Trends in the implementation of the Paired Storytelling learning Model on Primary School Students' Speaking Skills

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Abstract

This study systematically reviews 21 peer-reviewed articles published between August 2021 and December 2024 that examined the use of the Paired Storytelling learning model to improve primary school students' speaking skills. Articles were selected from Google Scholar using defined inclusion criteria: (1) studies conducted in primary school contexts, (2) focus on speaking skills, (3) empirical research design, and (4) full-text availability. A content analysis was conducted across four dimensions: publication trends, research methodologies, participant characteristics, and data collection and analysis techniques. Results indicate a predominance of quantitative studies, particularly quasi-experimental designs, with minimal application of qualitative methods and Classroom Action Research (CAR). Most studies focused on upper-grade students (grades 4–6), while research on lower grades (1–3) was limited. Speaking tests and t-tests were the most frequently used tools. Key gaps include limited methodological variation, minimal exploration of early-grade learners, and underuse of advanced or mixed-method analyses. These findings underscore the need to diversify research approaches and target underrepresented student populations. Addressing these gaps can enhance our understanding of how Paired Storytelling fosters not only linguistic competence but also social interaction, learner confidence, and inclusive classroom engagement in primary education.

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Introduction

Speaking skills are essential for students' language and communication development, particularly in primary school. Various instructional approaches have been developed to assist primary school children in enhancing their speaking skills. The implementation of learning models relies on a systematic methodology employed to elucidate educational content to students. This approach encompasses several techniques, strategies, and processes designed to create an engaging and successful learning environment. In primary education, learning models frequently prioritize social skills, collaboration, and character development in students. Also, learning models are characterized as conceptual frameworks that serve as guides for systematic learning aimed at achieving educational objectives, encompassing social systems, psychology, realism, and support systems (Joy and Wells in khoirunnisa & aqwal, 2020).

One such strategy that has proven effective in enhancing speaking skills is Paired Storytelling. This model involves organized storytelling exercises which students collaborate in pairs to create and recount narratives based on provided keywords, scripts, or short stories. By engaging in these interactive activities, students not only develop structured thought processes but also gain greater confidence in their speaking abilities (Madyawati, 2016). Moreover, research demonstrates that children between the ages of 6 and 12 exhibit significant cognitive development, including enhanced abstract thinking, vocabulary expansion, and problem-solving abilities. Storytelling-based teaching techniques, such as Paired Storytelling, are highly effective for this age group, as they naturally foster active participation and collaborative learning. By engaging in these storytelling exercises, students are encouraged to articulate their thoughts, emotions, and experiences with greater confidence, which in turn strengthens their linguistic competencies (Hasibuan, et al., 2024).

Despite increasing interest in Paired Storytelling, there is a shortage of systematic research investigating its application across diverse educational contexts and grade levels. Recent studies indicate that while Paired Storytelling is gaining popularity as a method to enhance speaking skills, there is still a need to explore how this learning model has been researched across different educational contexts. Nevertheless, the majority of prior studies have been restricted to certain contexts or age demographics, whereas research encompassing a variety of primary education settings remains rare.   This study is urgent in addressing the literature gap by offering a systematic review of developments in the adoption of Paired Storytelling in primary education. Limited instructional time and the lack of suitable materials and effective assessment tools for evaluating speaking abilities. These challenges are not unique to the persuasive speaking model, but it also emerge to Paired Storytelling, indicating the need for more structured research on its implementation and effectiveness (Özdil and Duran, 2023).

This study seeks to systematically review and analyze trends in the implementation of Paired Storytelling in primary education, identifying research gaps and offering recommendations for future investigations. This research aims to address a deficiency in the literature by analyzing trends in studies on Paired Storytelling published in Google Scholar, specifically from 2020 to 2024. This platform was selected as the principal database because of its extensive range of scholarly resources, including peer-reviewed journal articles, theses,

books, preprints, and technical reports, as well as its ability to facilitate targeted, thorough, and reproducible searches across several disciplines. These features provide it a significant asset for outlining research trends in educational settings, especially in primary school (Mayr & Walter, 2007; Valverde-Berrocoso et al., 2020). A total of 21 research publications, published from 2020 to 2024, were examined through content analysis to discover significant trends in methodology, instruments, and participant categories. The analysis omitted studies from 2025, as the research was not yet entirely available or peer-reviewed. This ensured that all selected sources were established and validated in the academic community.

Despite the limited quantity of articles, content analysis does not rely on large sample sizes to yield reliable and significant conclusions. Its effectiveness lies in the alignment between the research questions and the relevance of the selected sources. This approach enables comprehensive and profound interpretation, particularly when applied to targeted datasets that are carefully chosen to align with the study's objectives. As such, even smaller datasets can provide valuable insights, facilitating a deep understanding rooted in clearly defined research goals (Kleinheksel et al., 2020). Several studies have explored the impact of storytelling learning models on students' speaking abilities. For instance, this model support the effectiveness of paired learning in enhancing student confidence and linguistic capabilities by encouraging collaborative learning, improving both social interaction and speaking proficiency (Saputra, Musaddat, and Angga, 2024). Additionally, studies reveal the significant role of culturally relevant content in Paired Storytelling, which fosters deeper engagement among students and helps them develop critical thinking and language skills. These studies suggest that Paired Storytelling is a promising pedagogical approach that enhances not only linguistic development but also social interaction, a crucial aspect of primary education (Muadila, 2024).

Method

This study utilized a qualitative content analysis to explore research trends concerning the implementation of the Paired Storytelling learning model in primary education. Articles were sourced from Google Scholar using the keywords "Paired Storytelling", "speaking skills", and "primary school", focusing on publications from August 2021 to December 2024. Inclusion criteria encompassed empirical studies in primary school settings that applied Paired Storytelling to enhance speaking skills, published in peer-reviewed journals, and available in full text in either English or Indonesian. The study excluded theoretical articles, those not centered on speaking skills, outside the primary education level, or not fully accessible. While other academic databases like Scopus, ERIC, and DOAJ were not used, Google Scholar was intentionally selected for its wide accessibility and capacity to index diverse, regionally published, and open-access sources, particularly those relevant to local and non-Western primary education contexts. Selected articles were manually coded using a structured framework based on research design, participant characteristics, data collection tools, and analysis methods, with data drawn from the abstract, methodology, and discussion sections. The results were synthesized descriptively and visualized through bar charts to reveal dominant patterns and identify research gaps.

Results and Discussion

Results

This section offers a comprehensive examination of the trends in the implementation of Paired Storytelling in primary school, highlighting areas such as publication trends, research methodology, and data collecting instruments. The subsequent charts and visualizations provide a coherent and organized summary of the principal findings, emphasizing notable trends in publication number, research types, collecting data instruments, and analysis methodologies utilized. This section is meant to clarify the current patterns in Paired Storytelling research and the implications for primary education, so establishing a foundation for an in-depth study of the findings.
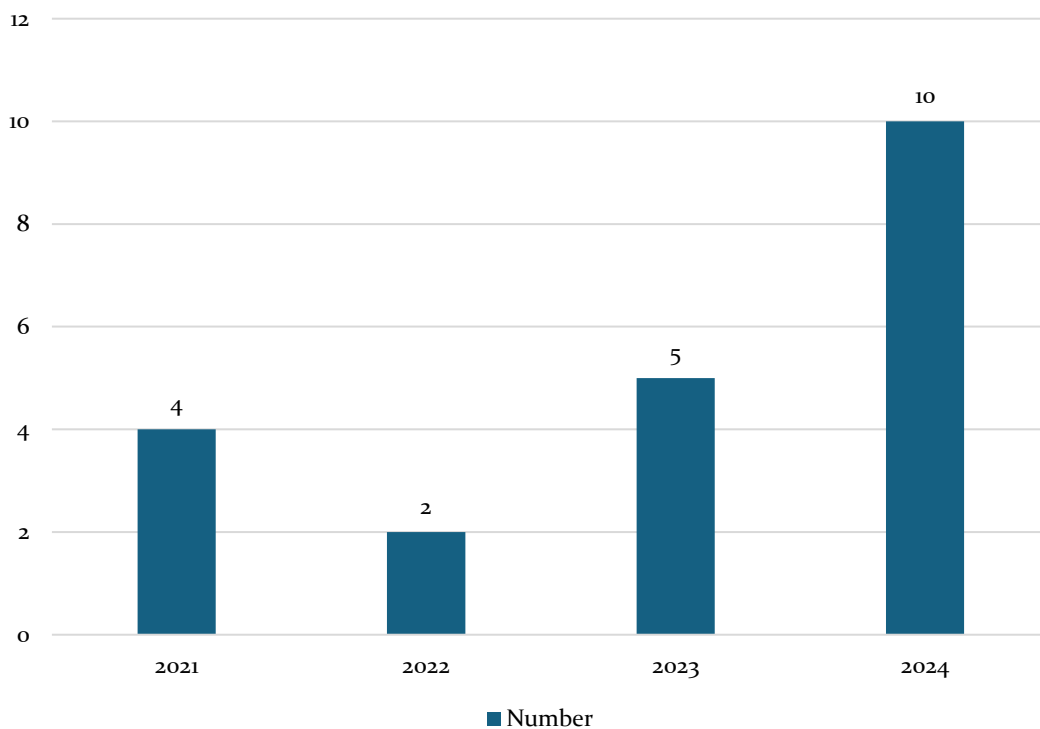

Figure 1. The Improvement Trend of the Number of Educational Researches with Paired Storytelling learning method as the Main Concern in 4 Years

The graph illustrates the evolving trend in research on Paired Storytelling for developing speaking skills in primary school children over the past four years. In 2021, the number of publications was relatively low, indicating that this method had not yet gained significant attention. However, in 2022, there was a slight decrease in publications, reflecting a temporary reduction in focus on this model. By 2023, the volume of publications increased, showing renewed interest in its effectiveness in language instruction. This upward trend continued into 2024, with the highest volume of articles observed during this period. This growing interest in Paired Storytelling reflects the broader shift towards interactive and communication-based teaching approaches in primary school curricula, as well as initiatives aimed at improving literacy and narrative-based education.
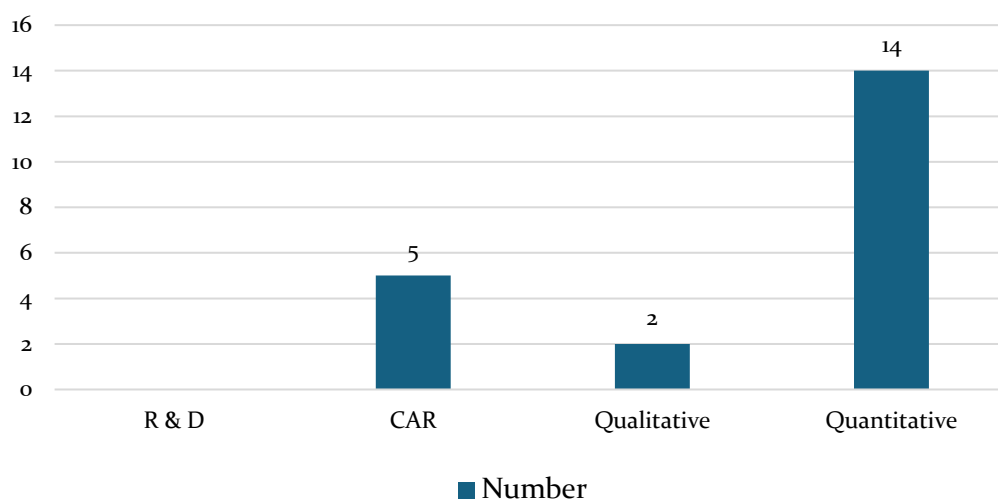
Figure 2. The Distribution of Researches with Paired Storytelling as the Main Concern based on Types of Research

The Research Type graph reveals that quantitative methods are the predominant approach in studies on Paired Storytelling for teaching speaking skills to primary school children. Classroom Action Research (CAR) is less commonly applied, and qualitative research is also infrequent in the studies reviewed. Notably, the graph does not show any use of Research and Development (R&D), indicating that this approach has not been explored in relation to Paired Storytelling. Typically, R&D is used to develop and assess educational materials or tools, such as modules or media, before their widespread use in the classroom. The focus of the research thus far has primarily been on quantitatively assessing the effectiveness of Paired Storytelling, while investigations into the experiences of students and instructors, as well as the development of comprehensive learning models, remain limited.
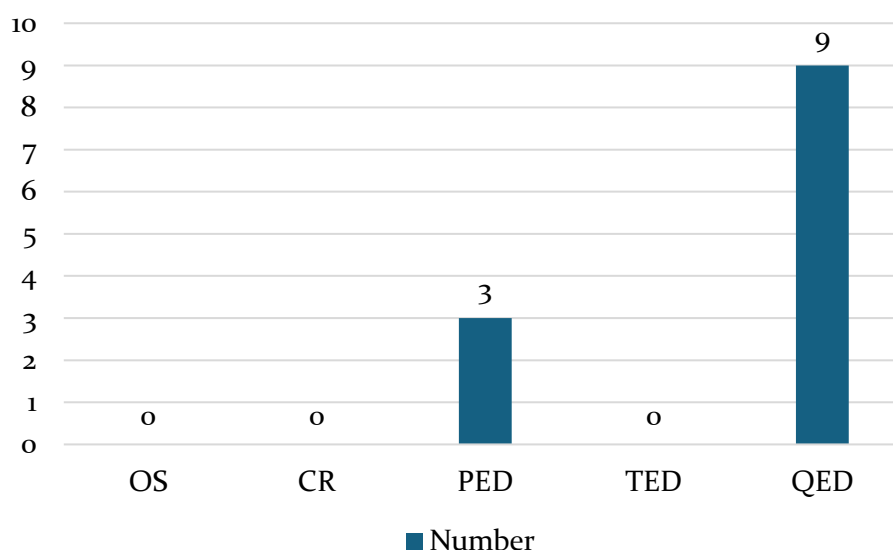

Figure 3. The Distribution of Quantitative Researches with Paired Storytelling

Figure 3 shows the distribution of quantitative research designs employed in studies on Paired Storytelling for enhancing speaking skills in primary school students. The graph indicates that most of these studies predominantly employ quasi-experimental designs, facilitating the comparison of treatment groups with control groups without requiring selection. Moreover, pre-experimental designs are commonly encountered, wherein the efficacy of instructional approaches is evaluated inside a singular group, typically absent of a control or comparative group.

In contrast, true experimental research, necessitating more rigorous control over variables, is less frequently utilized in these investigations. Moreover, other quantitative research designs, such correlational studies and survey research, are less common. Correlational studies, which generally investigate the relationship between Paired Storytelling and variables such as student self-confidence, are hardly employed. Similarly, although surveys research—collecting perceptions from both educators and students regarding the efficacy of Paired Storytelling—has shown considerable growth, it remains inadequately represented in the current research literature.
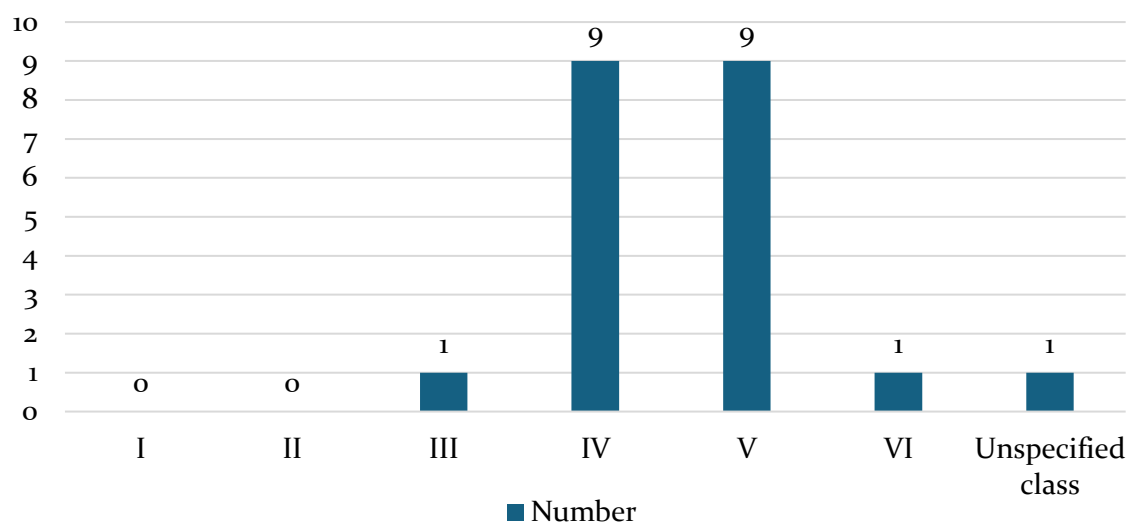

Figure 4. The Distribution of Research Subjects in Some Educational Researches with Paired Storytelling as the main concern

The distribution of research subjects across the reviewed studies indicates a significant concentration in the upper primary school grades. Specifically, Grade IV and Grade V each appeared as research subjects in 9 studies, representing the majority of the sample. This suggests that Paired Storytelling is predominantly applied to students with more developed language and cognitive abilities, possibly due to their better readiness to engage in structured narrative tasks.

In contrast, lower primary grades are considerably underrepresented. Only a single study included Grade III students, whereas Grades I and II were entirely absent. This absence underscores a research gap in investigating how the model may assist early learners who are in the process of acquiring fundamental speaking and comprehension abilities.

Moreover, Grade VI and unspecified grade levels were each represented in a single study. The inclusion of unspecified classes may indicate research with a wider participant range or studies that failed to distinctly specify grade levels. This uneven distribution underscores the need for future research to consider younger learners, as their inclusion could provide a more holistic understanding of Paired Storytelling's effectiveness across all primary education levels.
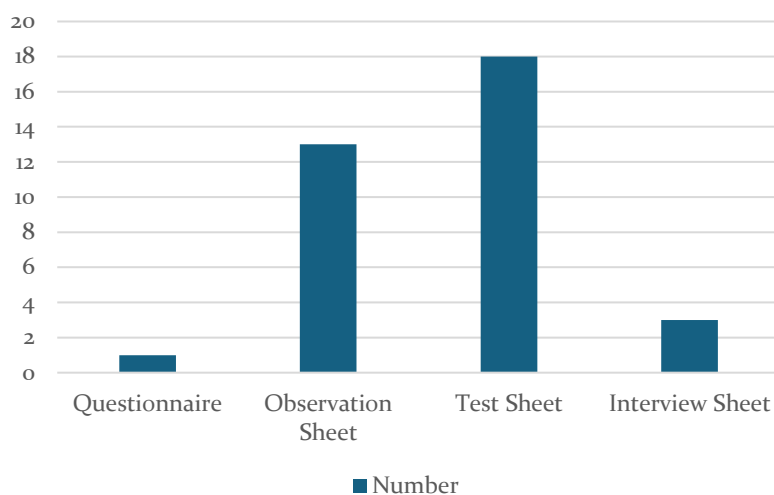

Figure 5. The Distribution of Instrument Selection for Data Collection in Some Educational Researches with paired storytelling as the Main Concern

The graph reveals that the primary instrument used in research on Paired Storytelling to enhance speaking skills among primary school students is the speaking test. This assessment provides an objective measure of students' progress in speaking abilities, typically using predefined criteria. Observation is also commonly employed as a research tool, allowing researchers to directly observe the learning process and student interactions during the implementation of Paired Storytelling. This method offers valuable insights into the effectiveness of pedagogical practices within the classroom. Additionally, instruments such as interviews and questionnaires are used, though less frequently. Interviews are typically conducted to explore the experiences of both students and teachers with the method, while questionnaires are used to gather data on perceptions of the method's effectiveness.
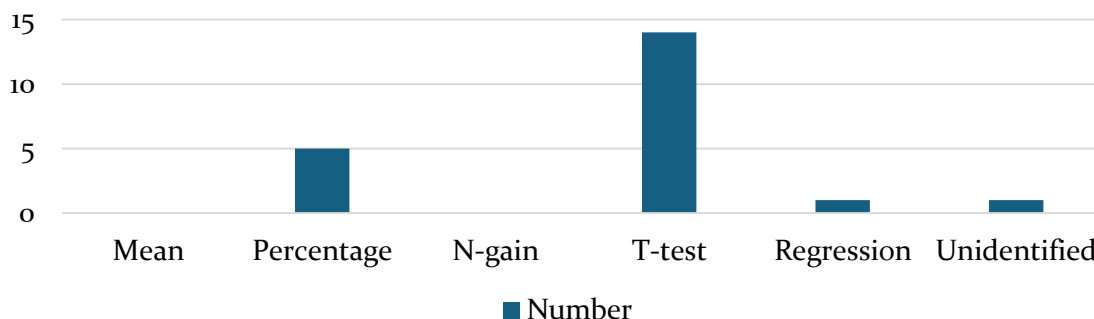

Figure 6. The Distribution of Data Analysis Method Selection in Some Educational Researches with Paired storytelling as the Main Concern

The graph demonstrates that the predominant data analysis method employed in research on Paired Storytelling for the enhancement of primary school students' speaking skills is the t-test. This approach is commonly utilized in experimental and quasi-experimental research to evaluate outcomes prior to and during treatment. Moreover, descriptive analysis is commonly employed to provide a comprehensive overview of research data, encompassing the distribution of scores and trends in student learning outcomes following the application of the Paired Storytelling approach. Statistical techniques, including linear regression and factor analysis, were infrequently utilized in the examined studies. Linear regression is typically utilized to analyze the correlation between variables, such as the influence of Paired Storytelling on learning motivation, but factor analysis is used to uncover implicit patterns in more complex datasets.

The reviewed studies are compared in a clear manner in Table 1. The table below encompasses all 21 examined studies and breaks down the Year of publication, research type, participant characteristics, instruments, and analysis methods.

Table 1. Summary of Selected Reviewed Studies

No.	Year	Research Type	Sample/Subject	Instrument	Data Analysis
1	2024	Quasi-Experimental research	Grade IV students of Sekolah Dasar Negeri (SDN) 20 Cakranegara	Speaking test sheet	T-test
2		Quasi-Experimental research	Grade V students of SDN 203 Bontocinna	Observation: Test	T-test
3		Pre-experimental research	Grade V students of SDN Cinennung	Speaking test	T-test
4		Quasi-Experimental research	Grade IV students of SDIT Al-Fityah	Observation: Test	T-test
5		Classroom Action Research	grade V students of SDN 15 Ampang Gadang, Agam Regency.	Test; non-test	Percentage
6		Quasi-Experimental research	Grade V students of SDN Jurang Mangu Timur 02	posttest	T-test
7		Classroom Action Research	Grade V Students of MIN 25 Aceh Besar	Observation: Test	Descriptive; percentage
8		Quasy Experimental Research	Grade V Students of SDN 24 Kota Bengkulu	Test; Observation Sheet; Interview sheet	T-test
9		Quasi-Experimental research	Grade V Students of SDN 203 Bontomacinna	observasi dan tes.	T-test
10		Classroom Action Research	Grade IV Students	Speaking test	Percentage
11	2023	Quasi-Experimental research	Grade IV Students of SDN 1 Kadipiro	Tests; Interview sheet	T-test

12		Descriptive qualitative research	Madrasah Islamiah Students of unidentified class	Interview	Unidentified
13		Classroom Action Research	Grade VI Students of SDN No. 96 Barru	Observation sheet; Questionnaire; Test	T-test
14		Quasi-Experimental research	Grade V Syudents of SDN 24 Kota Bengkulu	Test	T-test
15		Quasi-Experimental research	Grade V students of SDN 1 Menganti	Observation sheet; Test	Regression
16	2022	Classroom Action Research	Grade IV Students of SDN 011 Pulau Jambu	Observation; Test	Percentage
17		qualitative research	Grade III Students of SD Kanisius Karang Bangun	Observation; interviews	Percentage
18		Pre-experimental research	Grade IV Students of SDN Gugus I Kecamatan Selaparang	Observation; Test	T-test
19	2021	Quasi-Experimental research	Grade IV Students of SDN Gugus 8 Janaparia	Observation; Test	T-test
20		descriptive quantitative	Grade IV Students of Jonggat	Test	T-test
21		Pre-experimental research	Grade IV Students of SDN Damarjati	Observation; Test	T-test

Discussion

Recent research demonstrate an increasing scholarly focus on Paired Storytelling as an efficacious technique for improving the speaking skills of primary school students. This study emphasizes the significance of Paired Storytelling in promoting linguistic advancement via collaborative learning endeavors. The present study predominantly employs quantitative approaches, particularly quasi-experimental designs, which are frequently utilized to compare pre- and post-treatment results. These designs offer valuable insights on the efficacy of Paired Storytelling, while also underscoring the necessity for additional study, especially in qualitative studies. Then, Although Classroom Action Research (CAR) and qualitative research procedures are underrepresented in the literature, they possess the capacity to yield useful, comprehensive insights into the experiences of students and teachers. Qualitative research may elucidate student interactions with the storytelling process and how educators might assist and tailor the method to accommodate unique learning requirements. This would provide a deeper comprehension of the functioning of Paired Storytelling in actual classroom environments.

Moreover, most studies involved primarily upper-grade students (grades 4–6), indicating that the efficacy of Paired Storytelling has been more extensively evaluated in individuals with advanced language abilities. Conversely, studies focusing on younger students (grades 1–3) are scarce, even though this demographic may encounter distinct problems in language comprehension that could influence how they benefit from the approach. This study

gap necessitates additional exploration of how Paired Storytelling might be tailored for younger learners, especially those experiencing challenges in language comprehension.

Furthermore, data gathering in these studies primarily included speaking tests to assess student growth, providing a quantitative evaluation of their speaking ability. These tests were complemented by observations, which enabled researchers to directly observe the implementation of Paired Storytelling in the classroom. However, the use of interviews was limited. Interviews could provide valuable insights into the subjective experiences and perspectives of both students and teachers regarding the methodology. Their increased use could uncover the practical challenges and advantages of Paired Storytelling. Finally, the studies analyzed predominantly utilized t-tests and descriptive statistics, which are effective for comparing pre- and post-treatment outcomes. The consistent reliance on these methodologies indicates the need for more sophisticated analytical tools in future research. For example, multivariate analysis or regression models could offer a more nuanced understanding of how Paired Storytelling interacts with variables like student motivation, social dynamics, and classroom atmosphere.

In light of these findings, future research should move beyond effectiveness studies and examine how Paired Storytelling can be integrated into broader educational goals, such as those outlined in national literacy initiatives or inclusive education policies. Given Indonesia's emphasis on foundational literacy through programs like *Merdeka Belajar*, Paired Storytelling could serve as a culturally responsive and participatory tool to support these objectives. Researchers are encouraged to adopt qualitative or mixed-method approaches to explore deeper dimensions of implementation, including student experiences, teacher preparedness, and curricular alignment. Understanding these factors is essential for scaling the method across diverse classroom settings and ensuring it contributes meaningfully to equitable and inclusive learning environments.

Conclusion

In conclusion, this study makes a meaningful academic contribution by systematically mapping research trends in the use of the Paired Storytelling model to enhance speaking skills among primary school students. The analysis reveals a predominance of quantitative, particularly quasi-experimental, designs and identifies a notable lack of qualitative and mixed-method approaches—limiting our understanding of the model's impact from the perspectives of both students and teachers. Theoretically, the review highlights underexplored areas, such as research involving lower-grade students with unique linguistic and cognitive needs. Practically, the findings emphasize the potential of Paired Storytelling not only to improve verbal fluency but also to foster inclusive classroom interaction, student confidence, and peer collaboration. Methodologically, the study advocates for the adoption of more diverse data collection methods—such as observations, interviews, audio-visual recordings, and student-created artifacts—to capture the complex dynamics of teaching and learning. Moving forward, expanding research designs, including a wider range of participants, and aligning with national priorities like foundational literacy and inclusive education will be crucial to ensuring that the academic promise of Paired Storytelling translates into impactful classroom practices.

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Authors' Note

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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