



Analysis of Speaking Skills with Storytelling Method in Indonesian Language Learning in Elementary Schools

Nidya Chandra Muji Utami¹; Siti Fatimah Azzahra²; Nuryani³

^{1,2,3}Faculty of Education, Jakarta State University, Indonesia.

¹Corresponding email: nidya-chandra@unj.ac.id, Phone Number: 0822 xxxx xxxx

Article History:

Received: Nov 15, 2022

Revised: Dec 23, 2022

Accepted: Jan 17, 2023

Online First: Jan 19, 2023

Keywords:

Library Research,
Speaking Skills,
Storytelling.

Kata Kunci:

Studi Pustaka,
Keterampilan Berbicara,
Bercerita.

How to cite:

Utami, N. C. M., Azzahra, S. F., & Nuryani, N. (2023). Analysis of Speaking Skills with Storytelling Method in Indonesian Language Learning in Elementary Schools. *Edunesia: Jurnal Ilmiah Pendidikan*, 4(1), 358-371.

This is an open-access article under the CC-BY-NC-ND license



Abstract: This literature study, entitled "Analysis of Speaking Skills with Storytelling Methods in Indonesian Language Learning in Elementary Schools," describes the literature on speaking skills using the storytelling method with the narrative literature review (NLR) model. The technique employed is the comparison method. The purpose of this study is based on the needs in primary school environments, especially in high school, because knowing the problems and difficulties in applying Indonesian language learning to speaking skills for elementary school students is very much needed. It has been proven that it takes work to maximize students' speaking skills in front of an audience. Researchers identified the subject matter discussed in this study as 40 articles published in national journals within the last ten years. The article Speaking Skills with a Storytelling Approach consists of 20 pieces on speaking skills by various methods, as many as nine pieces for speaking skills in high school, which in general is as much as two articles; additionally, to speak with storytelling skills using a variety of models, as many as four articles; three articles for speaking skills using image media and comics; and the other two articles discuss speaking skills in law school in general. The novelty of the research obtained in the literature review of speaking skills and the theories presented by previous experts The impact of research that uses the study of literature is more significant when other researchers pay attention to the suggestions given by researchers when researching speaking skills.

Abstrak: Penelitian Studi Pustaka ini berjudul "Analisis Kemahiran Berbicara dengan Metode Bercerita terhadap Pembelajaran Bahasa Indonesia di Sekolah Dasar" pengkajian ini guna menjabarkan literature tentang keahlian berbincang dengan menggunakan metode bercerita dengan model Narrative Literature Riview (NLR) serta tehnik yang digunakan adalah tehnik compare, tujuan penelitian ini adalah didasari sesuai kebutuhan di lapangan lingkungan sekolah dasar khususnya dikelas tinggi karena untuk mengetahui permasalahan dan kesulitan dalam menerapkan pendidikan Bahasa Indonesia pada keahlian berbincang guna kategori peserta didik Sekolah Dasar, hal ini sangat dibutuhkan dan sudah terbukti bahwa sulitnya memaksimalkan keterampilan berbicara pada siswa dihadapan khalayak. Peneliti mengidentifikasi pembahasan tersebut dari subjek pada penelitian ini adalah 40 artikel yang diciptakan dijurnal nasional pada periode 10 tahun terakhir. Artikel keahlian berbincang dengan pendekatan bercerita terdiri dari 20 artikel, untuk keterampilan berbicara dengan berbagai metode sebanyak 9 artikel, sedangkan untuk kemahiran berbicara di kelas tinggi yang secara umum sebanyak 2 artikel, selanjutnya untuk berbicara dengan keterampilan bercerita menggunakan berbagai model sebanyak 4 artikel, 3 artikel menggunakan media gambar dan komik untuk kemahiran berbicara, untuk 2 artikel lainnya membicarakan mengenai keterampilan berbicara di kelas rendah secara umum. Pembaruan pengkajian yang diperoleh melalui kajian literatur tentang keahlian berbicara selaras pada materi yang dibagikan ahli sebelumnya. Pengaruh dari pengkajian yang memakai kajian literature ini merupakan untuk pengkaji selanjutnya jika melakukan penelitian keterampilan berbicara dapat memerhatikan saran-saran yang diberikan peneliti.

A. Introduction

Quality human resources are caused by several factors, one of which is education. Education is mandatory for everyone because education can change the world. (Nursaadah & Amelia, 2018) Also said that education is critical in human resources. According to (Kusuma et al., 2021) research, education is an activity to change and spread attitudes for the better. This is in line with the statement (Pratiwi, 2020), stating that the educational process should be able to increase positive character and reduce negative feelings. One of education's goals is to change the nature or traits possessed by children.

(Maryam et al., 2019) It is also said that the purpose of education is to change or shape a person's nature and be able to develop the potential possessed by children in any field. It is also necessary for education to carry out the whole learning process. The maximum learning process can be achieved in various ways: by using the correct learning method, a suitable learning model, or the right learning medium. (Hikmah, 2021) also said that teachers must meet three components to achieve maximum learning: learning planning, implementation, and evaluation. Indonesian education, especially in elementary school, is one of the lessons that must be performed optimally. The Indonesian lesson is compulsory in elementary school because the Indonesian task is beneficial for everyone in communicating orally and in writing.

(Magdalena, Khofifaturrahmah et al., 2021) Said that Indonesian learning in elementary schools is directed at developing communication skills in children both orally and in writing. According to (Ningsih, 2014), learning Indonesian in schools creates Indonesian language skills in all activities. Language also functions as a means of communication, unification, and the development of science and technology. In addition, good language skills are prerequisites for learning at all levels (Juliarto et al., 2020). As a result, Indonesian language learning is available at all levels of education, from elementary to high school to college.

(Hartani & Fathurohman, 2018) In his research, he said that in Indonesian learning, four aspects of skills are contained in the material. These skills are listening, speaking, reading, and writing skills. To achieve a good mastery of Indonesian learning, these four aspects must be thoroughly mastered by the child, especially in speaking skills. Speaking skills cannot come by themselves; they must be practiced daily to develop (Margareta, 2020) fully.

(Wijayanti et al., 2021) Speaking skills are a person's ability to convey ideas verbally given by others. Meanwhile, according to (Ratnasari et al., 2022) research, speaking skills are a skill everyone must possess because speaking is one of the media used daily to communicate with others. Speaking is also necessary when learning is online, where verbal communication is limited (Setiawan, D., & Huda, 2022). Therefore, speaking skills must be possessed by everyone, and speaking must also be in the correct language arrangement so that others can readily accept the language.

(Nikmah et al., 2020) Said that there are three indicators of speaking skills: (1) explaining the problems in the story; (2) expressing opinions about the problems in the story;

and (3) giving suggestions based on the problems in the story. Meanwhile, Nawawi et al. (2017) define speaking skills as (1) precise intonation and proper word selection; (2) systematic or arranged order; (4) a calm attitude when speaking; (5) views directed towards speech; and (6) a willingness to face opinions from others.

Speaking skills are essential for children, but these skills have yet to be taught optimally in schools (Magdalena, Khofifaturrahmah et al., 2021). Wijayanti's research in 2021, which discovered that soft-speaking skills are caused by internal and external factors, namely personality, way of thinking, and intellectuals, bolstered this opinion. Students' lack of speaking ability can prevent students from being reluctant to communicate while learning occurs (Said, 2019). (Suriani et al., 2021) Also, speaking to children still needs to improve; it is proven that when the teacher asks students to speak, they do not want to speak or are still stammering and embarrassed when talking.

All normal humans can communicate. However, speaking skills cannot be owned by every human being. It is not that everyone cannot have speaking skills. Everyone willing to practice earnestly can be skilled in speaking. That is why speaking and learning are necessary for schools. The hope is that the students will be professional speakers. Saying is an essential skill to teach and should be noticed. Because through this learning, students are expected to be able to express or convey their thoughts, opinions, ideas, or feelings well. This is the purpose of speaking learning in schools, namely so that students can communicate in various situations appropriately and correctly by using oral Indonesian to express thoughts, opinions, feelings, and experiences, as well as establish communication and conduct social interactions with other community members (Tambunan, 2018).

Speaking skills are seen as having a central role in language learning because the essence of learning languages is learning communication, especially oral communication. Speaking skills can support other language skills. Speaking skills are also often seen as the primary benchmark for assessing success in language learning (Delvia et al., 2019).

Speaking skills have an essential role in efforts to give birth to future generations who are intelligent, creative, critical, and cultured. By mastering speaking skills, the student can express his thoughts and feelings intelligently according to the material and situation at the time he is speaking. Speaking abilities can also shape the ability of future generations to communicate coherently and efficiently. In addition, speaking skills can also give birth to critical future generations because they can express ideas, thoughts, or feelings to others sequentially and systematically (Permana, 2016).

The storytelling method is one of the most effective ways to involve children in improving their speaking skills (Asrul & Rahmawati, 2022). This is because the storytelling method not only gives children the habit of telling stories or talking but can also increase their self-confidence. According to (Wahyuni et al., 2020), storytelling conveys information orally from one person to another. Through storytelling activities with friends, students' self-confidence and speaking skills can be naturally built (Cahyono et al., 2020). With the child constantly telling stories, the child develops strong speaking skills and overcomes their lack of self-confidence.

(Nurgiyantoro, 2016) said in his book that there are seven indicators of storytelling: (1) the accuracy of the content of the story; (2) the accuracy of the designation of the story details; (3) the accuracy of the logic of the story; (4) the accuracy of the meaning of the whole story; (5) the accuracy of words; (6) the accuracy of sentences; and (7) fluency.

B. Method

The method used in this study is a literature review. A literature review is an essential step in the research plans of participants. Literature research is a search of the literature and research conducted by reading various books, journals, and other publications related to the topic of study (Marzali, 2016). In the literature review for the sake of producing a scientific paper, such as a thesis, thesis, dissertation, and so on, researchers explore literature related to the research topic, the research methods used in the study, and so on (Marzali, 2016).

A literature review was conducted with the awareness that knowledge is increasing continuously and experiencing development, that the research topic and the research variables that researchers will study have been explored by other researchers before, and that researchers can learn from what previous researchers have done. Researchers have yet to research such topics and problems. There are two main objectives of the literature review. First, the literature review was conducted to write an article to introduce new studies on a particular topic that needs to be known by those who are active in the field of science (Tjahjono, 2018).

The literature review's second purpose is to benefit the research project itself. In this case, doing a literature review enriches researchers' insight about a research topic, helps researchers formulate research problems, and assists researchers in determining the appropriate theories and methods to be used in the research that researchers conduct. By studying the studies of others, researchers can choose. It is possible to trace, back-test, and respond to a study. Studies of other people's research results that researchers use as comparison material for their studies (Marzali, 2016).

Based on the exposure, the researchers conducted a literature review by analyzing scientific articles from national journals published in the last ten years as a research method for the research in question's implementation. The subjects in this study were 40 articles, divided into 25, and then selected papers on speaking skills with a storytelling approach, consisting of 20 pieces. The researchers deleted ten and chose ten articles. The stages used in the explanation of the literature can be seen in Figure 1 below:

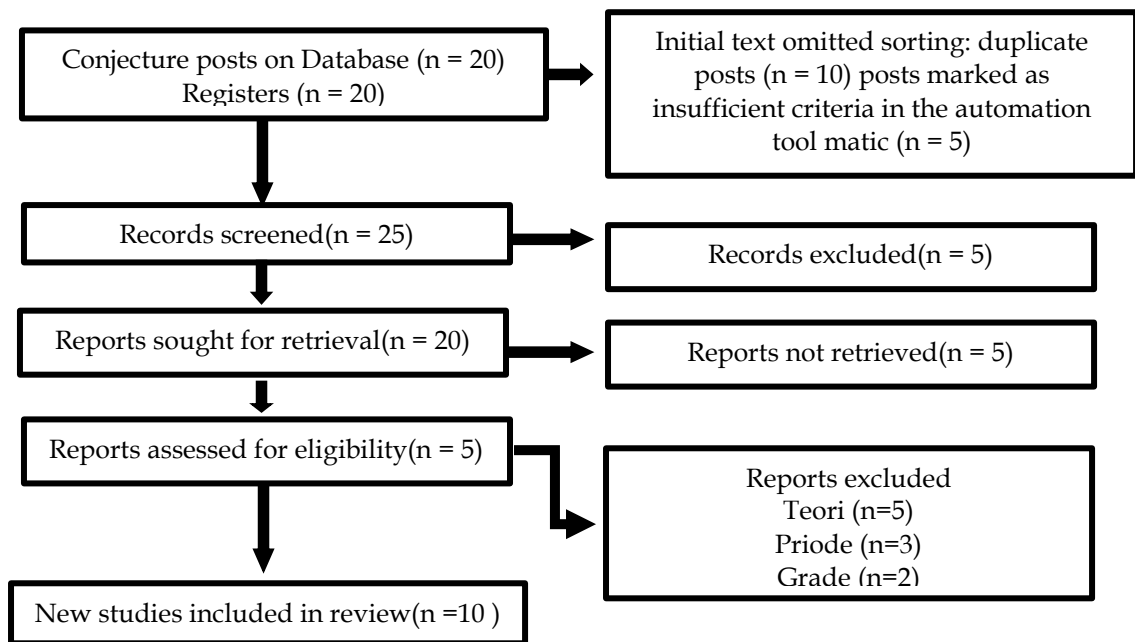


Figure 1. Prisma Diagram Narrative Literature Review (NLR)

The initial stage collection of articles through variables in the study's title is a skill of speaking using storytelling techniques in elementary school and discussing articles published in 2018–2020 with Class Action Research Methods. The following research flow chart table is:

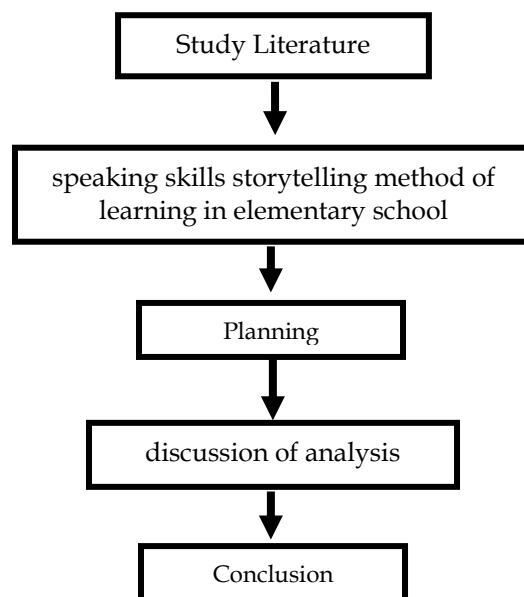


Figure 2. Flow Chart

- 1) Article collection (searching and downloading articles)
At this stage, it is done by searching for and downloading papers through Google Scholar by typing keywords related to the topic or title of the research. In this context, the keyword is the skill of speaking using storytelling methods in elementary school.
- 2) Article reduction (reducing the number of articles via a variable in the title) Article reduction is summarizing, choosing something primary, pivoting to something primary, exploring topics and models, and eliminating unnecessary ones. Thus, reduced articles can provide an accurate view and make it easier for the reviewer to hoard data and track it when available.
- 3) display articles (preparation and organization of selected papers)
After the report is reduced, the next stage is the display or presentation of the article. The production of this article is done in the form of a table, a brief description, and the relationship between variables.
- 4) Discussion
At this stage, the organization and discussion Are carried out through the type of literature review used. The study was taken as a theoretical test. This type of literature review in the form of academic research is an exciting study in which the reviewer explains some of the theories through assumptions, logical consistency, and scope of explanation.
- 5) draw conclusions
Conclusions are reached based on the outcomes of previous organizations and discussions.

C. Results and Discussion

The following is an analysis of ten articles published from 2016-2021 on speaking skills in elementary school found with the keywords "speaking skills in elementary school", "methods of speaking skills in elementary school", and "speech comprehension problems in elementary school".

Table 1. Journal Analysis Table of Speaking Skills in Elementary School

Research Title	Researchers	Journal Name	Year
Improved storytelling skills using comic-assisted talking stick Models	Brian Andrie Reandy, Romirio Torang Purba	Jurnal Handayani Unimed	2017
The effect of the storytelling method on speaking skills in Indonesian language lessons in Grade III students at SDN Telang 1	Shofatul Isnainy, Agung Setyawan	Journal of Language Education	2021
Analysis of speaking skills of Grade 3 students on Indonesian language learning in MI Roudhotul Jannah Tangerang City	Ina Magdalena, dhita safitri, astri putri adinda	Journal of Education and Da'wah	2021

Improving the ability to tell stories of third-grade students of SDN 1 mangaran, Kec. Mangaran uses creative games based on local culture.	Aenor rofek	Journal of Education: Journal of Educational Research and Development	2020
Improving speaking skills through the chain story technique for fourth-grade students at SD Negeri Kaliore Banyumas	Nirmala Ratna Sari	Journal of Education	2016
Efforts to improve speaking skills through chain story techniques	Khoirunnisa Nurwahyuni, Sri Awan Asri, and Maria Ulfa	Journal SEMNARA	2021
Improve their speaking skills using storytelling	Sri Rezki Maulina Azmi	Journal of Science and Social Research	2019
The show-and-tell method learning steps that can improve students' speaking skills are as follows.	Syahputra	Journal of Education	2018
The improvement of students' speaking skills through role-playing models assisted by visual media in an elementary school	Livia Istiqomah, Murton, and Fina Fakhriyah	Journal Naturalistic	2020
The speaking skills of fifth-grade students observing Indonesian at a school	Yulia Maulani, Nur Azmi Alwi, Lindri Marthinopa	Journal of CERDAS Proklamator	2021

Discussion

Based on data analysis from various journal publications, we discovered research on conversational skills with storytelling methods in Indonesian language learning in high-grade elementary schools from several studies, including the following:

Research 1, Improving Storytelling Skills Using Comic-Assisted Talking Stick Models Brian Andrew Randy and Romero Touring Purba's study found that learning Model Talking Stick-Assisted Comics can improve storytelling skills in 5th-grade students at SD Negeri Gendongan 02 Salatiga. This statement is evidenced by the increase in teacher activity, student activity, and the average value of students' storytelling skills from the initial condition, the end of Cycle 1, and the end of Cycle 2. The improvement of student's grades in each cycle occurred after the application of the comic-assisted Talking Stick model in these steps: 1) The teacher prepares a 20-cm stick; (2) the teacher divides the students into groups; (3) the teacher delivers the primary material to be studied; 4) the teacher allows each group time to review the subject matter, and the students are allowed time to discuss and review the material contained in the discourse; 5) the teacher invites students to close the material and take the stick after it is given to one of the students; and 6) students hold the last stick (Reandy & Purba, 2017).

The influence of storytelling methods on speaking skills in Indonesian lessons in third-grade students at SDN Telang, according to research 2, Shofatul Isnainy and Agung Setyawan's analysis using the qualitative descriptive method, 1 The study's subjects, samples, and populations were SDN Telang 1 for the academic year 2019/2020, which amounted to 23 people consisting of 13 men and ten women. Instruments used are interviews, observation, and documentation. The results of his research said that with the lecture method, only a few students could understand what material the teacher had delivered. Students feel bored and sleepy because they are not interested if the teacher provides the material with the lecture method; therefore, teachers have a way of delivering materials with the storytelling method, and the results are more interesting for students when they provide teachers with materials involved in storytelling so that students better understand what the teacher has explained with the story method (Isnainy & Setyawan, 2021).

Research 3, Analysis of Grade 3 Students' Speaking Skills in Indonesian Language Learning at MI Roudhotul Jannah Tangerang City, was researched using the qualitative descriptive method by Ina Magdalena, Dhita Safitri, and Astri Putri Adinda. The data analyzed in this study is the teaching material in the textbook of third-grade students' SD/MI curriculum for 2013. According to the findings of his research in MI. Roudhotul Jannah Tangerang City, analyzing the speaking skills of Grade 3 students, the articulation aspect achieved a success rate of 95% (very good), the vocabulary aspect achieved a 90% success rate (excellent), the sentence structure aspect achieved a 90% success rate (excellent), the speech content aspect achieved a 95% success rate (excellent), the fluency aspect achieved a 90% success rate (excellent), and the fluency aspect achieved a 90% success rate (excellent). The results illustrate the high achievement obtained by students in the realm of psychomotor (Magdalena, Safitri et al., 2021).

SDN 1 Mangaran, District, investigated four ways to improve Grade II students' storytelling abilities. Mangan used creative games based on local culture. Aenor Rofek used the PTK method to conduct the study. Based on the research results on the cycle activities, 1 of 30 students, five students, or 18.5%, entered at the level between 5-8 with poor criteria. While 15 students, or 55.5%, with a scale level of 9-13 have less ability to tell stories, seven students, or 18.5%, entered at the level of 14-17 with sufficient criteria, and three students, or 7.5%, reached the level of 18-21 with suitable measures. The average score achieved is 12.22, with fewer criteria. Moreover, two students, or 7.4%, in the second cycle of 30 students entered on a scale of 10-13. Students with a scale level of 14-17 were nine students, or 33.3%, with a suitable category, 15 students, or 51.9%, with an appropriate category, and three students, or 7.4%, with an outstanding variety. With a proper type, the average class score achieved in the second cycle is 17.88. So in this second cycle, students' storytelling skills have met the success criteria. The results of the learning improvement In order to develop speaking skills, grade 3 students at SDN 1 Mangaran were declared successful (Rofek, 2020).

5th study; Improving speaking skills through the chain story technique for fourth-grade students at SD Negeri Kaliori Banyumas, conducted by Nirmala Ratna Sari in her

research using PTK. Nirmala said that learning Indonesian through the chain story technique can improve the speaking skills of fourth-grade students at SD Negeri 3 Kaori. In the first cycle of students, action learning occurs through a chain story technique based on the teacher's story. At the same time, the chain story technique in Cycle II is based on stories created by students (Sari, 2017).

Research to 6, efforts to improve speaking skills through chain story techniques. Conducted by Khoirunnisa Nurwahyuni, Sri Awan Asri, and Maria Ulfa in his research using PTK. The results of the analysis of class research data that has been carried out on third-grade students of SDN Jatiasih I indicate that the application of the chain story technique can improve Indonesian language learners' speaking skills in the material of energy change events in the even semester of the 2020–2021 academic year. The following results reinforce this conclusion: (1) improved speech skills in cycle I of 68.9%, cycle II of 74.5%, and cycle III of 77.1%. This data shows a significant improvement as the core of classroom action research: (2) the completeness of learning increased by 5.16% in the second cycle and then by 4.28% in the third cycle. This data shows a significant increase in the average Indonesian test results in each cycle (Nurwahyuni et al., 2021).

Research shows that students in grades 5–7 can improve their speaking skills using storytelling. Conducted by Sri Rezki Maulina Azmi in his study using PTK. His research said that learning to speak using storytelling can improve activity and speaking skills in fifth-grade students of SD Negeri 010145 Labuhan Ruku. Increased student activity in the learning process of speaking among fifth-grade students of SD Negeri 010145 Labuhan Ruku using the storytelling method has increased. Several factors indicate that storytelling can improve learning activities: Students are eager to read the story chosen by the teacher. Students look at examples of teachers telling stories. Students dare to ask questions related to the story. Students write down the elements of the story and read it in front of the class. Students practice telling stories with their group, reading them twice to three times to understand each character. Students use complementary items when telling stories. Students are excited to practice storytelling with their group. Students are enthusiastic about advancing storytelling (Azmi, 2019).

Syahputra used PTK to conduct research on 8 in his study. According to his research, the show-and-tell method learning steps that can improve students' speaking skills are as follows: Show and Tell is introduced with an explanation of the procedures for implementing Show and Tell; modeling by the teacher by showing the child how to show and tell with personal items, food, and pictures; each child is allowed to Show and Tell within a specific time; and children are allowed to ask questions after doing Show and Tell. Teachers facilitate, encourage, and help children ask relevant questions and answer them relevantly (Syahputra, 2018).

In their September 2019 research using PTK, Livia Istiqomah, Murton, and Fina Fakhriyah examined the improvement of students' speaking skills through role-playing models assisted by visual media in an elementary school. In the results of his study, he said that the visual media role-playing learning model improved students' speaking skills in the

fifth grade at SD 1 Plask, even in the 2019/2020 school year. Students' speaking skills have increased from the average (mean) value of 61 prasiklus, increased in cycle I by 80, and rose again in process II by 86. The completeness of classical learning has grown from the percentage of Prasiklus completeness of 20.58%, increased again in cycle I to 91.17%, and rose again in cycle II to 100%. This study implies that learning models can provide learning situations that improve students' skills only (Istiqomah et al., 2020).

Yulia Maulani, Nur Azmi Alwi, Lindri Marthinopa, and Nadiah Syaidah used the qualitative descriptive method to examine the speaking skills of fifth-grade students observing Indonesian at a school. The study results show that the average score of students is minimal and does not reach the KKM. It is if students need to be able to interact well. It must be considered because students need to have these skills well to implement their ideas and opinions. Coaches must be able to sharpen students' speaking skills through various methods, in the form of material, so that students are enthusiastic about participating in education (Maulani et al., 2021).

Following the analysis of the ten research articles listed above, it is possible to identify their similarities and differences. The similarity is that both discuss related speaking skills using storytelling methods in elementary school. Then, the report found that the same study showed increased speaking skills, especially storytelling methods. The difference in terms of variables used, the subject, and the location of the study

D. Conclusion

A literature review on speaking skills using the storytelling method reveals that the subject of this study is 40 articles published in the National Journal within the last ten years. Speaking skills with a storytelling approach comprise 20 pieces; speaking skills with various methods include nine articles; saying abilities in high school, in general, have two articles; speaking with storytelling skills using a variety of models shall consist of four themes; three pieces use media images and comics for speaking skills; and two other articles discuss speaking skills in law school, in general. Factors that influence it, namely self-confidence, home environment, and daily association, then the teacher's activities to open up insights for students are needed, as are learning strategies that can attract students' attention so that there is an improvement in speaking skills, and the changes are significant.

The results of research on learning to speak using the storytelling method are excellent because students prepare written work that contains elements of the story with the direction and support of the teacher, then dare to read it in front of the class with expressiveness. The results showed that storytelling and speaking skills influence students' learning outcomes and activities.

In the making of this article, we realized many fallacies and were far from perfect; therefore, we expect all parties to provide constructive criticism and suggestions for the smooth creation of the following article. However, this article can be helpful for all of us, especially researchers.

Based on the literature review analysis that has been done, the suggestions that can be given are for the next researcher to develop literature studies and compare them with other variables and for teachers to use the latest technology and media in the provision of supporting facilities for student learning.

References

- Asrul, N., & Rahmawati, R. (2022). Pelatihan Membaca Bahasa Inggris dengan Metode Storytelling Bagi Siswa Kelas 4 SD Muhammadiyah 1 Medan. *Journal of Human and Education (JAHE)*, 2(1), 43-49. <https://doi.org/10.31004/jh.v2i1.39>
- Azmi, S. R. M. (2019). Peningkatan Keterampilan Berbicara Menggunakan Metode Bercerita Siswa Kelas V Sekolah Dasar. *Journal of Science and Social Research*, 2(1), 7-11. <https://doi.org/10.54314/jssr.v2i1.325>
- Cahyono, T. A., Ulya, H., & Ristiyani, R. (2020). Media Konkret Sebagai Upaya Meningkatkan Kemampuan Mengungkapkan Kalimat Permintaan Maaf pada Kelas II SD. *Jurnal Prakarsa Paedagogia*, 3(2). <https://doi.org/10.24176/jpp.v3i2.5858>
- Delvia, R., Taufina, T., Rahmi, U., & Zuleni, E. (2019). Peningkatan Keterampilan Berbicara Siswa dengan Bercerita di Sekolah Dasar. *Jurnal Basicedu*, 3(4), 1022-1030. <https://doi.org/10.31004/basicedu.v3i4.230>
- Hartani, A., & Fathurohman, I. (2018). Peningkatan Kualitas Pembelajaran Menyimak Cerita Pendek melalui Model Picture and Picture Berbantuan Media CD Cerita pada Siswa Kelas V SD 1 Mejobo Kudus. *KREDO: Jurnal Ilmiah Bahasa dan Sastra*, 2(1), 17-38. <https://doi.org/10.24176/kredo.v2i1.2576>
- Hikmah, S. N. A. (2021). Problematika Pencapaian Kompetensi Keterampilan Berbicara Siswa dalam Pembelajaran Bahasa Indonesia. *Jurnal Peneroka*, 1(1), 59-67. <https://doi.org/10.30739/peneroka.v1i1.739>
- Isnainy, S., & Setyawan, A. (2021). Pengaruh Metode Bercerita terhadap Keterampilan Berbicara dalam Pelajaran Bahasa Indonesia pada Siswa Kelas III di SDN Telang 1. *Jurnal Pendidikan Bahasa*, 11(1), 12-16.
- Istiqomah, L., Murtono, M., & Fakhriyah, F. (2020). Peningkatan Keterampilan Berbicara Siswa Melalui Model Role Playing Berbantuan Media Visual di Sekolah Dasar. *Naturalistic: Jurnal Kajian Penelitian Pendidikan dan Pembelajaran*, 5(1), 650-660. <https://doi.org/10.35568/naturalistic.v5i1.884>
- Juliarto, F. F., Oktavianti, I., & Purbasari, I. (2020). Implementasi Media Utangklek Terhadap Peningkatan Hasil Belajar Siswa Sekolah Dasar. *Wasis: Jurnal Ilmiah Pendidikan*, 1(1), 36-43. <https://doi.org/10.24176/wasis.v1i1.4710>
- Kusuma, W. E., Husniati, H., & Setiawan, H. (2021). Pengaruh Metode Paired Story Telling terhadap Keterampilan Berbicara Siswa Kelas IV Sekolah Dasar. *Renjana Pendidikan Dasar*, 1(2), 50-56.

- Magdalena, I., Khofifaturrahmah, M., Nurbaiti, L., & Padyah, P. (2021). Analisis Keterampilan Berbicara Siswa Kelas III pada Mata Pelajaran Bahasa Indonesia di SD Negeri Peninggilan 1. *Nusantara: Jurnal Pendidikan dan Ilmu Sosial*, 3(1), 41-47. <https://doi.org/10.36088/nusantara.v3i1.1166>
- Magdalena, I., Safitri, D., & Adinda, A. P. (2021). Analisis Keterampilan Berbicara Siswa Kelas 3 pada Pembelajaran Bahasa Indonesia di MI Roudhotul Jannah Kota Tangerang. *Pandawa: Jurnal Pendidikan dan Dakwah*, 3(2), 386-395. <https://doi.org/10.36088/pandawa.v3i2.1270>
- Margareta, N. (2020). Analisis Keterampilan Berbicara Siswa pada Tema 6 Energi dan Perubahannya Subtema 1 Sumber Energi Kelas 3 SD Negeri 2 Bangoan. *E-Journal Pembelajaran Inovasi, Jurnal Ilmiah Pendidikan Dasar*, 8(9), 121-131.
- Maryam, M., Masykur, R., & Andriani, S. (2019). Pengembangan E-Modul Matematika Berbasis Open Ended pada Materi Sistem Persamaan Linear Dua Variabel Kelas VIII A. *Jurnal Matematika dan Pendidikan Matematika*, 10(1), 1-12. <https://doi.org/10.26877/aks.v10i1.3059>
- Marzali, A. (2016). Menulis Kajian Literatur. *Etnosia: Jurnal Etnografi Indonesia*, 1(2), 27-36.
- Maulani, Y., Alwi, N. A., Marthinopa, L., & Syaidah, N. (2021). Analisis Keterampilan Berbicara Siswa Kelas V pada Pembelajaran Bahasa Indonesia di Sekolah Dasar. *Jurnal Cerdas Proklamator*, 9(2), 28-37. <https://doi.org/10.37301/cerdas.v9i2.92>
- Nikmah, D. A. A., Setyawan, A., & Citrawati, T. (2020). Analisis Keterampilan Berbicara pada Pembelajaran Bahasa Indonesia Siswa Kelas IV SD Negeri Buluh 2. *Prosiding Nasional Pendidikan: LPPM IKIP PGRI Bojonegoro*, 1(1), 618-625.
- Ningsih, S. (2014). Peningkatan Keterampilan Berbicara Melalui Metode Bercerita Siswa Kelas III SD Negeri 1 Beringin Jaya Kecamatan Bumi Raya Kabupaten Morowali. *Jurnal Kreatif Online*, 2(4), 243-256.
- Nurgiyantoro, B. (2016). *Penilaian Pembelajaran Bahasa Berbasis Kompetensi (Edisi Kedua)*. Yogyakarta: BPFPE.
- Nursaadah, I., & Amelia, R. (2018). Analisis Kemampuan Pemahaman Matematis Siswa SMP pada Materi Segitiga dan Segiempat. *Numeracy*, 5(1), 1-9. <https://doi.org/10.46244/numeracy.v5i1.288>
- Nurwahyuni, K., Asri, S. A., & Ulfa, M. (2021). Upaya Meningkatkan Keterampilan Berbicara Melalui Teknik Cerita Berantai. *Prosiding Seminar Nasional Pendidikan*, 114-123.
- Permana, E. P. (2016). Pengembangan Media Pembelajaran Boneka Kaus Kaki untuk Meningkatkan Keterampilan Berbicara Siswa Kelas II Sekolah Dasar. *Profesi Pendidikan Dasar*, 2(2), 133-140.

- Pratiwi, C. P. (2020). Analisis Keterampilan Membaca Permulaan Siswa Sekolah Dasar: Studi Kasus pada Siswa Kelas 2 Sekolah Dasar. *Jurnal Pendidikan Edutama*, 7(1), 1-8. <https://doi.org/10.30734/jpe.v7i1.558>
- Ratnasari, D., Gunayasa, I. B. K., & Saputra, H. H. (2022). Pengaruh Model Pembelajaran Artikulasi Terhadap Keterampilan Berbicara Kelas IV Pada Mata Pelajaran Bahasa Indonesia SDN Gugus 01 Kecamatan Brang Rea Tahun Ajaran 2020/2021. *Renjana Pendidikan Dasar*, 2(1), 39-45.
- Reandy, B. A., & Purba, R. T. (2019). Peningkatan Keterampilan Bercerita Menggunakan Model Talking Stick Berbantuan Komik Pada Siswa Kelas 5 SD. *Jurnal Handayani PGSD FIP UNIMED*, 7(1), 38-45. <https://doi.org/10.24114/jh.v7i1.6573>
- Rofek, A. (2020). Meningkatkan Kemampuan Bercerita Siswa Kelas III SDN 1 Mangaran, Kec. Mangaran dengan Menggunakan Permainan Kreatif Berbasis Kebudayaan Lokal. *Education Journal: Journal Educational Research and Development*, 4(1), 57-70. <https://doi.org/10.31537/ej.v4i1.301>
- Said, S. (2019). Penerapan Model Pembelajaran Role Playing untuk Meningkatkan Keterampilan Berbicara dan Hasil Belajar Bahasa Indonesia pada Siswa Kelas VI SD 2 Padurenan. *Inopendas: Jurnal Ilmiah Kependidikan*, 2(1). <https://doi.org/10.24176/jino.v2i1.3437>
- Sari, N. R. (2017). Peningkatan Keterampilan Berbicara Melalui Teknik Cerita Berantai Siswa Kelas IV. *Basic Education*, 6(2), 157-165.
- Setiawan, D., & Huda, W. N. (2022). Analisis Kemampuan Berkomunikasi Siswa Kelas IV di SD Bulungcangkring Selama Pembelajaran Daring. *Jurnal Prasasti Ilmu*, 2(1), 42-47. <https://doi.org/10.24176/jpi.v2i1.7181>
- Suriani, A., Chandra, C., Sukma, E., & Habibi, H. (2021). Pengaruh Penggunaan Podcast dan Motivasi Belajar terhadap Keterampilan Berbicara pada Siswa di Sekolah Dasar. *Jurnal Basicedu*, 5(2), 800-807. <https://doi.org/10.31004/basicedu.v5i2.832>
- Syahputra, E. (2018). Pembelajaran Abad 21 dan Penerapannya di Indonesia. *Prosiding Seminar Nasional Sains Teknologi Humaniora dan Pendidikan (SINASTEKMAPAN)*, 1, 1276-1283.
- Tambunan, P. (2018). Pembelajaran Keterampilan Berbicara di Sekolah Dasar. *Jurnal Curere*, 2(1), 1-11. <https://doi.org/10.36764/jc.v2i1.109>
- Tjahjono, H. K. (2008). Studi Literatur Pengaruh Keadilan Distributif dan Keadilan Prosedural pada Konsekuensinya dengan Teknik Meta Analisis. *Jurnal psikologi*, 35(1), 21-40. <https://doi.org/10.22146/jpsi.7097>
- Wahyuni, W. D., Suhartono, E., & Al Atok, A. R. (2022). Peningkatan Kemampuan Berbicara di Depan Kelas Melalui Model Pembelajaran Storytelling. *Jurnal Ilmiah Pendidikan Pancasila dan Kewarganegaraan*, 6(2), 538-544. <https://doi.org/10.17977/um019v6i2p%25p>

Wijayanti, T., Suhartono, S., & Juhana, J. (2021). Pengaruh Kecerdasan Emosional dan Kemandirian Belajar terhadap Keterampilan Berbicara Siswa di Sekolah Dasar. *Edukatif: Jurnal Ilmu Pendidikan*, 3(4), 1953-1961. <https://doi.org/10.31004/edukatif.v3i4.1048>