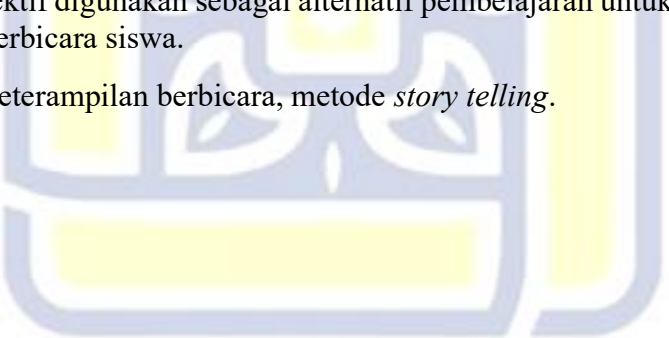


ABSTRAK

Keterampilan berbicara merupakan salah satu keterampilan berbahasa yang penting dikembangkan pada siswa sekolah dasar karena berperan dalam kemampuan menyampaikan ide, pendapat, dan informasi secara lisan. Berdasarkan hasil observasi awal di kelas IV SD Negeri 3 Blang Mangat, keterampilan berbicara siswa masih tergolong rendah. Kondisi tersebut ditunjukkan oleh rendahnya kelancaran berbicara, ketepatan tata bahasa, penguasaan kosakata, kejelasan pengucapan, serta pemahaman dalam menyampaikan kembali isi cerita. Penelitian ini bertujuan untuk mendeskripsikan proses penerapan metode *story telling* serta meningkatkan keterampilan berbicara siswa melalui metode tersebut. Penelitian ini menggunakan Penelitian Tindakan Kelas (PTK) model Kurt Lewin yang terdiri atas tahap perencanaan, tindakan, observasi, dan refleksi. Penelitian dilaksanakan dalam dua siklus dengan subjek sebanyak 17 siswa kelas IV SD Negeri 3 Blang Mangat. Teknik pengumpulan data meliputi observasi, wawancara, catatan lapangan, dan tes keterampilan berbicara. Data dianalisis secara deskriptif kuantitatif dan kualitatif. Hasil penelitian menunjukkan bahwa penerapan metode *story telling* berbantuan media digital berupa YouTube dan aplikasi Bercerita mampu meningkatkan keterampilan berbicara siswa. Persentase ketuntasan belajar meningkat dari 52,94% pada prasiklus menjadi 76,47% pada siklus I dan 88,24% pada siklus II, dengan rata-rata nilai berturut-turut 71,64; 76,24; dan 83,59. Dengan demikian, metode *story telling* efektif digunakan sebagai alternatif pembelajaran untuk meningkatkan keterampilan berbicara siswa.

Kata Kunci: keterampilan berbicara, metode *story telling*.

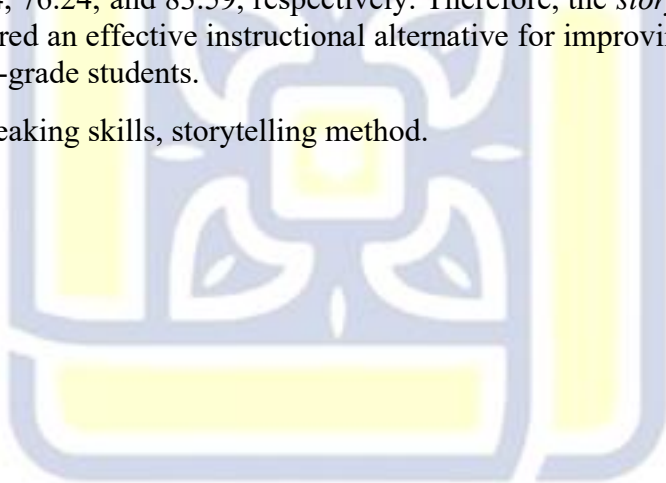


UNIVERSITAS ISLAM NEGERI
SULTANAH NAHRASIYAH

ABSTRACT

Speaking skill is one of the essential language skills that should be developed in elementary school students because it enables them to express ideas, opinions, and information effectively through oral communication. Based on the preliminary observation conducted in Grade IV of SD Negeri 3 Blang Mangat, the students' speaking skills were relatively low. This condition was reflected in limited speaking fluency, inappropriate grammar, insufficient vocabulary, unclear pronunciation, and inadequate comprehension in retelling stories. This study aimed to describe the implementation of the *storytelling* method and to improve students' speaking skills through its application. This research employed Classroom Action Research (CAR) using the Kurt Lewin model, which consists of planning, acting, observing, and reflecting stages. The study was conducted in two cycles involving 17 fourth-grade students. Data were collected through observation, interviews, field notes, and speaking skill tests, and were analyzed using descriptive quantitative and qualitative techniques. The findings revealed that the implementation of the *storytelling* method supported by digital media, namely YouTube and the Bercerita application, effectively improved the students' speaking skills. Learning mastery increased from 52.94% in the pre-cycle to 76.47% in Cycle I and 88.24% in Cycle II, with average scores of 71.64, 76.24, and 83.59, respectively. Therefore, the *storytelling* method can be considered an effective instructional alternative for improving the speaking skills of fourth-grade students.

Keywords: speaking skills, storytelling method.



UNIVERSITAS ISLAM NEGERI
SULTANAH NAHRASIYAH