

ABSTRAK

Yehas Affan Kirana. 2026. *Pembiasaan Cerita Pendek Untuk Mengembangkan Keterampilan Berbicara Pada Siswa Kelas IV SDN Klurahan Kecamatan Kartoharjo Kabupaten Magetan*. Tesis. Program Studi Magister Pendidikan Bahasa dan Sastra Indonesia. Sekolah Pascasarjana Universitas PGRI Madiun (UNIPMA). Pembimbing I: Dr. V. Teguh Suharto, M.Pd., Pembimbing II: Dr. Kodrat Eko Putro Setiawan, M.Pd.

Kata kunci: cerita pendek, keterampilan berbicara, pembelajaran Bahasa Indonesia, sekolah dasar, pembelajaran kualitatif.

Penelitian ini bertujuan untuk mendeskripsikan perencanaan, pelaksanaan, serta kendala dan upaya guru dalam pembiasaan cerita pendek pada pembelajaran keterampilan berbicara siswa kelas IV SDN Klurahan Kecamatan Kartoharjo Kabupaten Magetan. Penelitian menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Data diperoleh melalui observasi, wawancara, dan dokumentasi, kemudian dianalisis menggunakan teknik reduksi data, penyajian data, dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa: (1) perencanaan pembiasaan cerita pendek dilakukan secara sistematis melalui analisis kebutuhan siswa, pemilihan cerita yang kontekstual, penyusunan perangkat pembelajaran, serta persiapan media pendukung untuk menciptakan pembelajaran yang terstruktur dan mendorong partisipasi aktif siswa; (2) pelaksanaan pembelajaran berlangsung secara efektif melalui tiga tahapan, yaitu pemahaman cerita, kegiatan bercerita kembali dalam kelompok kecil, dan bermain peran, yang mampu meningkatkan keberanian, kemampuan berkomunikasi, berpikir kritis, serta keterampilan berbicara siswa secara verbal maupun nonverbal; dan (3) kendala yang dihadapi meliputi kecemasan berbicara, kesulitan mengorganisasikan ide, keterbatasan waktu, serta dinamika kelompok. Guru mengatasi kendala tersebut dengan menerapkan strategi adaptif berupa diferensiasi partisipasi, pemberian scaffolding visual dan verbal, intervensi dalam pengelolaan kelompok, serta fleksibilitas pengelolaan waktu. Strategi tersebut tidak hanya membantu mengatasi hambatan pembelajaran, tetapi juga menumbuhkan sikap kerja sama, kepercayaan diri, dan kemampuan pemecahan masalah siswa.

ABSTRACT

Yehas Affan Kirana. 2026. *Utilizing Short Stories to Develop Speaking Skills among Fourth-Grade Students at SDN Klurahan, Kartoharjo District, Magetan Regency.* Thesis. Master's Program in Indonesian Language and Literature Education. Graduate School, Universitas PGRI Madiun (UNIPMA). Supervisor I: Dr. V. Teguh Suharto, M.Pd.; Supervisor II: Dr. Kodrat Eko Putro Setiawan, M.Pd.

Keywords: short stories, speaking ability, Indonesian language learning, elementary school, qualitative study.

This study aims to describe the planning, implementation, challenges, and teacher efforts regarding the use of short stories in teaching speaking skills to fourth-grade students at SDN Klurahan, Kartoharjo District, Magetan Regency. The study employs a qualitative approach with a descriptive research design. Data were collected through observation, interviews, and documentation, and subsequently analyzed using techniques of data reduction, data presentation, and conclusion drawing.

The research results indicate that: (1) the planning for using short stories was conducted systematically through student needs analysis, the selection of contextual stories, the preparation of learning materials, and the preparation of supporting media to create structured learning and encourage active student participation; (2) the implementation of instruction was effective, proceeding through three stages story comprehension, small-group retelling activities, and role-playing which enhanced students' self-confidence, communication abilities, critical thinking, and verbal and non-verbal speaking skills; and (3) the challenges encountered included speaking anxiety, difficulty organizing ideas, time constraints, and group dynamics. The teacher addressed these challenges by implementing adaptive strategies such as differentiated participation, the provision of visual and verbal scaffolding, intervention in group management, and flexible time management. These strategies not only helped overcome learning challenges but also fostered cooperation, self-confidence, and problem-solving skills among the students.