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Skripsi, Januari 2026
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**PENGARUH MODEL *PAIRED STORYTELLING* BERBANTUAN MEDIA
RUNNING STORYBOX (RUSBOX) TERHADAP KETERAMPILAN
BERBICARA SISWA KELAS V**

ABSTRAK

Permasalahan dalam penelitian ini adalah kurangnya tingkat keterampilan berbicara siswa. Penelitian ini bertujuan untuk mengetahui Pengaruh Model *Paired Storytelling* berbantuan media *Running Story Box (Rusbox)* terhadap Keterampilan Berbicara Siswa. Jenis penelitian ini menggunakan pendekatan kuantitatif dengan jenis *Non Equivalent Control Group Design* dengan bentuk design *purposive sampling*. Teknik pengambilan sampel pada penelitian ini menggunakan cara *purposive sampling*. Sampel penelitian ini adalah kelas VB dan VC SD Negeri Ungaran 01. Teknik pengumpulan data pada penelitian ini adalah teknik tes (*pretest* dan *posttest*) dan non tes (observasi, angket, wawancara terstruktur, dan dokumentasi). Teknik analisis data yaitu dengan uji normalitas, uji homogenitas, uji *independent sample t test*, dan uji regresi linear sederhana. Hasil penelitian menunjukkan bahwa : (1) Terdapat perbedaan penggunaan model *Paired Storytelling* berbantuan media *Running Story Box (Rusbox)* terhadap keterampilan berbicara siswa, hal ini dapat dibuktikan dengan hasil uji *independet sample t test* dengan nilai signifikansi $0,000 < 0,05$ H_o di tolak dan H_a diterima; dan (2) Terdapat pengaruh penggunaan model *Paired Storytelling* berbantuan media *Running Story Box (Rusbox)* terhadap keterampilan bebricara siswa, hal ini dapat dibuktikan dengan hasil uji regresi linear sederhana dengan nilai signifikansi $0,037 < 0,05$ H_o di tolak dan H_a diterima. Hasil pada penelitian ini dapat disimpulkan bahwa penggunaan model *Paired Storytelling* berbantuan media *Running Story Box (Rusbox)* berpengaruh terhadap keterampilan berbicara siswa kelas V.

Kata kunci : *Paired Storytelling*; *Running Story Box (Rusbox)*; Keterampilan Berbicara

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Final Project, Januari 2026

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***THE EFFECT OF THE PAIRED STORYTELLING MODEL ASSISTED BY
RUNNING STORY BOX (RUSBOX) MEDIA ON THE SPEAKING SKILLS
OF GRADE V STUDENTS***

ABSTRACT

The problem addressed in this study is the low level of students' speaking skills. This study aims to determine the effect of the Paired Storytelling model assisted by the Running Story Box (Rusbox) media on students' speaking skills. This research employed a quantitative approach using a quasi-experimental design in the form of a pretest-posttest design with random sampling. The sampling technique used in this study was purposive sampling. The research samples were students of classes VB and VC at SD Negeri Ungaran 01. The data collection techniques in this study included test techniques (pretest and posttest) and non-test techniques (observation, questionnaires, structured interviews, and documentation). The data analysis techniques consisted of a normality test, homogeneity test, independent samples t-test, and simple linear regression test. The results of the study indicate that: (1) there is a difference in students' speaking skills between those taught using the Paired Storytelling model assisted by the Running Story Box (Rusbox) media and those who were not, as evidenced by the results of the independent samples t-test with a significance value of $0.000 < 0.05$, indicating that H_0 was rejected and H_a was accepted; and (2) there is an effect of the Paired Storytelling model assisted by the Running Story Box (Rusbox) media on students' speaking skills, as evidenced by the results of the simple linear regression test with a significance value of $0.037 < 0.05$, indicating that H_0 was rejected and H_a was accepted. Based on these findings, it can be concluded that the use of the Paired Storytelling model assisted by the Running Story Box (Rusbox) media has a significant effect on the speaking skills of fifth-grade students.

Keywords : *Paired Storytelling, Running Story Box (Rusbox), Speaking Skills.*