



A Study Examining the Relationship Between Interpersonal Communication Intelligence, Learning Motivation, and Narrative Ability in Primary School Students

Mohamad Syarif Sumantri

Universitas Negeri Jakarta, Jakarta, Indonesia
mohamadsumantri@gmail.com

Abstract. This study aims to investigate the impact of motivation and interpersonal communication intelligence on storytelling ability. We conducted the research at the primary schools in Tangerang City, Indonesia. We sampled a group of sixty-fifth graders using a basic random sampling technique. We collected data using performance tests and questionnaires. Data analysis using the Product Moment correlation approach. (1) The study and findings indicate that there is a significant and robust association between interpersonal communication abilities and storytelling ability. The interpersonal communication variable contributes 32.3% to the overall narrative ability. Therefore, we can deduce that a student's ability to tell stories is enhanced as their interpersonal communication aptitude increases. There is a strong and positive association between the ability to tell stories effectively and the level of motivation. The enhances a student's proficiency in storytelling. (3) There is a strong and positive correlation between interpersonal communication, motivation, and narrative ability. Motivation, interpersonal communication, and storytelling ability collectively contribute to 42.6% of the overall outcome. These findings suggest that students' level of motivation and interpersonal communication skills influence their ability to tell stories. The study's findings illustrate the positive impact of motivation and interpersonal contact on students' storytelling abilities. The results of this study have implications for the importance of storytelling skills concerning student motivation and interpersonal communication intelligence.

Keywords: Interpersonal, Motivation, Storytelling

1 Introduction

According to the 2015 Trends in International Mathematics and Science Study (TIMSS) study, a mere 5% of Indonesian students demonstrate proficiency in literacy or reasoning challenges. Literacy can also boost an individual's ability to become an exceptional and high-caliber asset. Literacy skills, which include reading, writing, listening, and communication, are essential for a wide range of professions as well as the process of acquiring knowledge. Listening is an integral part of language literacy.

Fairy tales awaken a child's imagination. Through fairy tales, you can develop language skills and instill a moral attitude. By speaking like storytellers, students will learn how to pronounce sounds and spell words and phrases in accordance with relevant rules. Rob Biesenbach [3] put it like way: "Writing, reading, and listening are inseparable units." The issue in schools, though, is that a large number of teachers continue to focus solely on teaching reading and writing. Students are less able to communicate their thoughts and opinions to others because teachers continue to place a low priority on speaking and listening abilities, particularly those related to storytelling. Fairy tales are essentially written or oral narratives that have accumulated over time [7]. The ages have passed down "all narrative forms, whether written or oral."

storytelling is a time-honored method of teaching youngsters about the world and imparting values, information, and beliefs [2]. In the meanwhile, it has a big impact on kids' growth, particularly on how their social and cognitive domains are developed. Storytelling enhances children's expressiveness, reasoning, imagination, and creativity. Additionally, it helps kids develop their collaboration, communication, and problem-solving skills. Thus, reading stories to youngsters is a traditional means of imparting morals, information, and worldviews.

Storr [13] asserted that pupils can readily acquire language skills including speaking, listening, reading, and writing through fairy tales because these four domains are fully explored in fairy tales. In addition, fairy tales with narratives pique kids' curiosity, which helps them concentrate and readily assimilate the content they are learning.

Garfinkel [9] explained that fairy tales can be told either orally or in writing. In the process of their development, fairy tales always activate intellectual aspects, sensitivity, subtlety, emotion, art, fantasy and imagination in their listeners. Storytelling can be a fun learning method for students. Fairy tales facilitate communication and foster emotional closeness among students. However, not many educators can apply fairy tales effectively. Many factors influence storytelling skills, including interest, motivation, positive attitude, language mastery, communication intelligence, and others.

According to Carpenter Mark and Harmon Darrell [7], telling a tale is not an easy task, but it is also not a difficult one. Children's cognitive and psychomotor abilities are still developing, so they are generally unable to understand written stories and are simply interested in pictures as characters without reading the story's content.

Referring to Kory [10], language is also an attempt at interpersonal and intrapersonal communication. Interpersonal communication is most effective when there are only two of you and you already know and trust one another. However, it can also happen early in a relationship—during the first encounter, even—and in a variety of settings, including group meetings, the workplace, disagreements over the phone, public speaking, and presenting scenarios.

DeVito A. Joseph [8] stated that there are four main purposes for communication: 1) to inform, 2) to educate, 3) to entertain, and 4) to influence. The process of communication sends information from the source (communicator) to the recipient (communicant). The second purpose is education, where parents or instructors act as communicators to impart knowledge to children. Sharing amusing information, such as humorous anecdotes or good news, serves the third purpose. The fourth function is influence, which occurs when the information communicated has the power to change

the recipient's perspective or even their action.

Motivation is driven by two variables: the intrinsic factor of desire and the desire to succeed, as well as the stimulation of the need to learn and aspire for ideals [1]. In the meantime, extrinsic elements include incentives, a supportive learning environment, and engaging educational opportunities. Intrinsic motivation, as defined by Renninger K Ann [11], is the need to begin a work that originates from within the person.

Motivation serves three purposes, which are as follows: 1) Motivation catalyzes energy release, encouraging people to take action [12]. In this instance, motivation serves as the engine for all actions. 2) Choose the course of action, i.e., the path that will lead to the desired outcome. Thus, motivation can provide guidance and assist in completing tasks that align with the objectives. 3) Completing tasks, specifically recognizing that parents and teachers are the primary motivators in fostering children's achievement motivation, is crucial.

Teachers and parents are the most significant motivators when it comes to developing learning motivation [14]. Consequently, educators need to consider how to motivate their pupils to keep up their productive efforts to become proficient storytellers. An individual's motivation can drive them to take action, guide them towards achieving an objective, and propel a narrative.

Additionally, Baines [5] emphasized the connection between motivation and interpersonal communication and the ability to tell stories, as interpersonal communication involves the reciprocal exchange of messages between storytellers working towards a shared goal. Interpersonal communication between the storyteller and the listener fosters better learning motivation by fostering a strong emotional bond.

An individual with interpersonal communication intelligence will be able to customize their narrative to meet the audience's specific needs and captivate their attention through their storytelling. Students who possess excellent interpersonal communication skills will be able to respond to inquiries in a way that is relevant to the topic under consideration [6]. Aside from interpersonal communication skills, two other factors contribute to a child's success in storytelling: motivation, which helps children utilize their storytelling ability. This factor is responsible for the low reading proficiency rates among Indonesian primary school children.

Based on the problem description presented above, the researcher posits that there is a correlation or impact between the motivation, interpersonal communication, and narrative ability of primary school children.

2 Method

This study seeks to empirically examine the existence of a positive correlation between spatial intelligence and the narrative abilities of primary school kids. There is a direct correlation between motivation and students' narrative ability. There is a direct correlation between the intelligence of interpersonal communication, motivation, and the narrative skills of primary school kids. This study utilizes a quantitative methodology, specifically employing correlational approaches. The dependent variable is proficiency in storytelling (Y), whereas the independent factors

are interpersonal communication intelligence (X1) and motivation (X2).

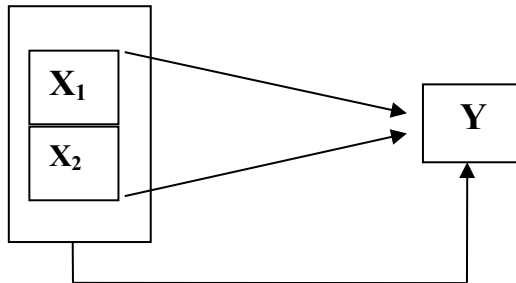


Fig. 1. The research constellation of Relationships Between Variables.

Data were collected using questionnaires and storytelling skills were carried out using performance tests. Experts have empirically tested and reviewed each instrument to obtain valid data. This study covered all fifth-grade elementary school students in Tangerang City, Indonesia. The sample uses a random sampling technique.

The data collection tools used in this research consisted of two types, namely: questionnaires and storytelling tests. The questionnaire is used to collect interpersonal communication scores (X1) and motivation (X2), the answers in the questionnaire consist of 4 answer choices, namely: strongly agree, agree, disagree, and strongly disagree. We use the storytelling test to measure the storytelling ability variable (Y). We conduct the storytelling ability test by evaluating the storytelling performance.

Storytelling skills are the skills that students have in conveying stories, messages, or information from sources to students through language media. With indicators of pronunciation (clarity in pronunciation of language sounds), high and low intonation when telling a story, accuracy in using words and sentences, fluency in telling a story, facial expressions and gestures in the story being told, and appreciation of the story.

Interpersonal communication is the process of exchanging information between students and other people in conveying and receiving messages reciprocally with indicators: 1) Openness. 2) Empathy. 3) Support each other. 4) attitude 5) Alignment. 6) Confident, 7) show togetherness by being interested and happy. 8) control interaction 9) Expressive. 10) Oriented towards other people.

3 Result and discussion

Following the variables that have been studied, this description, namely storytelling ability, interpersonal communication, and motivation are summarized below.

Table 1. Summary of description of research data.

	Variable Y	Variable X ₁	Variable X ₂
Respondent	60	60	60
Amount	5024	5760	5368

Highest Value	100	115	100
Lowest Value	68	67	73
Value Range	32	48	27
Mean	83.73	96	89.47
Median	84	97.5	90
Modus	85	99	91
Standard Deviation	9.35	10.8	6.63
Variance	85.929	114.7	43.282

3.1 Multiple Correlation Coefficient Test

The strength of the relationship between interpersonal communication and motivation together with storytelling ability is shown by $r_{y.12} = 0.653$ from the calculation of the multiple correlation coefficient. The coefficient of determination of the relationship between interpersonal communication and motivation together with storytelling ability is $R^2_{y.12} = (0.653)^2$ or 42.6% of the storytelling ability variable can be explained by the interpersonal communication and motivation variables. In summary, the results of the regression analysis and the magnitude of the effective contribution of each independent variable to the dependent variable are presented in the table below:

Table 2. Regression Analysis Results and Correlation Coefficient Values (r)

Regression Variables / Values	Coef. Correlation	t_{count}	t_{table}	Results	Finding
Y on X_1 $\hat{Y} = 36,53 + 0,49 X_1$	0,568	5,257	1,67	Putting H_0	In interpersonal communication has a positive and significant relationship with storytelling ability of 32.3%
Y on X_2 $\hat{Y} = 14,68 + 0,77 X_2$	0,548	4,987	1,67	Reject H_0	Motivation has a positive and significant relationship with storytelling ability of 30.0%
Y on X_1 and X_2 $\hat{Y} = 4,576 + 0,347X_1 + 0,512 X_2$	0,653	F_{count} (10,81)	F_{table} (3,09)	Reject H_0	In interpersonal communication and motivation simultaneously have a positive and significant

					relationship with storytelling ability of 42.6%
--	--	--	--	--	---

3.2 Discussion

The Relationship between Interpersonal Communication and Storytelling Ability. The data processing findings demonstrate that interpersonal communication and narrative skills are significantly correlated, as evidenced by the t value (5.257), which is higher than the t table (1.67). This supports the assertion made by Storr Will [13], Carpenter Mark, and Harmon [7] that effective dialogue is a prerequisite for students participating in narrative activities. Speaking and story-telling fluency go hand in hand.

A positive correlation between the two variables can also be seen from the results of a basic correlation analysis between interpersonal communication and storytelling ability ($r_{y1} = 0.568$). This suggests that students with stronger interpersonal communication skills will also have stronger storytelling abilities, and vice versa.

Furthermore, the interpersonal communication variable accounts for 32.3% of the variability in narrative skill, as indicated by the coefficient of determination. This indicates that interpersonal communication accounts for up to 32.3% of the variability in the narrative ability variable. Therefore, it may be inferred that effective interpersonal communication is a crucial element in storytelling. This discovery aligns with the concepts proposed by Butcher, Susan E. [6] that educators should frequently instruct students in interpersonal communication by engaging in oral exercises that involve answering questions and discussing specific pictures or topics. These exercises should encourage two-way or multi-way communication, and students should be regularly prompted to share their own experiences in front of the class. so that students can develop proficiency in interpersonal communication.

The pattern of relationship between these two variables is expressed by the regression equation $\hat{Y} = 36.53 + 0.49 X_1$. This equation provides information that every change in one unit of interpersonal communication causes an increase in storytelling ability of 0.49 at a constant of 36.53.

Furthermore, the partial correlation between the storytelling ability variable and the interpersonal communication variable showed significant results at $\alpha = 0.05$ (t count = 28.65 > t table = 1.67) and produced $r_{y1.2} = 0.426$ and a coefficient of determination of 18.14%. This means that the higher the interpersonal communication, the better the storytelling ability. Interpersonal communication is also seen to provide variation to storytelling skills by 18.14% in controlled motivation situations. Thus, it can be said that teachers should foster interpersonal communication through various speaking activities. As suggested by Ahmed Tamimia, et al. [2] and Biesenbach [3], namely answering questions correctly, and telling pictures, so that it has an impact on students' storytelling abilities, it should be done frequently. train students to carry out interpersonal communication so that when students tell stories they get optimal results.

The findings in this research are in accordance with the opinion of Carpenter Mark

and Harmon Darrell [7] that fairy tales are closely related to communication skills. Research by Butcher and Susan E. [6] also concluded that there is an interaction effect between storytelling and communication skills on elementary school students' storytelling abilities. Students who have high communication skills can immediately express ideas when telling stories because they are used to communicating. So, storytelling must be taught through interaction in communication.

Thus, it can be explained that students who are competent at good interpersonal communication will also have good storytelling skills. Therefore, it can be concluded that the null hypothesis ($H_0: \rho_{y1} \leq 0$) is rejected, and the alternative hypothesis ($H_1: \rho_{y1} > 0$) is accepted. In other words, the research hypothesis that there is a positive relationship between interpersonal communication and storytelling ability has been tested. Thus, it can be explained that students' storytelling abilities will be largely determined by interpersonal communication.

The Relationship between Motivation and Storytelling Ability. The results of data processing show that there is a significant relationship between motivation and storytelling ability, which is indicated by the calculated t value (4.987) which is greater than the t table (1.67). From the results of a simple correlation analysis between motivation and storytelling ($r_{y1} = 0.548$), a positive relationship between the two variables can also be seen, meaning that the higher the student's motivation, the higher the student's storytelling ability. Vice versa. Meanwhile, the contribution of the motivation variable to storytelling ability is 30.0% (coefficient of determination). This means that as much as 30.0% of the variation in the storytelling ability variable can be explained by motivation. This is following Woolfolk's [15] opinion that motivation is the drive found in students who always strive to improve or maintain their abilities as high as possible in all activities using standards of excellence. So, it can be concluded that students who have high learning motivation will have good storytelling abilities.

The pattern of relationship between these two variables is expressed by the regression equation $\hat{Y} = 14.68 + 0.77X_2$. This equation provides information that every change in one unit of motivation causes an increase in storytelling ability of 0.77 at a constant of 14.68. Furthermore, when the interpersonal communication variable is controlled, the partial correlation of the storytelling ability variable with the motivation variable shows significant results at $\alpha = 0.05$ ($t = 28.65 > t \text{ table} = 1.67$) and produces $r_{y1.2} = 0.392$ and coefficient determination of 15.36%. This means that the higher the student's motivation, the better their storytelling skills. Motivation is also seen to provide a variation in storytelling ability of 15.36% in controlled interpersonal communication situations. Thus, Renninger's [11] ideas are supported in increasing student motivation, so that storytelling abilities increase, teachers always encourage or encourage students when practicing storytelling by providing interesting story books or fairy tales, providing props, and often inviting students to watch and listen to storytelling.

Thus, it can be concluded that the higher the student's motivation, the better their storytelling ability. So, it can be explained that motivation can trigger storytelling abilities. Therefore, it can be concluded that the null hypothesis ($H_0: \rho_{y2} \leq 0$) is rejected, and the alternative hypothesis ($H_1: \rho_{y2} > 0$) is accepted. In other words, the research hypothesis that there is a positive relationship between motivation and

storytelling ability has been proven to be true. Thus, it can be explained that storytelling ability is largely determined by student motivation.

The Relationship between Interpersonal Communication and Motivation and Storytelling Ability. The results of the data processing that has been carried out show that there is a significant relationship between interpersonal communication and motivation together with storytelling ability as indicated by the calculated F value (10.81) which is greater than the F table (3.09). These results show that interpersonal communication and motivation make an important contribution to storytelling abilities, where the higher the interpersonal communication and the higher the motivation, the better the students' storytelling abilities.

From the results of the multiple correlation analysis between interpersonal communication and motivation and storytelling ability ($r_{y.12} = 0.653$), it is also seen that there is a positive relationship between interpersonal communication and motivation together with storytelling ability, meaning that the higher the interpersonal communication and the higher the student's motivation, the higher the students' storytelling ability. Vice versa. Meanwhile, the contribution of interpersonal communication and motivation together with storytelling ability is 42.6% (coefficient of determination). This means that 42.6% of the variation in motivation variables can be explained by interpersonal communication variables and motivation variables together.

The pattern of relationship between these three variables is expressed by the regression equation $\hat{Y} = 4.576 + 0.347X_1 + 0.512X_2$. This equation provides information that every change in one unit of interpersonal communication and motivation causes an increase in storytelling ability of 0.77 at a constant of 14.68. This is in accordance with Garfinkel David's [9] explanation that there is a positive relationship between motivation and interpersonal communication. This means that the higher the student's motivation, the better their interpersonal communication.

Thus, improving students' storytelling abilities can be achieved with appropriate interpersonal communication and high motivation. Therefore, it can be concluded that the null hypothesis ($H_0 : \rho_{y.12} \leq 0$) is rejected, and the alternative hypothesis ($H_1 : \rho_{y.12} > 0$) is accepted. From these findings, it can be concluded that whatever the contribution made by interpersonal communication and motivation together, it is always related to storytelling ability. This is in accordance with the opinion of Burkins Lynsey and Franki Sibbrson [4]. Therefore, a positive increase in interpersonal communication and motivation will jointly support the improvement of students' storytelling abilities. In other words, the proposed research hypothesis that there is a positive relationship between interpersonal communication and motivation together with storytelling ability has been proven to be true.

4 Conclusion

The research findings and data analysis from the study led to the following conclusions: First, there is a strong positive correlation between storytelling ability and interpersonal communication. These findings imply that storytelling prowess and interpersonal communication are directly related. Students who are more proficient in

interpersonal communication tend to tell better stories. On the other hand, as interpersonal communication skills decline, a student's storytelling capacity decreases. As a result, developing students' interpersonal communication skills is crucial to their speaking proficiency. Teachers should provide students with opportunities to comment on the opinions of their peers, speak in two or more directions, and engage in frequent communication to help students develop their interpersonal communication skills. Additionally, students should be given the chance to share their own experiences in front of the class and tell stories based on pictures.

Secondly, there is a noteworthy positive correlation between the capacity to tell stories and motivation. These findings suggest a direct correlation between storytelling prowess and motivation. More motivated students tend to produce superior narrative abilities. Conversely, as motivation decreases, a student's storytelling skills decrease. A motivated individual will be eager to develop to the highest level possible to produce the best possible outcomes. As a result, motivation is a key component in helping students become better storytellers. Teachers always inspire or encourage students to tell stories by giving them engaging storybooks or fairy tales that fit their characters, giving them props to use when telling narratives, and frequently inviting them to practice storytelling in order to help their storytelling skills grow.

Third, the narrative skills of students significantly positively correlate with their motivation and interpersonal communication skills. This suggests that motivation and interpersonal communication influence students' storytelling skills. On the other hand, a student's storytelling ability decreases. Students who are frequently trained in interpersonal communication by frequently speaking in two or more directions, answering questions, or telling pictures will have their interpersonal communication trained, and of course, they have the enthusiasm to increase motivation so that the student's ability to tell stories is optimally honed. Students' speaking skills directly correlate with interpersonal communication and storytelling. Good speaking talents, along with strong interpersonal communication skills and a strong sense of drive, are therefore two key components in helping students develop their narrative skills.

Acknowledgments. Thank you to the Rector of Jakarta State University, who funded this research through internal grants.

References

1. Adler, R. B., Rosenfeld, L. B., and Proctor II, R. F. *Interplay: The Process of Interpersonal Communication*. Oxford University Press, 14th edition (2017)
2. Tamimia, A., Mustafa, M, A.: Effects of Digital Story-telling on Motivation, Critical Thinking, and Academic Achievement in Secondary School English Learners. *Research in Social Sciences & Technology (RESSAT)* 9 (1), 305-328, 24p (2024), DOI: 10.46303/024.18
3. Biesenbach, R. *Unleash the Power of Storytelling: Win Hearts, Change Minds, Get Results* Kindle Edition. Eastlawn Media, Kindle Edition (2018)
4. Lynsey, B., Sibberson, F., Shalaby, C. *Classroom Design for Student Agency: Create Spaces to Empower Young Readers and Writers*. National Council of Teachers of English (NCTE) (2023)

5. Baines, A., Medina, D., Healy, C. Amplify Student Voices: Equitable Practices to Build Confidence in the Classroom. ASCD (2023)
6. Butcher, S. E.: Narrative as a Teaching Strategy. *Journal of Correctional Education* 57 (3), 195-208, 14p (2006)
7. Mark, C. and Darrell, H. Master Storytelling: How to Turn Your Experiences into Stories that Teach, Lead, and Inspire. Mindset Strategic Leadership (2019)
8. Joseph, D. A.: Interpersonal Communication Book. Global Edition. PEARSON; 15th edition (2018)
9. David, G. The Persuasion Story Code: The Magic of Conversational Storytelling. Independently published (2023)
10. Floyd, K.: Interpersonal Communication. McGraw-Hill Education, 4th edition (2020)
11. Renninger, K. A.: The Cambridge Handbook of Motivation and Learning (Cambridge Handbooks in Psychology). Cambridge University Press (2019)
12. Robert, S. Educational Psychology: Theory and Practice 12th Edition. Pearson; 12th edition (2018)
13. Will, S.: The Science of Storytelling. Dreamscape Media, LLC (2020)
14. Sali, H., Aydin, M.: The effects of a story-telling approach on sixth-grade pupils' values, attitudes and motivation with regard to studies of the human nervous system. *Journal of Turkish Science Education (TUSED)* 20 (3), 369-378, 10p (2023), DOI: 10.36681
15. Woolfolk, A.: Educational Psychology plus MyLab Education with Pearson eText -- Access Card Package (What's New in Ed Psych / Tests & Measurements). Pearson, 14th edition (2018)

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

