July 2026) the material was adapted to interview techniques on the basis of learning needs and the earlier reflections. The steps of Paired Storytelling were kept, but the speaking task became an interview simulation with the roles of interviewer and resource person. The teacher introduced the topic by showing examples of interviews through a projector, after which students said what they understood from them. Students then practiced with partners who were paired at random, read their parts of the material and noted important information, exchanged information orally, took the roles of interviewer and resource person, and filled in the student worksheet. Pairs chosen at random performed a short interview simulation in front of the class, and the teacher and the students appreciated the pairs that had performed.

Observation

The teacher performed 18 of 21 indicators (85.71%, Good) and the students obtained 375 of 441 points (85.03%, Good); both criteria were met. Topic introduction, pair formation, material distribution, and facilitation of the closing discussion reached the Good category. Three indicators were still not performed: monitoring students while they read, directing an orderly exchange

of information, and guiding the retelling to keep a logical and orderly structure. Students followed the steps better, from understanding the topic to delivering the results of the discussion, showed more courage in speaking, and gave responses and appreciation to their classmates.

Reflection

Nineteen of 21 students (90.48%) reached the criterion, which fell in the Good category and exceeded the minimum of 16 students. The mean score was 83.97% (529/630; highest 96.67%, lowest 70.00%). Students delivered information more fluently, in order, clearly, and confidently, and used intonation and content more accurately. Two students (73.33% and 70.00%) were still below the criterion; each of them had improved by 13.33 percentage points since Cycle I. Because the success indicators for the process and the outcome were all achieved, the action was declared successful and the study was stopped at Cycle III. Because the material and the form of the speaking task in this cycle differed from those in Cycles I and II, the Cycle III results should be read with this difference in mind (see Discussion).

Summary across cycles

Table 3 summarizes the process results by step and Table 4 the speaking results; both are shown graphically in Figure 2. Teacher activity increased from 61.90% to 66.67% and 85.71%, and student activity from 73.24% to 75.28% and 85.03%. In addition, every one of the 21 students obtained a higher speaking score in each cycle than in the previous cycle. Five students crossed the criterion in Cycle II and four more in Cycle III, and the class mean increased by 6.35 percentage points from Cycle I to Cycle II and by 4.13 points from Cycle II to Cycle III.

Table 3. Teacher and Student Activity by Step of Paired Storytelling in Cycles I–III

Step of Paired Storytelling	Teacher: indicators performed (max. 3)			Students: points (max. 63)		
	I	II	III	I	II	III
1. Topic introduction	2	2	3	45	48	56
2. Forming pairs	2	2	3	54	55	57
3. Dividing the material	2	3	3	47	49	55
4. Reading the material	2	2	2	45	45	48
5. Noting and exchanging information	2	2	2	47	48	57
6. Retelling discussion results	1	1	2	42	44	49
7. Closing discussion	2	2	3	43	43	53
Total	13/21	14/21	18/21	323/441	332/441	375/441
Percentage (category)	61.90 (C)	66.67 (C)	85.71 (B)	73.24 (C)	75.28 (C)	85.03 (B)

Table 4. Speaking Skill Results in Cycles I-III

Cycle	Students reaching criterion (of 21)	Classical completeness (%)	Category	Mean score (%)	Category	Range of scores (%)
I	10	47.62	Poor (K)	73.49	Fair (C)	56.67–90.00
II	15	71.43	Fair (C)	79.84	Good (B)	63.33–93.33
III	19	90.48	Good (B)	83.97	Good (B)	70.00–96.67

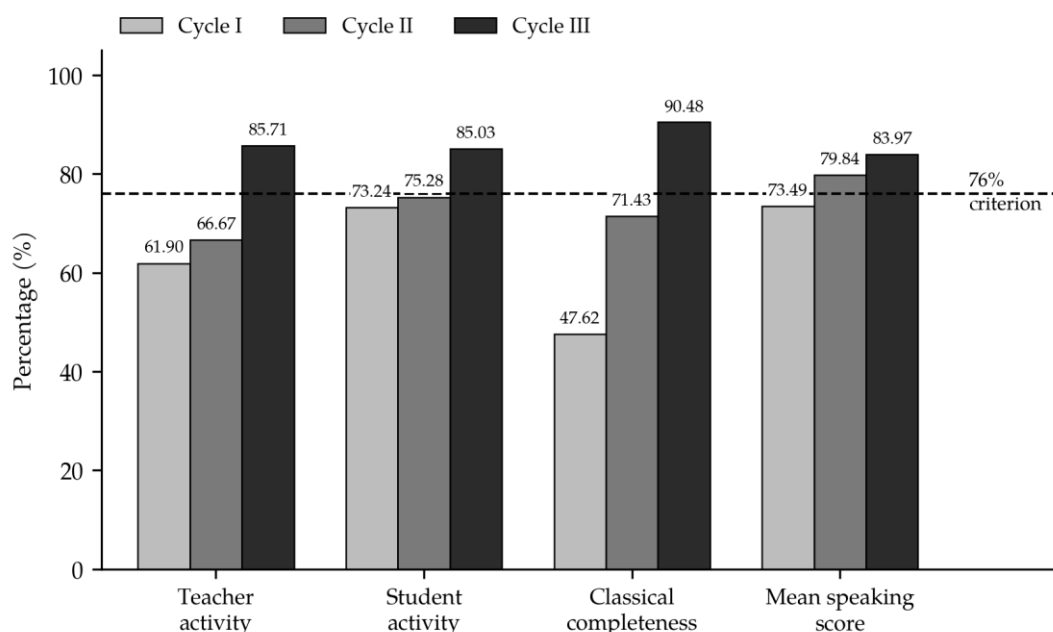


Figure 2. Teacher Activity, Student Activity, Classical Completeness, And Mean Speaking Score by Cycle

DISCUSSION

How the stages of the model support speaking skills

The findings show that implementing Paired Storytelling in three cycles was accompanied by improvement in both the learning process and speaking skills. Teacher and student activities moved from Fair to Good, and classical completeness increased from 47.62% to 71.43% and 90.48%. The improvement is not seen only in the numbers: it also arises from the sequence of stages, which gives students opportunities to understand, process, and deliver information orally. This is consistent with the view that Paired Storytelling combines reading, writing, listening, and speaking (Rustiyarso & Wijaya, 2020) and emphasizes speaking ability and active participation (Ningtias et al., 2024).

In the reading stage, students obtain information that becomes the basis for speaking. They do not merely read; they understand the content that they are responsible for, and this understanding allows them to retell it accurately. This stage mainly supports content accuracy, and it also lets students prepare the words and the order of information, which reduces hesitation. In the stage of noting and exchanging information, students use the information they have understood to communicate directly, telling their own part and listening to their partner's. Exchanging information in a smaller setting, without

immediately facing the whole class, helps students who were previously less confident to start speaking. The repeated speaking opportunities support fluency, and because the partner has to understand the message, students begin to pay attention to pronunciation and intonation.

Retelling the results of the discussion is the stage most directly related to the development of speaking. Students turn the information from the material and from the exchange into an oral delivery, which demands an orderly presentation (supporting fluency and content accuracy) and clear articulation (pronunciation). Using voice pitch and stress according to the content develops intonation, and gestures and facial expression give students a chance to develop expression. In other words, retelling lets students practice several aspects of speaking at the same time. The closing discussion lets students respond, ask, and clarify information, connect it with the topic of the lesson, and use language spontaneously, and feedback from the teacher and classmates helps them correct their pronunciation, intonation, and expression.

The five aspects therefore develop through interrelated processes. Pronunciation is trained when students read, tell their partner, and retell; intonation develops through attention to pitch and stress; fluency develops because students speak step by step, from their partner to the class; expression develops through gestures and facial expression; and content accuracy develops through reading, understanding, noting, exchanging, and retelling. Students are not required to speak in front of the class right away; they first prepare and practice. This agrees with Adinda et al. (2020), who note that Paired Storytelling helps students' express ideas and process information into a story so that they communicate more actively in class.

Development across the cycles

In Cycle I the model was not yet implemented optimally. The teacher had difficulty in motivating students to cooperate, monitoring them as they read, directing the exchange of information, and guiding the retelling, so some students remained passive and lacked confidence, and their activity was not yet optimal in understanding the material, exchanging information, delivering the results, and responding to classmates. These speaking difficulties correspond to the aspects described by Hendri (2017), and the lack of confidence, shyness, and limited experience speaking before a class correspond to the internal factors described by Elfrisca et al. (2023). The reflection of Cycle I was therefore used as the basis for the improvements in the next cycle.

In Cycle II, after the teacher gave clearer directions and more guidance during pair work and information exchange, students began to cooperate, understand the material, note information, exchange it, and retell it. Students' courage to speak grew, which suggests that working in pairs gave them an opportunity to prepare before speaking in front of the class. Activity nevertheless stayed in the Fair category because some students were still not active or confident, and some still struggled with intonation and content accuracy. In Cycle III the teacher carried out the steps more systematically, gave clearer instructions, managed time and the class better, and distributed

guidance and motivation more evenly. Students were more active in cooperating, understanding and exchanging information, delivering results, and responding to and appreciating classmates. This is in line with Lie (as cited in Firdausia et al., 2021), who states that the model increases participation and makes interaction between students easier. The persistent gaps in the teacher's activities (monitoring reading, directing an orderly exchange, and guiding a logical structure for the retelling) all lie in the middle steps of the model, which indicates where teachers need the most support.

Mean score and classical completeness

The results must be read by distinguishing the mean score from classical completeness. The class mean score rose from 73.49% (Fair) to 79.84% (Good) and 83.97% (Good), whereas classical completeness rose from 47.62% (10 students) to 71.43% (15 students) and 90.48% (19 students). In Cycle II the mean score was already in the Good category, but classical completeness had not reached the minimum of 76% (16 of 21 students) because 6 students had not reached 76%. An improvement in the class average is thus not necessarily accompanied by an even distribution of achievement among all students, and the success indicator, which was based on classical completeness, was met only in Cycle III.

Cautions in interpreting the Cycle III results and relation to previous studies

In Cycle III the material changed from inspirational figures to interview techniques, and the speaking task changed from retelling information about a figure to an interview simulation with the roles of interviewer and resource person. The improvement in that cycle may therefore also have been influenced by practice in earlier cycles, students' growing confidence, their familiarity with the assessment rubric, and the change in material and task. The Cycle III results cannot be compared directly with those of Cycles I and II, and the improvement is not concluded to be caused by the Paired Storytelling model alone. It is better understood as the result of implementing the model together with corrective actions, practice across cycles, and an adjustment of the learning material. Because the success criterion was met only in the cycle in which the material changed, the end of the study should not be taken as a clean test of the model itself.

Within this limit, the results agree with studies reporting that Paired Storytelling improves speaking skills in elementary classes (AP et al., 2022; Elita & Sari, 2022; Khairunnisa et al., 2026; Samdini & Fihayati, 2025). Khairunnisa et al. (2026) concluded that the cooperative Paired Storytelling model improved Grade V students' speaking skills in Indonesian language learning, and this study shows a similar direction of change in Grade VI. What this study adds is a Grade VI setting, five speaking indicators matched to the problems found, and an account of how the stages of the model relate to these indicators across three cycles. Both students who remained below the criterion improved in every cycle, which suggests that they may have needed more cycles, although the present data cannot confirm this. The results also suggest that, to use the model well, teachers should pay particular attention to monitoring reading,

directing an orderly exchange of information, and guiding the structure of the retelling, and should let pairs practice before students perform in front of the class.

CONCLUSIONS AND RECOMMENDATIONS

The Paired Storytelling learning model improved the learning process of Grade VI students at UPT SD Negeri 45 Parepare, as shown by teacher activity that rose from 61.90% to 66.67% and 85.71% and student activity that rose from 73.24% to 75.28% and 85.03%, reaching the Good category in Cycle III. It also improved students' speaking skills: classical completeness rose from 47.62% (10 students) to 71.43% (15 students) and 90.48% (19 students), and the mean score rose from 73.49% to 79.84% and 83.97%, so the success indicator (at least 76% of students, or 16 of 21, reaching at least 76% of the maximum score) was met in Cycle III. This improvement resulted from implementing the model together with corrective actions, practice across cycles, and an adjustment of the learning material in Cycle III.

Several implications follow. School principals should give more attention to teachers' lesson planning with models that encourage students' activeness and cooperation. Teachers at UPT SD Negeri 45 Parepare are advised to apply Paired Storytelling as an alternative for improving the learning process and students' speaking skills, with particular attention to monitoring students while they read, directing an orderly exchange of information, and guiding the structure of the retelling. Future researchers who plan similar studies are advised to use the same material and form of task in every cycle so that results can be compared more precisely.

ADVANCED RESEARCH

This study has several limitations. It involved one class of 21 students without a control group, each cycle consisted of a single meeting, and the whole study took place within about two weeks, so the durability of the improvement is unknown. The researcher acted as the teacher, with the classroom teacher as observer. The material and the form of the speaking task changed in Cycle III, which reduces the comparability of results across cycles. Further research is advised to keep the material and the task constant across cycles, to use a design with a comparison class so that the effect of the model can be separated from practice and maturation, to include more meetings per cycle and a delayed test, and to complement the scores with video recordings and an analysis of scoring consistency.

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