

ABSTRACT

Adeline Januaryca (NPM: 01669200053)

THE IMPLEMENTATION OF THE TEACHING PROFICIENCY THROUGH READING AND STORYTELLING METHOD TO IMPROVE INDONESIAN LANGUAGE SKILLS OF THE GRADE IV STUDENTS AT SPH LIPPO CIKARANG ELEMENTARY SCHOOL

(xv+ 171 pages; 13 figures; 45 tables; 9 appendices)

Learning Bahasa Indonesia at the Elementary level consists of four substantive language skills, namely: listening, reading, speaking, and writing. These four skills are very important for students to have in order to be able to achieve the goals of learning Bahasa Indonesia at the Elementary level. These four skills must be supported by adequate vocabulary mastery. However, based on the researcher's observations, questionnaires, and documentations in forms of tests and quiz results, more than half of the Bahasa Indonesia A students in Grade IV at SPH Lippo Cikarang Elementary School still had not mastered the speaking and listening skills in bahasa Indonesia. Besides, their vocabulary mastery was also relatively low. Therefore, the Classroom Action Research design following the Kemmis and McTaggart's cycle model was implemented to analyze the improvement of the speaking skills, listening skills, and vocabulary mastery of the eight Grade IV students at SPH Lippo Cikarang in the Bahasa Indonesia A class through the implementation of the Teaching Proficiency through Reading and Storytelling (TPRS) method. The research data were obtained through the tests, observation sheets containing the rubrics, student interviews, and teacher's field notes. The results have indicated that the implementation of the TPRS method could improve the students' speaking skills, listening skills, and vocabulary mastery in the Bahasa Indonesia A class.

Keywords: speaking skills, listening skills, vocabulary mastery, TPRS method, Classroom Action Research

References: 92 (1997-2021)

ABSTRAK

Adeline Januaryca (01669200053)

PENERAPAN METODE *TEACHING PROFICIENCY THROUGH READING AND STORYTELLING* UNTUK MENINGKATKAN KETERAMPILAN BERBAHASA INDONESIA SISWA KELAS IV DI SD SPH LIPPO CIKARANG

(xv+ 171 halaman; 13 gambar; 45 tabel; 9 lampiran)

Pembelajaran Bahasa Indonesia pada jenjang sekolah dasar terdiri atas empat substansi keterampilan yaitu menyimak, membaca, berbicara, dan menulis. Keempat keterampilan ini sangat penting untuk dimiliki siswa agar mampu mencapai tujuan pembelajaran Bahasa Indonesia di jenjang Sekolah Dasar. Keempat keterampilan berbahasa tersebut harus ditunjang dengan penguasaan kosakata yang memadai. Namun, ternyata berdasarkan pengamatan peneliti, kuesioner, dan dokumentasi berupa hasil tes dan kuis siswa, lebih dari setengah siswa Bahasa Indonesia A di Kelas IV di SD SPH Lippo Cikarang masih belum menguasai keterampilan berbicara dan keterampilan menyimak dalam bahasa Indonesia. Di samping itu, penguasaan kosakata mereka juga tergolong rendah. Oleh karena itu, desain Penelitian Tindakan Kelas dengan model siklus Kemmis dan McTaggart diterapkan untuk menganalisis peningkatan keterampilan berbicara, keterampilan menyimak, dan penguasaan kosakata kedelapan siswa Kelas IV SD SPH Lippo Cikarang pada pelajaran Bahasa Indonesia A melalui penerapan metode *Teaching Proficiency through Reading and Storytelling* (TPRS). Data penelitian ini diperoleh melalui tes, lembar observasi berisi rubrik, wawancara siswa, serta catatan lapangan guru. Hasil penelitian mengindikasikan bahwa penerapan metode TPRS dapat meningkatkan keterampilan berbicara, keterampilan menyimak, dan penguasaan kosakata siswa dalam pelajaran Bahasa Indonesia A.

Kata kunci: keterampilan berbicara, keterampilan menyimak, penguasaan kosakata, metode TPRS, Penelitian Tindakan Kelas

Referensi: 92 (1997-2021)