

ABSTRAK

PENERAPAN METODE BER CERITA UNTUK MENINGKATKAN KEMAMPUAN BERBICARA SISWA KELAS IV SD INPRES MANTAWA C

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Kemampuan berbicara merupakan keterampilan dasar dalam pembelajaran Bahasa Indonesia yang penting dikembangkan sejak dini, terutama di jenjang sekolah dasar. Namun, masih banyak siswa yang menunjukkan kemampuan berbicara yang rendah, seperti kurang lancar dalam menyampaikan gagasan, penggunaan kosakata yang terbatas, rendahnya rasa percaya diri, serta struktur kalimat yang tidak runtut. Permasalahan ini juga ditemukan pada siswa kelas IV SD Inpres Mantawa C. Penelitian ini bertujuan untuk: (1) mengetahui pelaksanaan metode bercerita dalam pembelajaran Bahasa Indonesia di kelas IV SD Inpres Mantawa C; (2) menganalisis peningkatan kemampuan berbicara siswa setelah penerapan metode bercerita; dan (3) mengetahui respon siswa terhadap kegiatan bercerita dalam pembelajaran. Penelitian ini menggunakan pendekatan kualitatif dengan metode Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus. Setiap siklus terdiri atas tahap perencanaan, pelaksanaan, observasi, dan refleksi. Subjek penelitian adalah 15 siswa kelas IV. Teknik pengumpulan data meliputi observasi, wawancara, dan dokumentasi, dengan instrumen berupa lembar observasi, pedoman wawancara, dan rubrik penilaian kemampuan berbicara. Hasil penelitian menunjukkan bahwa penerapan metode bercerita dapat meningkatkan kemampuan berbicara siswa secara signifikan. Siswa menjadi lebih lancar, percaya diri, serta mampu menyampaikan cerita secara runtut dan ekspresif. Respon siswa terhadap kegiatan juga sangat positif, ditunjukkan melalui peningkatan partisipasi dan antusiasme mereka dalam pembelajaran. Dengan demikian, metode bercerita efektif digunakan dalam meningkatkan kemampuan berbicara siswa dan layak diterapkan secara rutin dalam pembelajaran Bahasa Indonesia di sekolah dasar.

Kata Kunci: kemampuan berbicara, metode bercerita, pembelajaran Bahasa Indonesia, sekolah dasar, penelitian tindakan kelas (PTK)

ABSTRACT

IMPLEMENTATION OF STORYTELLING METHOD TO IMPROVE SPEAKING SKILLS OF FOURTH GRADE STUDENTS AT SD INPRES MANTAWA C

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Speaking Speaking is a fundamental skill in Indonesian language learning that must be developed from an early age, particularly at the elementary school level. However, many students still demonstrate low speaking abilities, such as lack of fluency in expressing ideas, limited vocabulary, low self-confidence, and disorganized sentence structure. These issues were also observed among fourth-grade students at SD Inpres Mantawa C. This study aims to: (1) examine the implementation of the storytelling method in Indonesian language instruction in class IV of SD Inpres Mantawa C; (2) analyze the improvement in students' speaking skills following the implementation of the storytelling method; and (3) explore students' responses to the storytelling activities during the learning process. The research employed a qualitative approach using Classroom Action Research (CAR), which was conducted in two cycles. Each cycle consisted of planning, implementation, observation, and reflection stages. The research subjects were 15 fourth-grade students. Data were collected through observation, interviews, and documentation, using instruments such as observation sheets, interview guidelines, and a speaking assessment rubric. The results indicated that the storytelling method significantly improved students' speaking skills. Students became more fluent, confident, and able to deliver stories in a coherent and expressive manner. Students also responded positively to the activities, as shown by their increased participation and enthusiasm in learning. Therefore, the storytelling method is considered effective for improving students' speaking abilities and is recommended for regular use in Indonesian language learning at the elementary level.

Keywords: *speaking skills, storytelling method, Indonesian language learning, elementary school, classroom action research (CAR)*