

Improving Retelling Abilities Through the Integration of Local Storytelling and The 5W1H Framework in Elementary School Students

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ABSTRACT

This study examined the effectiveness of integrating local wisdom-based storytelling with the 5W1H framework to improve elementary students' retelling skills. The novelty lies in combining culturally contextual storytelling with a structured comprehension framework. A quasi-experimental one-group pretest-posttest design involved 27 fourth-grade students at SDN Jombor 02 Sukoharjo, with data collected during the intervention using retelling rubrics, 5W1H worksheets, observations, and documentation. Paired-samples t-test showed a significant improvement in retelling skills ($t = 10.43$, $p < .001$) with a very large effect size (Cohen's $d = 2.01$). Students also demonstrated improved story comprehension and local vocabulary mastery. These findings indicate that this integrated approach provides an effective and culturally meaningful literacy strategy for elementary Indonesian language instruction.

INTRODUCTION

Literacy and retelling in elementary schools are very urgent because reading literacy is the main foundation that determines students' ability to understand, process, and use information for academic, social, and daily life development, while retelling strengthens reading comprehension through speaking, listening, and restructuring text content meaningfully (Tamala, 2024; Dasan, 2025). This urgency is even stronger because Indonesian students' literacy skills are still low, elementary school students' reading interest is also still a serious problem, and the impact is seen in weak reading comprehension, vocabulary mastery, and learning outcomes (Fitriana & Ridlwan, 2021; Malini et al., 2023). At the elementary school level, the habit of reading for 10–15 minutes, reading corners, libraries, rich reading materials, and teacher mentoring have been proven to help increase students' reading interest and literacy fluency (Hidayat & Widyasari, 2025). In this context, retelling is relevant because effective literacy support must integrate reading, writing, speaking, and listening, encouraging students to understand messages, respond appropriately, and restate ideas in their own words (Azzajjad & Ahmar, 2024). Strategies such as shared reading, storytelling, literacy games, contextual approaches, digital media, and the use of folktales and local wisdom also increase student engagement, motivation, text comprehension, and character development (Mardi et al., 2025; Saputra et al., 2025). Therefore, strengthening literacy and retelling in elementary schools should be viewed as a core requirement for language learning and character development, the success of which depends on the active role of teachers, school support, family involvement, and a consistent and enjoyable literacy ecosystem (Tamala, 2024).

Although various literacy strengthening programs have been implemented in elementary schools, students' ability to retell reading content remains a challenge. Initial observations at SDN Jombor 02 Sukoharjo showed that approximately 48% of 27 fourth-grade students experienced difficulty retelling coherently and sequentially. Students tended to omit important information, use limited vocabulary, convey stories in simple language, and rely on the teacher's guiding questions because they preferred memorizing the storyline rather than understanding the relationships between events. This condition indicates that the reading process has not been fully followed by the ability to construct and communicate the meaning of the reading using their own language. This finding is in line with research stating that low retelling skills are related to weak reading comprehension, limited vocabulary mastery, and suboptimal learning strategies that integrate reading, speaking, and thinking skills in an integrated manner (Azzajjad & Ahmar, 2024; Tamala, 2024). Thus, literacy learning in elementary schools has not been fully able to help students organize information before retelling the story content systematically.

Relevant research shows that storytelling is effective in improving reading comprehension because it makes learning more engaging, enriches vocabulary, and helps students understand the structure and meaning of texts, especially in elementary school students and struggling readers (La Bertha Santoso et al., 2023). Several experimental studies also report clear improvements after storytelling

interventions, for example, sixth-grade students' reading comprehension scores increased from 14.40 to 23.83 after an eight-week interactive video storytelling program (Agus Yasin et al., 2024), the average comprehension score increased from 6.15 to 10.90 in video-based storytelling (Acedera et al., 2026), and an intervention based on storytelling and group presentations resulted in a 67% increase in reading comprehension. Further evidence supports the idea that storytelling, whether oral, digital, or multimedia, not only increases engagement, motivation, inference, and vocabulary acquisition, but also supports literacy outcomes across a variety of contexts, including EFL students, students with learning disabilities, and elementary literacy classes (Yulianawati et al., 2022; Pannim et al., 2022). Meanwhile, the 5W1H strategy has also been shown to improve reading comprehension by helping students identify key information in a text through who, what, when, where, why, and how questions. In students with moderate intellectual disabilities, emphasizing why and how elements improves the ability to answer correctly and contextually, although visual aids appear less effective than key words in sentences (Azmi & Primana, 2024). Overall, these findings suggest that storytelling and 5W1H are equally effective in improving reading comprehension, with storytelling being stronger at enhancing engagement and meaning, while 5W1H is more focused on guiding students to find important information and cause-and-effect relationships in the text.

Various studies have shown that storytelling effectively improves learning motivation, vocabulary mastery, speaking skills, and reading comprehension through more engaging and meaningful learning, while the 5W1H framework helps students identify important information and understand the relationships between elements in a text more systematically (Azmi & Primana, 2024)(Supriyadin et al., 2025). However, most studies still examine these two approaches separately and focus on reading skills or reading comprehension. Research integrating local wisdom-based storytelling with the 5W1H framework to improve elementary school students' retelling skills is still very limited. In fact, the combination of the two has the potential to help students understand, organize, and retell story content more coherently and meaningfully. Thus, there is still a research gap regarding the effectiveness of integrating local wisdom-based storytelling with the 5W1H framework as a strategy to improve elementary school students' retelling skills.

This study offers novelty through the integration of local wisdom-based storytelling with the 5W1H framework as a learning strategy to improve elementary school students' retelling skills. Unlike previous research, which generally focused solely on improving reading comprehension or language skills separately (Fadhilla & Suriani, 2025), this study evaluates retelling skills more comprehensively through aspects of story organization, language use, and mastery of local vocabulary. Furthermore, this study provides empirical evidence regarding the use of local stories as a literacy learning medium that not only improves language skills but also strengthens the contextualization of learning in elementary schools.

Based on these issues, this study aims to improve elementary school students' retelling skills through the integration of local wisdom-based

storytelling and the 5W1H framework as a contextual and structured literacy learning strategy.

LITERATURE REVIEW

Retelling Skills in Elementary School Literacy Learning The theory name here

Retelling skills in elementary school literacy learning are students' ability to retell the content of a reading or story while maintaining sequence, detail, and meaning. This skill functions simultaneously as a learning strategy and a comprehension assessment tool (Kodan, 2024; Kesevan et al., 2023). Evidence shows that retelling is positively related to reading fluency, reading comprehension, story structure, and oral language development such as vocabulary, phonological awareness, and pragmatics (Ralli et al., 2021). In elementary school students, this ability also develops with age and the quality of basic literacy. While in written retelling tasks, children's results are influenced not only by story ideas but also by transcription skills such as spelling, letter-sound knowledge, and handwriting (McIntyre et al., 2024). Therefore, retelling is important in elementary literacy not only for remembering text content, but also for helping students organize ideas, draw inferences, and express understanding in their own words (Freed & Cain, 2021). In learning practice, various studies have shown that retelling can be improved through guided practice, the use of visual-audiovisual media, and interactive reading environments. Gradual training programs with teacher support improve understanding of story structure and encourage deeper commentary on text content (E. Vretudaki et al., 2022). Animated video media, augmented reality books, and audiovisual materials have also been consistently associated with improvements in elementary school students' retelling skills, comprehension, attention, and self-confidence (Masfufah & Wibowo, 2024; Liu et al., 2023). Retelling strategies even improve reading comprehension compared to conventional learning, including in early readers, ESL students, and integrated literacy programs that report improvements in retelling in 75% of students (Kesevan et al., 2023; Rukmana et al., 2025). Overall, retelling skills are an important component of elementary school literacy learning because they strengthen comprehension, language skills, and more active and meaningful reading habits.

Integration of Local Storytelling and the 5W1H Framework in Literacy Learning

Dalam pembelajaran literasi, storytelling lokal membuat teks lebih dekat dengan pengalaman hidup siswa, sedangkan kerangka 5W1H memberi alat analitis untuk memahami unsur, alur, dan makna cerita. Berbagai studi menunjukkan bahwa ketika cerita rakyat, tradisi lisan, dan narasi budaya setempat masuk ke kelas, siswa cenderung lebih terlibat, lebih mudah memahami bacaan, dan sekaligus memperkuat identitas budaya mereka (Hadianto et al., 2022; Tetteh et al., 2025). Efek ini terlihat di banyak konteks: program storytelling yang diadaptasi secara budaya meningkatkan kompleksitas struktur cerita dan daya ingat isi cerita pada anak Indigenous di Kanada (Schroeder et al., 2022), folklore yang relevan secara budaya meningkatkan motivasi, retensi bahasa, dan apresiasi budaya dalam ESL (Saad & Zolkifli, 2025), dan cerita lokal digital maupun multimodal membuat materi

lebih relatable, interaktif, dan mudah dipahami (Hardina et al., 2024; Islamy et al., 2025).

Kerangka 5W1H lalu melengkapi integrasi itu dengan membantu siswa memetakan siapa, apa, kapan, di mana, mengapa, dan bagaimana dalam narasi, sehingga pemahaman bacaan tidak berhenti pada isi permukaan. Pada pembelajaran membaca dan menulis ringkasan, penggunaan 5W1H bersama pendekatan CLIL meningkatkan kemampuan membaca pemahaman dan summary writing secara signifikan pada siswa kelas 10. Dalam analisis naratif, 5W1H membantu siswa mengenali struktur wacana, urutan peristiwa, plot, tema, dan relasi antartokoh secara sistematis (Li, 2025). Dikombinasikan dengan storytelling lokal, 5W1H dapat berfungsi sebagai jembatan dari keterlibatan budaya menuju literasi yang lebih terstruktur: siswa dapat menafsirkan nilai moral, identitas, dan perspektif sosial dalam folklore sambil mengembangkan kosakata, pemahaman, pemikiran kritis, dan kemampuan analitis (Safitri, 2024). Namun, keberhasilan pendekatan ini tetap bergantung pada dukungan praktis seperti pelatihan guru, ketersediaan materi terdokumentasi, keluwesan kurikulum, dan perhatian pada bahasa lokal serta protokol budaya (Suhartawan et al., 2025; Tetteh et al., 2025).

Hypothesis

H₀: There is no significant improvement in elementary school students' retelling skills after participating in learning through the integration of local wisdom-based storytelling and the 5W1H framework.

H₁: There is a significant improvement in elementary school students' retelling skills after participating in learning through the integration of local wisdom-based storytelling and the 5W1H framework.

METHODOLOGY

This study used a quasi-experimental method with a one-group pretest-posttest design (Haq & Yasin, 2025), which aims to measure changes in students' retelling abilities before and after the implementation of local wisdom-based storytelling integration and the 5W1H framework. This design was chosen because the research conditions did not allow for randomization or the formation of a control group so that all participants received the same treatment. The research participants were 27 fourth-grade students of SDN Jombor 02 Sukoharjo consisting of 14 male students and 13 female students with an age range of 9–10 years. The selection of the research location was carried out purposively (Chand, 2025) by considering school characteristics that showed low student retelling abilities, limited use of local wisdom-based stories in literacy learning, and the support from the school for the implementation of learning innovations.

The variables measured in this study were elementary school students' retelling skills after participating in learning through the integration of local wisdom-based storytelling and the 5W1H framework. Retelling skills were measured through four main indicators: the ability to identify story elements based on the 5W1H framework (what, who, where, when, why, and how),

language use, vocabulary mastery, and cohesion and coherence in retelling the story content. Data collection was carried out using a retelling assessment rubric adapted from the National Assessment of Educational Progress (NAEP) and adjusted to the characteristics of learning in elementary schools. The rubric uses a four-level scale (1 = poor, 2 = fair, 3 = good, and 4 = excellent) to assess understanding of story content, narrative organization, language use, expression, and mastery of local vocabulary. In addition, a 5W1H analysis sheet was used to identify students' abilities in understanding story elements, while observations and video documentation were utilized as supporting data to observe student engagement during learning and to improve the consistency of the assessment process. All instruments underwent content validity by three experts in the field of language and literature education before being used in the study.

The research was conducted from May to September 2019, encompassing preparation, intervention implementation, and evaluation. The intervention involved local wisdom-based storytelling, combined with the 5W1H framework, to help students systematically understand, organize, and retell stories. Prior to the intervention, students took a pretest to identify their initial abilities, followed by a series of learning and mentoring activities, and concluded with a posttest to measure improvements in their retelling skills after the intervention.

Table 1. Research Implementation Procedures

Research Stages	Activities	Outputs
Stage 1. Pretest	Students completed a pretest to identify their prior knowledge of the Sukoharjo origin story, understanding of the 5W1H framework, and simple retelling skills.	Pretest data on students' initial abilities.
Stage 2. Material Introduction	The teacher introduced the concept of storytelling, the 5W1H framework, and stories based on local wisdom through video and reading texts.	Students' understanding of the concept of storytelling and the elements of the 5W1H.
Stage 3. Learning Implementation	Students identified story elements using the 5W1H worksheet and then practiced retelling in pairs and individually with guidance and feedback from the teacher.	Improved story comprehension and retelling skills.
Stage 4. Posttest and Evaluation	Students completed a posttest using a different story of equal difficulty and then retelling, which was assessed using a research rubric.	Posttest data on final abilities and improved retelling skills.

Quantitative data were analyzed using descriptive statistics, including the mean, standard deviation, and gain score, to describe changes in students' retelling skills before and after the intervention (Zheng, 2021). Subsequently, a paired-samples t-test at a significance level of 0.05 was conducted to examine differences between pretest and posttest scores, while Cohen's d was calculated

to determine the magnitude of the intervention effect (Pfenninger & Neuser, 2019). Qualitative data obtained from classroom observations and learning documentation were analyzed descriptively using thematic analysis to identify patterns of student engagement and factors supporting the improvement of retelling skills throughout the learning process.

Table 2. Interpretation of Cohen's *d* Effect Size

Cohen's <i>d</i> Value	Interpretation
< 0.20	Negligible effect
0.20–0.49	Small effect
0.50–0.79	Medium effect
≥ 0.80	Large effect

RESEARCH RESULT

Before hypothesis testing is conducted, it is necessary to verify the assumptions underlying the use of the paired sample t-test, namely the normality of data distribution and the homogeneity of variance of pretest and posttest scores. This is important to ensure the validity of the resulting statistical inferences. Given the relatively small sample size of the study ($n = 27$), the normality test was conducted using the Shapiro-Wilk method, which is recommended as the most sensitive normality test for samples of size $n < 50$. The hypothesis tested is H_0 : the data is normally distributed; with the decision criterion H_0 being accepted if the p-value is > 0.05 .

Table 3. Results of the Shapiro-Wilk Normality Test

Data	N	W Statistics	p-value	Description
Retelling Ability Pretest Score	27	0,952	0,233	Normal
Retelling Ability Posttest Score	27	0,961	0,387	Normal
Gain Score (Posttest – Pretest)	27	0,948	0,196	Normal

The results of the Shapiro-Wilk test in Table 3 show that the distribution of pretest scores ($W = 0.952$; $p = 0.233$), posttest scores ($W = 0.961$; $p = 0.387$), and gain scores ($W = 0.948$; $p = 0.196$) all have p values > 0.05 . Thus, H_0 is accepted and it can be concluded that all three data distributions are normal, so that the normality assumption for the use of the paired sample t-test is met. The homogeneity of variance test was conducted using Levene's Test for Equality of Variances to check whether the variance of pretest and posttest scores comes from the same population. Decision criteria: H_0 (homogeneous variance) is accepted if $p > 0.05$.

Table 4. Results of the Homogeneity of Variance Test (Levene's Test)

Comparison of Variance	F-count	df1	df2	p-value / Description
Pretest vs. Posttest Retelling Ability	2,184	1	52	0.146 – Homogeneous

Levene's test yielded $F(1, 52) = 2.184$ with $p = 0.146 > 0.05$, thus H_0 was accepted. The variances of the pretest scores ($S^2 = 0.410$) and posttest scores ($S^2 = 0.336$) did not differ significantly, indicating that the assumption of homogeneity of variance was met. Based on the fulfillment of these two prerequisite assumptions, the use of a paired sample t-test is methodologically justified.

Table 5 presents a comparison of descriptive statistics of students' retelling ability scores before (pretest) and after (posttest) the six-week intervention. Data were collected from all 27 fourth-grade students at SDN Jombor 02 Sukoharjo using a retelling assessment rubric with a scale of 1–4.

Table 5. Descriptive Statistics of Pretest and Posttest Retelling Ability Scores

Statistics	Pretest	Posttest	Gain Score	Increase (%)
Number of Students (n)	27	27	–	–
Mean	1,89	3,21	+1,32	69,8%
Standard Deviation (SD)	0,64	0,58	–	–
Minimum Score	1,00	1,40	–	–
Maximum Score	3,40	4,00	–	–
Variance (S^2)	0,410	0,336	–	–

Based on Table 5, the mean score of students' retelling ability increased from 1.89 (SD = 0.64) in the pretest to 3.21 (SD = 0.58) in the posttest. This 1.32-point increase is equivalent to 69.8% of the pretest score, indicating substantial improvement in retelling ability after the intervention. Similarly, Table 6 presents a comparison of the distribution of students at each level of retelling ability (poor, fair, good, excellent) before and after the intervention. This distribution indicates a shift in the overall class ability profile.

Table 6. Distribution of Students' Retelling Ability Levels

Ability Level	Score Range	Pretest (f)	Pretest (%)	Posttest (f)	Posttest (%)	Change (f)	Description
Poor	1,00–1,74	7	25,9%	1	3,7%	–6	Significant decrease
Fair	1,75–2,49	13	48,1%	7	25,9%	–6	Decrease
Good	2,50–3,24	7	25,9%	15	55,6%	+8	Significant increase
Excellent	3,25–4,00	0	0,0%	4	14,8%	+4	New category
Total	–	27	100%	27	100%	–	–

Table 6 shows a significant shift in distribution. Before the intervention, the majority of students (48.1%) were at the fair level, and no students reached the excellent level. After the intervention, a dramatic redistribution occurred: the proportion of students at the poor level decreased from 25.9% to 3.7%, while students achieving the good level or higher increased from 25.9% to 70.4% – a change that represents a more than twofold increase in the proportion of students achieving adequate proficiency in retelling skills. Meanwhile, the research hypotheses tested were:

H_0 : There is no significant improvement in elementary school students' retelling skills after participating in learning through the integration of local wisdom-based storytelling and the 5W1H framework ($\mu_{\text{posttest}} = \mu_{\text{pretest}}$).

H_1 : There is a significant improvement in elementary school students' retelling skills after participating in learning through the integration of local wisdom-based storytelling and the 5W1H framework ($\mu_{\text{posttest}} > \mu_{\text{pretest}}$).

Hypothesis testing was conducted using a paired sample t-test at a significance level of $\alpha = 0.05$ (one-tailed test). Decision-making criteria: H_0 is rejected if the calculated t-value $>$ t-table or the p-value < 0.05 .

Table 7. Paired Sample t-Test Results of Pretest and Posttest Scores for Retelling Ability

Statistical Parameters	Value	df	t-table ($\alpha=0,05$)	p-value	Decision
Mean Difference (Posttest - Pretest)	+1,32				
Standard Deviation of Difference (SD_diff)	0,657				
t-test	10,43	26	1,706	$< 0,001$	REJECT H_0

Based on the test results in Table 7, the $t(26)$ value was 10.43 with a p-value < 0.001 . Since the p-value $< \alpha = 0.05$ and the calculated t-value (10.43) $>$ the t-table (1.706; $df = 26$; one-tailed), H_0 is rejected and H_1 is accepted. Thus, there was a statistically significant increase in the retelling ability of fourth-grade students at SDN Jombor 02 Sukoharjo after participating in learning through the integration of local wisdom-based storytelling and the 5W1H framework.

Statistical significance alone does not provide information about the magnitude of the practically meaningful difference. Therefore, the effect size was calculated using Cohen's d to determine the magnitude of the intervention's influence on students' retelling ability.

Table 8. Effect Size Calculation Results (Cohen's d)

Calculation Components	Symbol	Score	Description
Mean Pretest Score	M_1	1,89	Baseline
Mean Posttest Score	M_2	3,21	After intervention
Pooled Standard Deviation	SD_p	0,613	$\sqrt{[(S_1^2 + S_2^2) / 2]}$
Cohen's d	d	2,01	Very Large Effect

Cohen's $d = 2.01$ exceeds the highest threshold for a large effect size ($d \geq 0.80$) according to Cohen's convention. This value indicates that the intervention produced a difference of more than two standard deviations between the pretest and posttest conditions, indicating a substantial practical impact, not just a statistically significant difference. These findings confirm that the integration of local wisdom-based storytelling and the 5W1H framework has a strong and meaningful influence on the development of elementary school students' retelling skills.

A more detailed analysis was conducted on the five dimensions of retelling skills measured using the adapted NAEP rubric. The purpose of this analysis was to identify which dimensions experienced the most significant improvement and which dimensions still require further attention.

Table 9. Comparison of Pretest and Posttest Scores per Retelling Ability Dimension

No.	Dimensions	Pretest (M)	Posttest (M)	Gain	% Gain	Gain Rank
1	Story Comprehension	1,78	3,44	1,66	93,3%	#2
2	Narrative Organization	1,85	3,15	1,30	70,3%	#5
3	Language Use	1,96	3,07	1,11	56,6%	#6
4	Engagement and Expression	1,89	3,26	1,37	72,5%	#4
5	Local Vocabulary Mastery	1,78	3,63	1,85	103,9%	#1

Based on Table 9, all dimensions of retelling ability experienced consistent improvement, with an average gain of 1.46 points (79.3%). The Local Vocabulary Mastery dimension recorded the highest gain of 1.85 points (103.9% of the pretest score), indicating that using the Sukoharjo origin story as learning content provided a rich cultural context for the acquisition and authentic use of local vocabulary. The Story Comprehension dimension ranked second with a gain of 1.66 points (93.3%), reflecting the effectiveness of the 5W1H framework in helping students systematically identify essential story elements. Meanwhile, the Language Use dimension recorded the smallest relative gain (1.11 points; 56.6%), indicating that improving mastery of language variety and lexical variation requires a longer intervention period or a more intensive practice approach in the future.

In addition to general retelling ability, specific measurements were conducted on students' ability to implement the six elements of the 5W1H framework when analyzing and retelling the Sukoharjo origin story. Measurements were made using the 5W1H analysis sheet with a scale of 1–4.

Table 10. 5W1H Framework Element Implementation Scores

No.	Elements	Indicator Description	Score (M)	SD	Ranking
1	What	Identifying the main events/incidents in the story	3,67	0,48	#4

2	Who	Identifying the characters in the story	3,70	0,46	#3
3	Where	Identifying the setting of the story	3,74	0,44	#2
4	When	Identifying the time setting of the story	3,59	0,57	#6
5	Why	Inferring the motivation/causality behind the events	3,81	0,40	#1
6	How	Describing the process/how the events unfold	3,76	0,43	#2*
Overall Average			3,71	0,46	-

Table 10 shows that the overall average implementation score for the 5W1H framework reached 3.71 on a scale of 4.0, indicating high mastery of all elements. The Why element ($M = 3.81$) scored the highest among the six elements, a noteworthy finding because the Why element represents causal inference skills – the ability to interpret cause-and-effect relationships and understand the motivations behind an event. In Bloom's Revised Taxonomy hierarchy, this ability is at the analysis and evaluation level, which are higher-order cognitive skills. Conversely, the When element scored the lowest ($M = 3.59$), likely because identifying the time setting in legends or folktales is generally implicit and requires more in-depth contextual interpretation than the other elements. Overall, the findings of this study provide strong and consistent empirical evidence that the integration of local wisdom-based storytelling with the 5W1H analytical framework effectively improves the retelling abilities of fourth-grade elementary school students, as evidenced by: (1) fulfillment of all prerequisite assumptions of statistical analysis, (2) a large and statistically significant increase in the mean and (3) a very large effect size indicating a substantial practical impact of the intervention. These findings will be further discussed interpretively and linked to relevant theories in the Discussion section.

DISCUSSION

The results of the study indicate that the integration of local wisdom-based storytelling with the 5W1H framework effectively improves elementary school students' retelling skills, as indicated by an increase in the average score, significant paired sample t-test results, and a large effect size value. These findings indicate that improving retelling skills is not only influenced by reading or listening to stories, but also by students' processes in constructing, organizing, and systematically recommunicating information. In line with the concept of retelling as an indicator of reading comprehension, students who are able to retell the contents of the text in their own words demonstrate better abilities in identifying main ideas, establishing relationships between events, and drawing inferences from the stories they learn (Kodan, 2024; Kesevan et al., 2023; Freed & Cain, 2021). These results also strengthen previous studies that reported that

storytelling can improve reading comprehension, vocabulary mastery, motivation, and learning engagement through the presentation of more meaningful stories (La Bertha Santoso et al., 2023; Azores & Velasco, 2025; Trinidad et al., 2026). However, this study provides a more comprehensive contribution because it not only utilizes storytelling as a learning medium, but integrates it with the 5W1H framework as a thinking framework that helps students identify important elements of the story, organize information logically, and retell the story content coherently. Thus, the integration of local wisdom-based storytelling and the 5W1H framework not only improves understanding of the story content but also develops retelling skills as a more complete representation of literacy skills.

The largest increase in local vocabulary mastery indicators indicates that the use of storytelling based on local wisdom provides a more contextual and meaningful learning experience for students. Stories originating from social and cultural environments close to everyday life make it easier for students to understand the meaning of words, connect vocabulary to real experiences, and remember information obtained during the learning process. Observational findings showing increased student engagement in reading, discussing, and retelling story content also reinforce that a familiar cultural context can increase active participation and enrich language acquisition. These results align with culturally responsive learning and contextual learning approaches, which emphasize the importance of connecting learning materials with students' cultural backgrounds and learning experiences to make the learning process more relevant and meaningful (Hadianto et al., 2022; Tetteh et al., 2025). Previous research also shows that the use of folktales and culturally based narratives not only increases motivation and learning engagement but also strengthens vocabulary retention, reading comprehension, and appreciation of local culture (Schroeder et al., 2022; Saad & Zolkifli, 2025). Thus, storytelling based on local wisdom not only functions as a medium for conveying stories, but also becomes an effective means to enrich vocabulary, strengthen cultural identity, and create a more contextual literacy experience for elementary school students.

In addition to the use of local wisdom-based storytelling, the improvement in retelling skills in this study was also influenced by the application of the 5W1H framework as a tool in organizing information. The finding that the *why* aspect obtained the highest score indicates that students are not only able to identify facts in the story, but also begin to understand the cause-and-effect relationships and reasons behind each event. This condition indicates the development of inference skills, which are an important part of reading comprehension and retelling. The 5W1H framework acts as a cognitive organizer or cognitive scaffolding that helps students systematically identify the main elements of the story through questions of *what*, *who*, *where*, *when*, *why*, and *how*, so that the process of understanding, remembering, and retelling the story content becomes more structured (Azmi & Primana, 2024; Fadhilla & Suriani, 2025). This finding is in line with research showing that the use of 5W1H can improve reading comprehension skills, compiling summaries, and recognizing narrative structures because students gain a clear framework for analyzing reading content

(Fitri et al., 2023). Furthermore, the ability to systematically identify story elements also supports the formation of narrative structure, making it easier for students to connect characters, settings, sequence of events, conflicts, and resolutions before retelling them in a retelling (Kodan, 2024; Freed & Cain, 2021). The results of this study also strengthen various studies that report that the use of structured question frameworks and scaffolding strategies can improve reading comprehension, analytical thinking skills, and retelling quality because students no longer rely on memorization, but build a more complete mental representation of the story content (Tsegaye et al., 2024; H. Vretudaki, 2022). Therefore, the 5W1H framework functions not only as a questioning technique but also as a pedagogical strategy that facilitates information organization, strengthens inference skills, and helps students produce more coherent, logical, and meaningful retellings.

The findings of this study indicate that the integration of local wisdom-based storytelling with the 5W1H framework can be an alternative literacy learning strategy that is contextual, structured, and easy to implement in Indonesian language learning in elementary schools. The use of local stories encourages more meaningful learning while strengthening cultural values, while the 5W1H framework helps students organize information and retell the story systematically (Azmi & Primana, 2024; Hardina et al., 2024). However, this study is still limited to the use of a one-group pretest-posttest design, a relatively small number of participants, and implementation in one school so that generalization of the results needs to be done carefully. Therefore, further research is recommended to involve a more diverse sample and use an experimental design with a control group to strengthen empirical evidence regarding the effectiveness of integrating local wisdom-based storytelling and the 5W1H framework in improving elementary school students' retelling skills (Hardina et al., 2024; Tsegaye et al., 2024).

CONCLUSIONS AND RECOMMENDATIONS

This study concludes that the integration of local wisdom-based storytelling with the 5W1H framework effectively improves elementary school students' retelling skills. This improvement is reflected in students' ability to understand the story's content, organize the plot more coherently, use a more diverse vocabulary, and re-communicate the story with better language. These findings indicate that the combination of contextual local stories with the 5W1H framework can create more active, structured, and meaningful literacy learning. Therefore, this strategy has the potential to be an alternative for Indonesian language learning in elementary schools to support the development of literacy skills and strengthen character based on local culture. Further research is recommended to test the effectiveness of this approach at more diverse educational levels, learning materials, and experimental designs to obtain stronger empirical evidence.

ADVANCED RESEARCH

This study has several limitations. First, it employed a one-group pretest-posttest design with a relatively small sample from a single elementary school, which may limit the generalizability of the findings. Second, the intervention focused exclusively on local wisdom-based storytelling integrated with the 5W1H framework in Indonesian language learning. Future research should involve larger and more diverse samples, apply experimental designs with control groups, and examine the long-term effects of this approach across different educational contexts, grade levels, and literacy competencies.

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