

## ABSTRAK

Juan Tito Mahendra Putra. 2026. *Peningkatan keterampilan berbicara melalui model pembelajaran kooperatif “talking stick” berbantu media gambar berseri pada mapel bahasa indonesia kelas iv sekolah dasar*, FKIP, Universitas PGRI Madiun. Pembimbing (I) Dr. Sri Lestari, M.Pd., (II) Naniek Kusumawati, M.Pd.

Penelitian ini bertujuan untuk memperbaiki proses pembelajaran, meningkatkan aktivitas guru dan siswa, serta meningkatkan keterampilan berbicara siswa kelas IV Sekolah Dasar melalui penerapan model pembelajaran kooperatif tipe Talking Stick berbantu media gambar berseri.

Jenis penelitian ini adalah Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus. Setiap siklus terdiri dari empat tahapan utama, yaitu perencanaan, pelaksanaan, pengamatan, dan refleksi. Subjek penelitian adalah siswa kelas IV SDN Jatirejo, Kecamatan Wonoasri, Kabupaten Madiun tahun pelajaran 2025/2026 yang berjumlah 22 siswa, terdiri dari 12 siswa laki-laki dan 10 siswa perempuan. Teknik pengumpulan data yang digunakan meliputi teknik observasi, wawancara, dan tes keterampilan berbicara (lisan). Analisis data dilakukan secara deskriptif kuantitatif untuk mengukur persentase ketuntasan belajar klasikal dan deskriptif kualitatif untuk data observasi aktivitas di kelas. Hasil penelitian menunjukkan adanya peningkatan yang signifikan pada keterampilan berbicara dan ketuntasan belajar siswa. Pada tahap pra-siklus, kemampuan berbicara siswa masih berada di bawah rata-rata KKM yang ditentukan. Setelah diterapkan tindakan pada Siklus I, persentase ketuntasan belajar klasikal siswa meningkat menjadi 70% dengan 15 siswa yang tuntas, meskipun masih terdapat 5 siswa yang belum mencapai KKM karena kendala fokus dan kurang aktif dalam kelompok. Pada Siklus II, setelah dilakukan perbaikan strategi berupa penambahan ice breaking, memperbesar ukuran media visual, dan modifikasi LKPD individual, ketuntasan belajar klasikal siswa melonjak secara signifikan mencapai 95,7% (22 siswa mencapai kategori tuntas). Berdasarkan hasil tersebut, dapat disimpulkan bahwa penerapan model pembelajaran kooperatif Talking Stick berbantu media gambar berseri terbukti efektif dalam meningkatkan keterampilan berbicara, melatih keberanian, serta menumbuhkan partisipasi aktif siswa kelas IV Sekolah Dasar.

*Kata Kunci: Keterampilan Berbicara, Pembelajaran Kooperatif, Talking Stick, Gambar Berseri*

## ABSTRACT

Juan Tito Mahendra Putra. 2026. Improving Speaking Skills through the "Talking Stick" Cooperative Learning Model Assisted by Serial Picture Media in Indonesian Language Lessons for Grade IV Elementary School Students, Faculty of Teacher Training and Education (FKIP), Universitas PGRI Madiun. Supervisors: (I) Dr. Sri Lestari, M.Pd., (II) Naniek Kusumawati, M.Pd.

This study aims to improve the learning process, enhance the activities of both teachers and students, and develop the speaking skills of Grade IV elementary school students through the implementation of the "Talking Stick" cooperative learning model, supported by serial picture media.

This research is a Classroom Action Research (CAR) study conducted in two cycles. Each cycle consists of four main stages: planning, implementation, observation, and reflection. The subjects of the study were 22 Grade IV students at SDN Jatirejo, Wonoasri District, Madiun Regency, during the 2025/2026 academic year (comprising 12 boys and 10 girls). Data collection techniques included observation, interviews, and oral speaking skills tests. Data analysis was performed using quantitative descriptive methods to measure the percentage of classical learning mastery, and qualitative descriptive methods to analyze classroom activity observations. The results indicate a significant improvement in students' speaking skills and learning mastery. In the pre-cycle stage, students' speaking abilities were below the established Minimum Mastery Criteria (KKM). Following the implementation of the intervention in Cycle I, the percentage of classical learning mastery increased to 70%, with 15 students achieving the mastery threshold; however, 5 students had not yet reached the KKM, primarily due to difficulties in maintaining focus and a lack of active participation within their groups. In Cycle II, following strategic improvements—specifically the inclusion of ice-breaking activities, the enlargement of visual aids, and modifications to individual student worksheets—the class mastery rate surged significantly to 95.7% (with 22 students achieving mastery). Based on these results, it can be concluded that the implementation of the \*Talking Stick\* cooperative learning model, supported by sequential image media, is effective in enhancing speaking skills, fostering confidence, and encouraging active participation among fourth-grade elementary school students.

*Keywords: Speaking Skills, Cooperative Learning, Talking Stick, Sequential Images*