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Implementation of the Explicit Instruction Model Using the Storytelling Method Based on Reading Short Stories for Fifth Grade Elementary School Students State 116241 Kampung Baru Rantau Prapat

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ABSTRACT

The problem in this study is how the storytelling method based on reading short stories through the explicit instruction model influences fifth-grade elementary school students. Negeri 116241 Kampung Baru Rantau Prapat Academic Year 2024-2025. This study aimed to determine the effect of the storytelling method based on reading short stories through an explicit instruction model on fifth-grade elementary school students. State 116241 Kampung Baru Rantau Prapat Academic Year 2024-2025. The participants of this study were fifth-grade elementary school students. Negeri 116241 Kampung Baru Rantau Prapat in the 2024-2025 academic year, totaling 40 students. The results showed that students who previously did not understand and were less active in the learning process became more active. The students were able to construct their understanding through groups and individuals from the learning material. Students were more independent and creative because the explicit instruction model learning provided them with full opportunities to plan and work on their assignments and were appreciated in the performance process. The storytelling method was based on reading short stories of fifth-grade elementary school students. Negeri 116241 Kampung Baru Rantau Prapat in the 2024-2025 Academic Year using the explicit instruction model showed an average value of 75.00 while the conventional model was 67.411. This proves that there was a positive influence on the application of the explicit instruction model.

Keywords: Explicit Instruction Model, Storytelling Method, Reading, Short Stories

I. INTRODUCTION

In the application of science and technology, education strongly supports the ability to utilize, develop, and master applied and basic science in a balanced manner. One way to improve the mastery of basic knowledge is by enhancing skills in all aspects, including speaking. The scope of Indonesian language learning includes speaking skills.

Indonesia is a national or state language. The competency standards for Indonesian language subjects are oriented towards the essence of language learning. Learning language involves learning to communicate, and learning literature involves learning to respect humans and their human values. The Ministry of National Education (2004:2) states that "Learning Indonesian is directed at improving students' ability to communicate in Indonesian, both orally and in writing, and fostering an appreciation for human creativity. (Depdiknas, 2004)"

The Indonesian language and literature learning model is communicative. In this communicative model, language learning focuses on developing students' ability to use language as a means of expressing messages or meanings for various language purposes including listening, reading, and writing. Speaking skills are a unique form of human behavior that relies on meaningfulness.

Speaking is one of the primary language skills, and the first is learned by humans in their lives before learning other skills. Suhendar and Supinah (2011) define" speaking as the process of changing the form of thoughts/feelings into the form of speech."

To develop one aspect of speaking skills, storytelling requires a well-organized and designed educational system. Therefore, the primary priority that determines this success is the teaching and learning processes in

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the classroom. Every teaching and learning process involves educators and students. Therefore, a good reciprocal relationship between teachers and students is necessary to enable students to participate actively in the learning process. Learning activities involve physical, mental and social skills. A teacher's teaching style involves a high level of student involvement, initiative, and participation in defining problems, seeking information, and determining problem-solving strategies.

Teachers, as the spearheads of successful learning, are required to have good communication skills in carrying out their duties. Jahja (2000:35) states, "The reciprocal relationship between teachers and students in this communication is called interaction." The teacher's role in language learning is as a provider of information, language knowledge, and practicing oral and written language skills. Teachers must be able to provide interesting and enjoyable learning situations and conditions that enable students to develop their potential, will, talent, and intellect. These abilities develop if teaching and learning are implemented effectively (Jahja, 2000). In addition, teachers must be able to help students learn so that the learning process is more optimal. Glaser (Sardiman, 2009), "Teachers are an important element in improving the quality of learning as essential in designing learning." The application of appropriate methods is necessary, and the existing reality shows that learning activities in the classroom are not interesting. Children are required to complete more assignments, and the classroom atmosphere is passive. The target language skills in terms of speaking and listening in this case were not achieved. The target speaking skills that should be achieved are students being able to express thoughts, feelings and opinions verbally using meaningful sentences according to Indonesian language rules.

From initial observations, researchers found that the classroom learning process appeared to be less engaging and less effective. This was due to ineffective learning methods for activating students, with the teacher appearing to be more active than students. Learning was largely dominated by the teachers. The students received too much information. Their brains were forced to memorize the information presented by the teacher. The students were unable to express their feelings, thoughts, and imaginations openly.

Some factors that cause low speaking skills include the methods used by teachers, which are ineffective and monotonous. Learning is of low quality and boring. The reciprocal relationship between teachers and students and between students and passive students is due to, among others, l) lack of ability to master teaching materials, 2) lack of ability to manage the class, 3) lack of ability to choose the right method, media, and learning resources, and 4) the ability to assess the process and results is less than optimal.

According to John Locke and Herbert in Sardiman (2009:98), " the soul is the totality of responses that are mechanically controlled by the laws of association or, in other words, influenced by external elements. The relevance of John Locke's concept is that the teacher is the active one, conveying these responses. In this case, students are passive, mechanically only following the flow of the laws of association, so they lack activity and creativity (Sardiman, 2009).

Based on experience, teachers often encounter students' inability to speak because a speaker must face a large audience to convey ideas publicly. This is due to the ability to master material/content, techniques and methods in storytelling, and poor student preparation. Students' poor storytelling ability is also caused by their choice of ineffective teaching models; for example, teachers tend to teach using teaching models in the form of explanations or oral narratives.

In this teaching model, students are expected to grasp and remember the information provided by the teacher. However, in basic competencies, students are expected to be able to speak well. Essentially, what is needed is for students to be able to speak well, not just theory about speaking but rather teaching that emphasizes how a student can speak and provides integrated exercises. Therefore, a teaching model that can train students in activities so that they can speak well is needed. Furthermore, a lack of confidence in public speaking is one of the causes of students' inability to speak well. For shy students, this can make someone tremble, pale, feel burdened, or unable to speak. Mastering speaking skills is a habit of self-training. Everyone can and is able to speak because the ability to speak is not innate but learned through frequent and continuous practice.

Based on the description above, the author is interested in using an Explicit Instruction model to overcome this problem and improve students' speaking skills, especially to help students improve their storytelling skills.

The explicit instruction model, or direct instruction, is a method of delivering materials step by step. Discussion of materials using the explicit instruction model focuses on teaching models that can help students learn basic skills and acquire information that can be taught step-by-step. This teaching model is called the explicit instruction model, introduced by Rosenshine and Stevens in 1986. With this model, teachers present material by demonstrating and guiding practice and application, checking student understanding and feedback, and providing opportunities for further practice. Using the direct instruction model, students can easily learn good storytelling techniques. In addition, students become more skilled in storytelling.

Vol. 5 Issue 1, January-June 2026
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Based on this description, the author is interested in conducting research with the title " Implementation of the Explicit Instruction Model" Using the Storytelling Method Based on Reading Short Stories for Fifth Grade Elementary School Students State 116241 Kampung Baru Rantau Prapat Academic Year 2024-2025 ”

II. METHODS

A. *Population*

According to Sudjana (2005:5). A population is the totality of all possible values resulting from calculations or measurements, quantity, or quality of certain characteristics regarding a complete and clear set of objects whose characteristics are to be studied (Sudjana, 2002). " Meanwhile, Arikunto (2005:130) says that, "Population is the entire research subject." Likewise, Sugiono (2008:117) says that, "Population is the entire object/subject determined by the research to be studied. (Arikunto, 1998)"

Based on the above opinion, the population in this study comprised all fifth-grade elementary school students. State 116241 Kampung Baru Rantau Prapat.

B. *Research Instrument & Method*

Methods play a very important role in achieving the desired goals. In line with the above, the method used in this study was descriptive. This is in accordance with Ali's opinion.

The research instrument or data collection tool used in this study was a storytelling skill performance test. A test is a set of items or questions designed to be administered to students under certain conditions or systematic procedures to observe their skills, knowledge, intelligence, abilities, or talent.

In this study, the instrument used to collect data and measure variable values was a storytelling skills test based on reading short stories in the form of performance. This test was designed to determine storytelling methods based on reading short stories through explicit instruction, and the tools or instruments for collecting research data were connected based on the grid with the following assessment aspects.

Djiwandono (2008:120) said that the assessment of storytelling activities is a subjective assessment. In accordance with the nature of storytelling activities as an active-productive use of language skills, this speaking ability test is most appropriately carried out as a subjective test rather than an objective test. The use of objective tests to test storytelling ability is an imposition that is less accountable and, therefore, needs to be avoided. Objective tests for speaking ability do not correspond to real speaking activities that are full of spontaneous and unpredictable elements of language use. This is different from objective tests that require a list of answers to be prepared beforehand. As is well known, in administering subjective tests, there is no answer key with a list of required answers, but rather a scoring guide, especially regarding the subjective test. This ensures the validity of the test.

Table 1. Assessment Categories

Evaluation	Category
Very good	85 – 100
Good	75 – 84
Enough	65 – 74
Not enough	55 – 64
Very less	0 – 54

E. *Data Analysis Technique*

To analyze the data in this research, the following steps were carried out.

Organized data processing will make it easier for researchers to process collected data. The collected data were then analyzed to achieve optimal results using the steps below.

1. Arrange the *pre-test* and *post-test data* in table form.
2. Calculate the average and standard values and deviations of the sample data, namely, *pre-test* and *post-test data.*
3. To calculate the average value, use the formula:

$$M = \frac{\sum fx}{N}$$

Information:

M = average
$\sum fx$ = number of frequencies
N = number of samples

Vol. 5 Issue 1, January-June 2026
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4. The standard deviation of the *pre-test* and *post-test results* using the following formula:

$$SD = \sqrt{\frac{\sum f(x^2)}{N}}$$

Information:
SD = Standard Deviation
$f(x^2)$ = Sum of Squares of Frequency Values
N = Number of Samples

5. Identifying the level of tendency of *pre-test* and *post-test data*
6. Normality test of pre-test and post-test

A normality test was performed to determine whether the population was normally distributed. The normality test was carried out using the *Liliefors test* as stated by Sudjana (2005:466) with the following steps:

a. data $x_1, x_2, \ldots x_n$ are converded into standard numbers $z_1, z_2, \ldots z_n$ using the formula $z_1 = \frac{x_1 - \bar{x}}{s}$($\bar{x}$and s are the sample mean and standard deviation, respectively).

b. For each standard number, a standard normal distribution list was used and the probability was calculated using the formula $F(Z_i) = P(z \leq z_i)$

c. Next, calculate the propositions $z_1, z_2, \ldots z_n$ which are smaller than or equal to z_i if this proportion is expressed by $S(z_i)$, then

$$S(Zi) = \frac{fKum}{N}$$

d. Calculate the difference $F(z_i) - S(z_i)$ and then determine the absolute value.

e. Take the largest price among the absolute difference prices (Lo).

7. Homogeneity test

The homogeneity test aims to determine whether the data have a homogeneous variance. The formula used was as follows:

$$F = \frac{S_{1^2}}{S_{2^2}}$$

Information :
S_{1^2} = variance of the larger group.
S_{2^2} = variance of small groups.

Homogeneity testing was carried out using the following criteria: H0 was accepted if $F_{count} < F_{table}$ and H0 is rejected if $F_{count} > F_{table}$ which indicates that the sample comes from a homogeneous population.

8. Hypothesis testing

The research hypothesis test was carried out using the "t" test (Arikunto, 2006: 306-308) with the following formula:

$$t_o = \frac{M_y - M_x}{SE_{M_{y-M_x}}}$$

Information:
t = t observation
My = mean of *post test*
Mx = mean of *pre test*
$SE_{M_{y-M_x}}$ = difference between *pre-test* and *post-test* standard errors.

To test the research hypothesis, this is done by comparing t_o with t_{table} at N - 1 degrees of freedom and a confidence level of ts α 0.05 (5%). With the provision of rejecting H_o if $t_o > t_{table}$ and H_a is accepted, or accepting H_o if $t_o < t_{table}$ and H_a is rejected.

III. RESULTS AND DISCUSSION

A. *Research Result*

The results represent the analysis of the data from the conducted research. Before discussing the results, the variables included in this study were explained. This research was an experimental study with a one-group pre-test-post-test design. The pre-test data were the storytelling skills of fifth-grade elementary school students based on reading short stories. State 116241 Kampung Baru Rantau Prapat Academic Year 2024-2025 before using the explicit instruction model, while the post-test data are the results of the influence of the storytelling method based on reading short stories by fifth-grade elementary school students. State 116241 Kampung Baru

Vol. 5 Issue 1, January-June 2026
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Rantau Prapat Academic Year 2024-2025 before using the explicit instruction model. Each test was administered to 40 fifth-grade students. Negeri 116241 Kampung Baru Rantau Prapat 2024-2025 Academic Year.

In the pre-test data research for storytelling skill scores based on reading the short story above, the distribution of scores ranged from 53.571 to-82.143, with an average (mean) learning outcome score of 67.411.

The post-test t-test data research on the influence of the storytelling method based on reading short stories above, the distribution of values was obtained from 57.143-85.714 with an average value (mean) of learning outcomes of 72.679. From the table above, it can be seen that the highest value achieved by students in delivering content before using the explicit instruction model was 82.143, and the lowest value was 53.571, with an average value of 67.411. The highest score achieved by students in the storytelling method based on reading short stories after using the explicit instruction model was 85.714 and the lowest score was 57.143, with an average score of 72.679. There was an increase in students' learning outcomes by 5,286.

Based on the formulation of the problem, the findings of this study are as follows.

The influence of storytelling methods based on reading short stories by fifth grade elementary school students State 116241 Kampung Baru Rantau Prapat Academic Year 2024-2025 Before using the explicit instruction model, the average value (mean) of learning outcomes was 67.411. Based on the identification of the tendency of pre-test results , there were seven students (17.5%) in the good category, 32 students (80%) in the sufficient category, and one student (2.5%) in the lower category, in accordance with the description of the quality of student scores in general of 67.411.

2.Influence of method storytelling based on reading short stories by fifth grade elementary school students State 116241 Kampung Baru Rantau Prapat Academic Year 2024-2025 Using the explicit instruction model, there were 22 students (55 %) in the good category, 18 students (45%), in accordance with the general description of the quality of student scores of 75.00 in the good category.

After t0 was known, the value was consulted with the t table at a significance level of 5% with df = Nl = 40 - 1 = 39, the significance level of 5% was 2.02. Based on the values of t0 and t, it can be seen that t0 > t table, that is, 4.216 > 2.02. Thus, H0 is rejected, and Ha is accepted. This proves that the explicit instruction model has a positive effect on the use of storytelling methods based on reading short stories among fifth-grade elementary school students. State 116241 Kampung Baru Rantau Prapat Academic Year 2024-2025. The following is a comparison of the pre-test and post-test scores on the influence of the storytelling method based on reading short stories of fifth-grade elementary school students. State 116241 Kampung Baru Rantau Prapat Academic Year 2024-2025

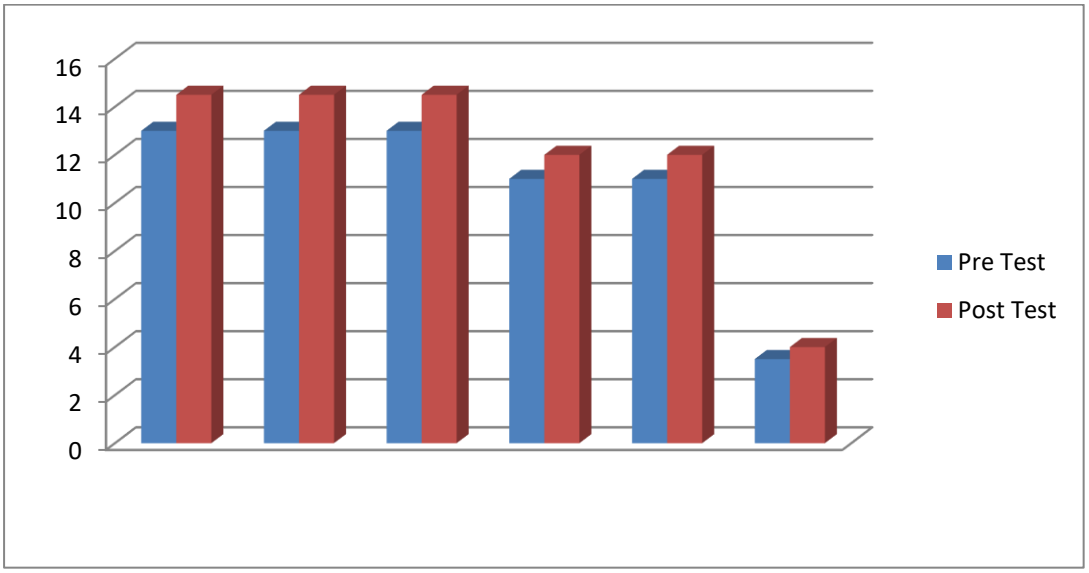

Figure 1. Comparison Graph of *Pre-Test* and *Post-Test Values* of the Effect of Storytelling Methods Based on Reading Short Stories for Fifth Grade Elementary School Students State 116241 Kampung Baru Rantau Prapat Academic Year 2024-2025

Based on the research results, the following research findings were also obtained:

1. Students who had previously lacked understanding and were less active in the learning process became more active. They were able to construct their understanding through groups and individually using

Vol. 5 Issue 1, January-June 2026
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the learning materials provided. Students became more independent and creative because the explicit instruction model provided them with full opportunities to plan and complete their assignments, and they were recognized for their performance.

2. Storytelling methods based on reading short stories on fifth-grade elementary school students State 116241 Kampung Baru Rantau Prapat Academic Year 2024-2025 using the explicit instruction model showed an average value of 75.00, while the conventional one was 67.411. This proves that there was a positive influence on the application of the Explicit instruction model.
3. The normality test of the variable X1 data shows that the L count > L table, namely 0.9793 > 0.1401. The data for variable X2 also show that L count > L table, namely, 0.9319 > 0.1401. This proves that the data for variables X1 and X2 were normally distributed.
4. Homogeneity test was based on the F distribution test at significance level α = 0.05, with numerator and denominator dk 40, with an F table of 1.69 and an F count of 1.49. It can be concluded that the F count < F table, that is, 0.808 < 1.68. This shows that the sample from the population was declared homogeneous so that it met the requirements for the homogeneity test.
5. The hypothesis test is t-count > t-table, namely, 4.216 > 2.02. Thus, H0 is rejected, and Ha is accepted. This proves that the explicit instruction model had a positive effect on short stories.

B. *Discussion*

Discussion of Research Results

This experimental study used a one-group pre-test-post-test design. This design involved one group of students being given two tests, a pre-test and a post-test, after implementing the Explicit Instruction model. The class given treatment was a fifth-grade class comprising 40 students. This study aims to determine whether the Explicit Instruction model has a positive effect on storytelling methods based on reading short stories for fifth-grade elementary school students. State 116241 Kampung Baru Rantau Prapat Academic Year 2024-2025 by implementing the planned learning steps. Then, the student's grade data were processed according to the data processing organization. The results of the data processing were tested for normality, homogeneity, and hypothesis testing. The normality test for variable X1 shows that the L count > L table, that is, 0.9793 > 0.1401. The data for variable X2 also show L count > L table, namely, 0.9319 > 0.1401. This proves that the data for variables X1 and X2 were normally distributed. The homogeneity test was based on the F distribution table at a significance level of α = 0.05, with a numerator and denominator of 40, obtaining an F table of 1.68, and an F table of 1.49. It can be concluded that the F count < F table, that is, 0.808 < 1.69. This indicates that the sample from the population is declared homogeneous, so that it meets the requirements for a homogeneity test. Subsequently, hypothesis testing was conducted, namely, t count > t table, that is, 4.216 > 2.04. Thus, H0 was rejected, and Ha was accepted. This proves that the Explicit Instruction model has a positive effect on storytelling methods based on reading short stories for fifth-grade elementary school students. Negeri 116241 Kampung Baru Rantau Prapat Academic Year 2024-2025. The Explicit Instruction model is a learning model that helps students solve problems with discussions that start from their ideas and thoughts. This arises when students are given more freedom to account for the results of their work, starting from planning, implementing, and evaluating their performance, so that each new thing can be constructed by the students along with the knowledge they already have.

Students are given the opportunity to construct knowledge in groups and then individually, helping them actively express their ideas and improve their communication skills. This is evident in how they are held accountable for their group's results and when there are shortcomings in their group's performance, which further helps them understand new things. Students are taught to appreciate the strengths of other groups, admit their mistakes, and accept the shortcomings of other groups. The Explicit Instruction model shapes students' ability to obtain and utilize all sources of information to design and complete their assignments. It also fosters greater awareness of information sources in the real world.

The explicit Instruction model also creates a more active, innovative, active, and creative learning atmosphere that allows fifth-allows fifth-grade elementary school students to use storytelling methods based on reading short stories. Negeri 116241 Kampung Baru Rantau Prapat Academic Year 2024-2025. After group work, the students were guided independently. The effect of storytelling methods is based on reading short stories of fifth-grade elementary school students. Negeri 116241 Kampung Baru Rantau Prapat Academic Year 2024-2025, assisted by the explicit instruction model.

Vol. 5 Issue 1, January-June 2026
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IV. CONCLUSIONS

Based on the analysis of research data and hypothesis testing regarding the influence of the Explicit Instruction model on storytelling methods based on reading short stories by fifth-grade elementary school students. State 116241 Kampung Baru Rantau Prapat Academic Year 2024-2025 the following conclusions can be drawn. The influence of storytelling methods based on reading short stories on fifth-grade elementary school students Negeri 116241 Kampung Baru Rantau Prapat Academic Year 2024-2025 before using the explicit instruction model, and the average value (mean) of learning outcomes was 67.411. Based on the identification of the tendency of pre-test results, there were seven students (17.5%) in the good category, 32 students (80%) in the sufficient category, and one student (2.5%) in the lower category, in accordance with the description of the quality of student scores in general of 67.411 in the sufficient category. The influence of storytelling methods based on reading short stories on fifth grade elementary school students State 116241 Kampung Baru Rantau Prapat Academic Year 2024-2025 Using the Explicit instruction model, there were 22 students (55%) in the good category, 18 students (45%), in accordance with the general description of the quality of student scores of 75.00 in the good category. After t0 was known, the value was consulted with the t table at a significance level of 5% with df = Nl = 40 - 1 = 39, the significance level of 5% was 2.02. Based on the values of t0 and t, it can be seen that t0 > t table, that is, 4.216 > 2.04. Thus, H0 is rejected, and Ha is accepted. This proves that the explicit instruction model has a positive effect on storytelling methods based on reading short stories for fifth-grade elementary school students. State 116241 Kampung Baru Rantau Prapat Academic Year 2024-2025.

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