

EFEKTIVITAS PEMBELAJARAN *STORYTELLING* BERBASIS MEDIA *AUDIOVISUAL* DALAM MENINGKATKAN KETERAMPILAN MENYIMAK SISWA KELAS IV SD

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ABSTRAK

Keterampilan menyimak siswa di tingkat sekolah dasar sering kali menunjukkan hasil yang kurang optimal, terutama ketika pembelajaran menggunakan metode konvensional yang cenderung monoton dan kurang menarik perhatian siswa, khususnya dalam pelajaran Bahasa Indonesia. Penelitian ini bertujuan untuk mengeksplorasi efektivitas model pembelajaran *storytelling* berbasis media *audiovisual* dalam meningkatkan keterampilan menyimak siswa kelas IV SD. Penelitian ini menggunakan desain eksperimen semu dengan *Non-equivalent pretest-posttest control group design*. Sampel penelitian terdiri dari 45 siswa yang dibagi menjadi dua kelompok, yaitu kelas eksperimen yang dibelajarkan menggunakan model pembelajaran *storytelling* berbasis media *audiovisual* dan kelas kontrol yang dibelajarkan menggunakan metode konvensional. Data dikumpulkan melalui tes objektif pilihan ganda dan dianalisis menggunakan statistik deskriptif serta uji-t untuk mengukur perbedaan keterampilan menyimak antar kelompok. Hasil Penelitian menunjukkan bahwa terdapat perbedaan yang signifikan antara keterampilan menyimak siswa pada kelas eksperimen dan kelas kontrol ($t_{hitung} = 2,152 > t_{tabel} = 2,064$). Temuan ini menunjukkan bahwa kombinasi model pembelajaran *storytelling* berbasis media *audiovisual* efektif dalam meningkatkan keterampilan menyimak siswa. Implikasi penelitian ini menekankan pentingnya penerapan strategi pembelajaran inovatif yang mengakomodasi aspek kognitif dan psikologis siswa guna meningkatkan efektivitas pembelajaran Bahasa Indonesia di sekolah dasar.

Kata kunci: Keterampilan Menyimak, *Storytelling*, *Audiovisual*, Pembelajaran Inovatif, Metode Konvensional.

**EFFECTIVENESS OF STORYTELLING LEARNING BASED ON
AUDIOVISUAL MEDIA IN IMPROVING STUDENTS' LISTENING SKILLS
IN GRADE IV OF ELEMENTARY SCHOOL**

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ABSTRACT

Students' listening skills at the elementary school level often show less than optimal results, especially when learning uses conventional methods that tend to be monotonous and less interesting for students, especially in Indonesian language lessons. This study aims to explore the effectiveness of the storytelling learning model based on audiovisual media in improving the listening skills of fourth grade elementary school students. This study uses a quasi-experimental design with a Non-equivalent pretest-posttest control group design. The research sample consisted of 45 students who were divided into two groups, namely the experimental class which was taught using the storytelling learning model based on audiovisual media and the control class which was taught using conventional methods. Data were collected through multiple-choice objective tests and analyzed using descriptive statistics and t-tests to measure differences in listening skills between groups. The results showed that there was a significant difference between students' listening skills in the experimental class and the control class ($t_{count} = 2.152 > t_{table} = 2.064$). This finding indicates that the combination of storytelling learning models based on audiovisual media is effective in improving students' listening skills. The implications of this study emphasize the importance of implementing innovative learning strategies that accommodate students' cognitive and psychological aspects in order to improve the effectiveness of Indonesian language learning in elementary schools.

Keywords: *Listening Skills, Storytelling, Audiovisual, Innovative Learning, Conventional Methods.*