

**PENGARUH MODEL PEMBELAJARAN *PAIRED STORYTELLING*
BERBANTUAN MEDIA PEMBELAJARAN GAMBAR BERSERI UNTUK
MENINGKATKAN KEMAMPUAN LITERASI BAHASA SISWA KELAS
IV DI GUGUS V ABIANSEMAL**

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ABSTRAK

Rendahnya minat siswa dalam membaca mempengaruhi keterampilan literasi bahasa menjadi rendah. Permasalahan ini berdampak pada rendahnya kemampuan berpikir kritis, serta hasil belajar siswa secara keseluruhan. Untuk mengatasi masalah tersebut, diperlukan strategi pembelajaran yang inovatif. Penelitian ini bertujuan untuk menganalisis pengaruh model pembelajaran *paired storytelling* berbantuan media gambar berseri terhadap literasi bahasa siswa kelas IV. Penelitian eksperimen ini merupakan penelitian eksperimen semu dengan menggunakan bentuk *non-equivalent control group design*. Populasi penelitian ini sebanyak 50 siswa. Sampel penelitian diambil dengan teknik cluster random sampling dan diperoleh sampel kelas eksperimen sebanyak 25 siswa dan sebagai kelas kontrol sebanyak 25 siswa. Pengumpulan data pada penelitian ini menggunakan teknik tes berupa lembar soal objektif dan teknik non tes berupa lembar kuesioner. Data hasil penelitian dianalisis dengan *uji-t polled varians*. Diperoleh data rata-rata skor *post-test* pada kelas eksperimen 84,88 dengan kategori tinggi, sedangkan rata-rata skor *post-test* pada kelas kontrol 72,2 dengan kategori cukup pada tabel PAP dengan skala 5. Hasil analisis *uji-t* diperoleh pada taraf signifikan 5% yaitu $t_{hitung} = 6,003 > t_{tabel} = 2,01$, maka H_0 ditolak dan H_1 diterima. Dapat disimpulkan model pembelajaran *paired storytelling* berbantuan media gambar berseri memberikan pengaruh yang signifikan terhadap peningkatan kemampuan literasi bahasa siswa kelas IV. Implikasi penelitian ini yaitu model pembelajaran *paired storytelling* berbantuan media gambar berseri efektif digunakan dalam meningkatkan kemampuan literasi bahasa siswa.

Kata Kunci: *paired storytelling*, media gambar berseri, literasi bahasa, siswa sekolah dasar, pembelajaran inovatif.

**THE EFFECT OF THE PAIRED STORYTELLING LEARNING MODEL
SUPPORTED BY COMIC STRIP LEARNING MATERIALS ON IMPROVING
THE LANGUAGE LITERACY SKILLS OF FOURTH-GRADE STUDENTS
IN CLUSTER V OF ABIANSEMAL**

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ABSTRACT

The low interest of students in reading affects their language literacy skills, resulting in poor literacy achievement. This problem has an impact on students' critical thinking abilities and overall learning outcomes. To overcome this issue, innovative learning strategies are needed. This study aimed to analyze the effect of the paired storytelling learning model assisted by serial picture media on the language literacy skills of fourth-grade students. This experimental study was a quasi-experimental research employing a non-equivalent control group design. The population of this study consisted of 50 students. The sample was selected using the cluster random sampling technique, resulting in 25 students in the experimental class and 25 students in the control class. Data collection in this study used test techniques in the form of objective question sheets and non-test techniques in the form of questionnaire sheets. The research data were analyzed using a pooled variance t-test. The results showed that the average post-test score of the experimental class was 84.88, which was categorized as high, while the average post-test score of the control class was 72.2, which was categorized as moderate based on the PAP table with a five-point scale. The results of the t-test analysis at the 5% significance level showed that $t_{count} = 6.003 > t_{table} = 2.01$, therefore H_0 was rejected and H_1 was accepted. It can be concluded that the paired storytelling learning model assisted by serial picture media had a significant effect on improving the language literacy skills of fourth-grade students. The implication of this study is that the paired storytelling learning model assisted by serial picture media is effective in improving students' language literacy skills.

Keywords: *paired storytelling, serial picture media, language literacy, elementary school students, innovative learning.*