PENGARUH MODEL PjBL TERHADAP KETERAMPILAN BERBICARA SISWA SEKOLAH DASAR

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ABSTRAK

Penelitian ini membahas tentang dampak model Project Based Learning (PjBL) melalui kegiatan drama terhadap keterampilan berbicara siswa kelas IV SDIT Insan Harapan di Distrik Telagasari. Tujuan penelitian ini adalah untuk mengetahui sejauh mana penerapan model PjBL dapat meningkatkan keterampilan berbicara lisan siswa kelas IV SDIT Insan Harapan pada tahun ajaran 2025/2026. Penelitian ini menggunakan pendekatan kuantitatif dengan desain kelompok tunggal (one group pretest–posttest design). Sampel penelitian diperoleh melalui teknik purposive sampling yang terdiri dari 27 siswa kelas IV. Teknik pengumpulan data dilakukan melalui tes awal (pretest) dan tes akhir (posttest) keterampilan berbicara dengan indikator penilaian meliputi ketepatan vokal, intonasi, ketepatan ucapan, urutan kata, dan kelancaran. Data dianalisis menggunakan analisis deskriptif, uji normalitas Shapiro-Wilk, dan uji non-parametrik Wilcoxon Signed-Rank Test karena data berskala ordinal. Hasil penelitian menunjukkan bahwa nilai rata-rata posttest lebih tinggi dibandingkan dengan pretest. Berdasarkan hasil uji hipotesis menggunakan Wilcoxon Signed-Rank Test, diperoleh nilai signifikansi Asymp. Sig. (2-tailed) sebesar $0,000 < 0,05$. Dengan demikian, hipotesis nol (H0) ditolak dan hipotesis alternatif (H1) diterima. Hal ini membuktikan bahwa penerapan model pembelajaran berbasis proyek (PjBL) melalui kegiatan drama memberikan pengaruh yang signifikan terhadap peningkatan keterampilan berbicara siswa kelas IV SDIT Insan Harapan.

Kata Kunci: Keterampilan Berbicara, Pembelajaran Berbasis Proyek (PjBL), Drama

THE EFFECT OF THE PjBL MODEL ON STUDENTS' SPEAKING SKILLS

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ABSTRACT

This study discusses the impact of the Project Based Learning (PjBL) model through drama activities on the speaking skills of fourth-grade students of SDIT Insan Harapan in Telagasari District. The purpose of this study was to determine the extent to which the application of the PjBL model can improve the oral speaking skills of fourth-grade students of SDIT Insan Harapan in the 2025/2026 academic year. This study used a quantitative approach with a single-group design (one group pretest–posttest design). The research sample was obtained through a purposive sampling technique consisting of 27 fourth-grade students. Data collection techniques were carried out through initial tests (pretest) and final tests (posttest) of speaking skills with assessment indicators including vocal accuracy, intonation, pronunciation accuracy, word order, and fluency. Data were analyzed using descriptive analysis, the Shapiro-Wilk normality test, and the non-parametric Wilcoxon Signed-Rank Test because the data was ordinal scale. The results showed that the average posttest score was higher than the pretest. Based on the results of the hypothesis test using the Wilcoxon Signed-Rank Test, a significance value of Asymp. Sig. was obtained. (2-tailed) of 0.000 < 0.05. Thus, the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted. This proves that the application of the project-based learning (PjBL) model through drama activities has a significant influence on improving the speaking skills of fourth-grade students at SDIT Insan Harapan.

Keywords: Speaking Skills, Project Based Learning (PjBL), Drama