

EFFORTS TO IMPROVE PUBLIC SPEAKING SKILLS USING STORYTELLING METHODS AT AL FITYAH ELEMENTARY SCHOOL

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Abstrak

Keterampilan berbicara di depan umum merupakan salah satu kemampuan penting yang perlu dikembangkan oleh siswa untuk menunjang keberhasilannya dalam berbagai bidang kehidupan. Metode bercerita merupakan salah satu strategi yang efektif dalam meningkatkan keterampilan berbicara di depan umum siswa. Penelitian ini bertujuan untuk meningkatkan keterampilan berbicara di depan umum siswa SD Al Fityah melalui penerapan metode bercerita. Keunggulan penelitian ini dibandingkan penelitian lain yang relevan terletak pada penggunaan metode penelitian tindakan kelas (PTK), dimana peneliti langsung menerapkan metode bercerita dalam proses pembelajaran, sedangkan penelitian lain pada umumnya terbatas pada observasi dan wawancara. Pendekatan kualitatif deskriptif digunakan untuk mengeksplorasi proses pembelajaran yang interaktif dan relevan melalui bercerita. Proses pembelajaran meliputi pemilihan cerita yang tepat, penyampaian cerita dengan teknik yang menarik, dan pemberian kesempatan kepada siswa untuk menceritakan kembali di depan kelas. Hasil penelitian menunjukkan bahwa metode bercerita secara signifikan meningkatkan rasa percaya diri, kelancaran berbicara, dan kemampuan menyampaikan pesan secara sistematis dan ekspresif. Selain itu, siswa menjadi lebih terampil dalam menggunakan intonasi, bahasa tubuh, dan ekspresi wajah yang merupakan unsur penting dalam berbicara di depan umum. Evaluasi dilakukan melalui observasi, wawancara, dan diskusi untuk mengetahui dampak metode ini terhadap perkembangan siswa. Kesimpulan dari penelitian ini adalah metode bercerita terbukti efektif dalam meningkatkan keterampilan berbicara di depan umum siswa. Oleh karena itu, penelitian ini memberikan rekomendasi bagi guru untuk menerapkan metode ini secara berkelanjutan sebagai bagian dari strategi pembelajaran yang inovatif dan menyenangkan.

Kata Kunci: *Keterampilan Berbicara, Metode Bercerita, Pembelajaran, Penelitian Tindakan Kelas, Kepercayaan Diri Siswa*

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Abstract

Public speaking skills are one of the important abilities that students need to develop to support their success in various fields of life. The storytelling method is one of the effective strategies in improving students' public speaking skills. This study aims to enhance students' public speaking skills at SD Al Fityah through the application of storytelling method. The advantage of this study over other relevant studies lies in the use of the classroom action research (PTK) method, where researchers directly apply the storytelling method in the learning process, while other studies are generally limited to observations and interviews. A descriptive qualitative approach was used to explore the interactive and relevant learning process through storytelling. The learning process includes selecting appropriate stories, delivering stories with interesting techniques, and providing opportunities for students to retell in front of the class. The results showed that the storytelling method significantly improved students' confidence, speaking fluency, and ability to convey messages systematically and expressively. In addition, students became more skillful in using intonation, body language, and facial expressions, which are important elements in public speaking. Evaluation was conducted through observations, interviews, and discussions to understand the impact of this method on student development. The conclusion of this study is that the storytelling method is proven to be effective in improving students' public speaking skills. Therefore, this study provides recommendations for teachers to implement this method sustainably as part of an innovative and fun learning strategy.

Keywords: *Speaking Skills, Storytelling Method, Learning, Classroom Action Research, Student Self-Confidence*

INTRODUCTION

Speaking is a crucial oral communication skill necessary for social, academic, and professional interactions. However, formal education often does not emphasize speaking skills, leading many students to struggle with expressing their thoughts clearly, lacking confidence, and experiencing limited structured practice (Indra Satia Pohan, 2023). The current educational system tends to focus more on reading and writing, restricting opportunities for students to practice speaking effectively. This issue is further exacerbated by traditional teaching methods that do not encourage active verbal engagement. In the academic context, mastering speaking skills is essential for deeper comprehension of study materials, effective discussions, and successful presentations. Professionally, strong speaking abilities play a crucial role in job interviews, negotiations, and workplace



communication (Rizal, 2021). Without sufficient practice, students may face communication barriers in the future, affecting their career opportunities and social interactions. Therefore, implementing innovative learning strategies is imperative to enhance students' speaking proficiency (Deni Andria et al., 2024).

Previous studies have explored various methods to improve students' speaking skills, with storytelling being one of the most widely examined techniques. Research has shown that storytelling enhances students' confidence, fluency, and ability to structure ideas logically. However, most studies have primarily focused on theoretical discussions and lack practical implementation guidelines for educators. Furthermore, the effectiveness of the storytelling method remains underexplored in specific educational settings such as SD Al Fityah. Studies such as "Storytelling Method to Improve Speaking Skills in 5-6 Year Old Children" by Ayu Putri and "Improving Speaking Skills Through Storytelling Method of Class III Students of SD Negeri 1 Beringin Jaya, Bumi Raya District, Morowali Regency" by Suwarti Ningsih primarily relied on descriptive analysis and observation. While these studies provide insights into storytelling's potential, they lack empirical testing through direct intervention in classroom activities, limiting their applicability in real-world educational settings.

This study aims to fill the gaps left by previous research by conducting an in-depth investigation of the storytelling method and its impact on students' public speaking skills at SD Al Fityah. Specifically, it seeks to determine how storytelling fosters self-confidence, enhances fluency, and enables students to organize and present ideas systematically. The study also focuses on developing optimal storytelling strategies, including selecting appropriate stories, utilizing engaging delivery techniques, and integrating technological tools to maximize student engagement. By adopting Classroom Action Research (PTK), this research will allow direct intervention in the learning process, incorporating iterative evaluation to ensure the method's effectiveness. The ultimate goal is to provide empirical evidence on storytelling's impact and offer practical recommendations for educators to create more interactive and student-centered speaking activities in the classroom.

This research is based on the hypothesis that implementing the storytelling method significantly enhances students' public speaking skills at SD Al Fityah. It is expected that storytelling will lead to noticeable improvements in students' confidence, fluency, and ability to structure their speech effectively. Compared to previous studies that primarily relied on



passive observation, this research actively engages with the teaching process by applying and refining storytelling techniques throughout the study. The assumption is that a well-structured storytelling approach, incorporating engaging narratives and interactive learning, will produce better speaking outcomes. Moreover, integrating digital storytelling tools is expected to further enhance students' participation and comprehension. If the hypothesis is confirmed, the findings will serve as a strong foundation for recommending storytelling as an essential pedagogical approach for developing speaking skills. Ultimately, this study aims to bridge the gap between theory and practice, offering concrete strategies for educators to improve students' speaking proficiency in formal education (Dalimunthe et al., 2023).

LITERATURE REVIEW

Public Speaking Concept

Public speaking has been the focus of numerous studies that highlight its importance in effective communication across various fields, including education and the workplace. Previous research has explored the relationship between public speaking techniques, psychological factors, and learning methods, as well as their impact on confidence and audience engagement (Delvia et al., 2019). From the various studies conducted, three main trends in public speaking research can be identified. The first trend focuses on the fundamental concepts of public speaking skills. Effective public speaking involves preparing structured material, using clear language, controlling intonation, and engaging with the audience (Samrin, 2016). A competent speaker must possess confidence, a deep understanding of the topic, and the ability to connect emotionally with the audience.

Additionally, various public speaking methods such as impromptu speaking, manuscript reading, memorization, and extemporaneous delivery offer distinct advantages depending on the context. A significant challenge often discussed in research is the nervousness that speakers experience. To overcome this, techniques such as breathing exercises, positive visualization, and storytelling have proven effective. Moreover, public speaking has evolved with the advent of digital platforms like webinars and social media, which require new virtual communication skills (Laila et al., 2022).

Storytelling Method

The second trend in public speaking research focuses on learning methods that can enhance public speaking skills, with storytelling being one of the most effective techniques. Storytelling has been shown to



improve memory, creativity, and understanding of concepts through engaging and emotional narratives (Aisyah Alda, 2024). This technique allows speakers to deliver messages in a way that is easier to comprehend, featuring a clear structure, emotional involvement, and communicative language. In educational settings, storytelling is widely used to develop students' critical thinking skills and character. By listening to well-structured stories, students can relate concepts to real-life experiences, making learning more meaningful. Additionally, storytelling fosters empathy and encourages active participation in discussions. Teachers often incorporate various genres of stories, including fables, personal experiences, and historical events, to make lessons more engaging. Research suggests that when storytelling is integrated into public speaking training, students become more confident and expressive in conveying ideas.

The effectiveness of storytelling in public speaking depends on several factors, including the careful selection of stories, structured delivery, and audience engagement. A successful storytelling approach involves systematic steps such as defining learning objectives, choosing relevant narratives, and presenting them dynamically using voice modulation, facial expressions, and visual aids. Teachers and speakers must also adapt their storytelling techniques to suit their audience, ensuring clarity and emotional connection. However, challenges exist, such as the need for strong communication skills and the difficulty of sustaining students' attention throughout the storytelling process. Additionally, some educators may struggle with selecting appropriate stories that align with learning goals. Despite these challenges, storytelling remains a powerful tool for creating interactive and immersive learning experiences. When applied effectively, it not only enhances public speaking skills but also fosters deeper understanding and long-term retention of knowledge (Mat Hasan et al., 2024).

Relationship between Storytelling Method and *Public Speaking*

The third trend in research highlights the connection between storytelling and the development of public speaking skills. Storytelling trains individuals to convey information effectively through a logical storyline, communicative language, and vocal and gestural techniques that enhance expression. This method not only builds confidence but also improves articulation, tone of voice, and the ability to engage with an audience. Furthermore, storytelling helps reduce public speaking anxiety by fostering an authentic connection between the speaker and listeners (Mulyo et al., 2019). Research findings suggest that storytelling enhances



speaking abilities while also strengthening conceptual understanding through easy to follow narratives, metaphors, and illustrations.

Building on these research trends, this study explores storytelling as an effective strategy for developing public speaking skills. By integrating an interaction-oriented and experiential learning perspective, this research offers a fresh approach to enhancing public speaking abilities, particularly in educational settings. Storytelling encourages active participation, critical thinking, and emotional engagement, making learning more effective and enjoyable. This approach also aligns with contemporary pedagogical methods that prioritize student-centered learning and real-world application. Examining its impact on communication skills, this research provides valuable insights into teaching strategies, fostering more confident and skilled public speakers. (Meylisa Yuliastuti Sahan, 2024).

RESEARCH METHODS

This research examines the students at SD Al Fityah who engaged in learning public speaking through the storytelling approach. The purpose is to comprehend how this approach improves the students' abilities and the elements that affect its success. The study adopts a qualitative methodology, specifically classroom action research (PTK), which provides a detailed understanding of the learning experience. It aims to enhance the quality of education through action cycles that encompass planning, execution, observation, and reflection. Data was gathered from participants, specifically the students of Al Fityah Elementary School, who were chosen through purposive sampling based on differences in confidence levels and speaking skills. The data collection methods included direct observation of the learning activities, interviews with students to gain insights into their public speaking experiences, and documentation through audiovisual recordings.

Each cycle of the research consists of four primary stages: planning, execution, observation, and reflection. The planning phase involves creating learning scenarios, preparing materials, and establishing success criteria. The execution stage focuses on applying the storytelling approach in the educational process. During the observation phase, the development of the students is documented, and in the reflection phase, the findings from the observations are analyzed to identify improvement strategies for subsequent cycles. Data analysis employed qualitative methods, which involved data reduction, presentation, and conclusion formulation. Information from observations, interviews, and documentation was analyzed to detect patterns in the learning process and assess the effectiveness of the storytelling approach. The outcomes of this study are

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anticipated to aid in the advancement of more effective public speaking teaching strategies in elementary schools.

RESULTS AND DISCUSSION

Results

Method Applied At Al Fityah School

The learning methods previously used at SD Al Fityah in improving students' public speaking skills are still dominated by conventional approaches that are less interactive and applicable. One method that is often applied is lecture, where the teacher conveys more material orally while students only act as passive listeners (Oktavianti & Rusdi, 2019). This method causes students' speaking skills to not be optimally honed because they do not get enough opportunities to practice speaking directly. In addition, the rote method is also a frequently used approach, where students are required to memorize texts or speeches without deeply understanding the structure of effective delivery. This approach makes students tend to rely on memorized texts and have difficulty when it comes to speaking spontaneously or facing an audience with confidence. (Gutara et al., 2023)

Group discussions are commonly used in learning, but they often lack direction and are dominated by more active students, while shy or less confident students remain passive. Additionally, the lack of diverse teaching techniques, such as simulations, debates, or public speaking exercises, limits students' experience in different communication contexts. In an interview, Mr. Sya'i, a homeroom teacher, explained that learning methods in schools are still dominated by lectures and assignments. This is not because teachers are unwilling to innovate but due to time constraints in preparing more varied methods. Moreover, heavy administrative workloads make teachers opt for practical teaching approaches. Mr. Sya'i also acknowledged that students often feel bored with the lecture method because it lacks active engagement. He observed that modern students prefer interactive learning methods, such as group discussions and project-based learning, which help increase their focus and enthusiasm in the classroom. (Maulina, 2019)

Based on an interview with one of the teachers, it has been observed that the learning methods used in class are often monotonous, primarily consisting of lectures and assignments. This is not due to the teachers' reluctance to try new approaches, but rather because they face time constraints when preparing more varied instructional strategies (Pratiwi, 2016). Additionally, the significant administrative burden on teachers leads them to favor methods that are deemed more practical and easier to implement in the classroom. However, teachers are aware that this approach can quickly lead to student boredom. In today's educational environment,



students prefer interactive learning methods that actively involve them, such as group discussions or projects (Mohamad Man Arfa Ladamay, 2021). Traditional lecture methods that focus solely on one-way material delivery often result in students losing focus and lacking motivation to learn. This presents a challenge for teachers to create a more engaging and effective learning atmosphere.

The ineffectiveness of public speaking education is also attributed to the insufficient use of innovative media, such as videos, audio recordings, and digital platforms for self-evaluation. These resources can help students identify and improve upon their weaknesses (Rahmayanti et al., 2024). Furthermore, feedback from teachers tends to be too general and lacks depth, leaving students without a clear understanding of their strengths and areas for improvement. Important elements such as intonation, facial expressions, body language, and anxiety management techniques are seldom discussed in detail, causing students to remain unaware of the errors that diminish their communication effectiveness (Hakim, 2020). The lack of variety in learning methods further exacerbates the ineffectiveness of training students in public speaking. Monotonous learning experiences often lead to boredom, passivity, and a lack of confidence when speaking in public. Consequently, students struggle to organize their ideas, speak fluently, and utilize appropriate expressions and body language. To address this issue, there is a need for more applicable learning innovations, such as the storytelling method. This approach effectively enhances students' confidence and speaking skills by allowing them to convey ideas in an engaging, relaxed manner, using more natural intonations and expressions (Aulia, 2023).

Application of Storytelling Method at Al Fityah School

After conducting observations and interviews at SD Al Fityah in improving public speaking skills using the storytelling method, I then applied this method in a systematic and structured manner. I integrate storytelling as part of the overall learning process by selecting stories that are appropriate to the age and development of the students, as well as ensuring their relevance to the learning objectives. I also prepared supporting media such as storybooks and illustrations to enhance the storytelling to make it more interesting. This research was conducted in two cycles over two days, on Wednesday and Thursday. The description can be seen in the following table:



Table of Development of Students' Public Speaking Skills

No.	Student Name	Pre-Cycle	Cycle 1	Cycle 2	Description
1.	Student 1	Simply	Simply	Good	Increased
2.	Student 2	Simply	Simply	Good	Increased
3.	Student 3	Good	Good	Very good	Increased
4.	Student 4	Simply	Simply	Good	Increased
5.	Student 5	Simply	Less	Simply	Increased
6.	Student 6	both	Good	Very good	Increased
7.	Student 7	Simply	Simply	Good	Increased
8.	Student 8	Simply	Less	Simply	Increased
9.	Student 9	Simply	Simply	Good	Increased
10.	Student 10	Simply	Good	Good	Stay
11.	Student 11	Less	Less	Simply	Increased
12.	Student 12	Simply	Simply	Good	Increased
13.	Student 13	Simply	Simply	Good	Increased
14.	Student 14	less	Less	Less	Stay
15.	Student 15	Simply	Good	Very good	Increased
16.	Student 16	Simply	Simply	Simply	Stay

In the table above, it explains that the application of the storytelling method to improve public speaking skills showed positive results, with an increase in the ability to speak in front of the class in most students. Observations made from the pre-cycle to the second cycle showed that this method was able to encourage students to be more confident and able to speak better in front of the class. At the initial stage, most students were in the "sufficient" category, while some of them were even still in the "less" category. After the implementation of the storytelling method, especially in the second cycle, there was a significant improvement, where many students who were originally only able to speak fairly well turned into being able to speak well, even some students reached the "very good" category. This improvement shows that the storytelling method is not only effective in practicing speaking skills, but also helps students in understanding good communication structures, increasing self-confidence, and enriching their vocabulary when speaking in public. However, there were some students who stagnated and did not show significant changes. This is an important note that in applying the storytelling method, additional approaches are needed for those students



who are still struggling to develop. Thus, the storytelling method is proven to make a positive contribution to the development of students' public speaking skills, especially in fostering courage and fluency in speaking in front of an audience.

This improvement also shows that the storytelling method is effective in helping students be more confident and skillful in public speaking. Students become more enthusiastic in participating, able to convey stories clearly, and show courage to speak in front of the class. This research proves that the storytelling method can be used as an effective alternative in improving public speaking skills at Al Fityah School.

After the retelling session, I guide students in a discussion to explore various aspects of the story, such as character traits, conflicts, and moral messages. This discussion also trains them in critical thinking and develops their speaking and listening skills better. In addition, this activity helps improve their confidence in public speaking and hones their ability to organize information coherently and logically. Evaluation was conducted on an ongoing basis by observing students' engagement, assessing their retelling skills, and evaluating their understanding of the moral values in the story. The results of this evaluation are used to design creative tasks that can help students apply these values in their daily lives. In addition, I also involve parents by encouraging them to continue the storytelling activities at home and discuss the values learned at school. (Manah, 2024)



Figure 1: Three elementary school students learn together the story of "Islamic history" using the storytelling method



Figure 2. Students watch the story of Islamic history through the Laptop layer



	
<p>Figure 4. Children listening to their friends telling stories in front of the class</p>	<p>Figure 3. One of the books was given to the students to read and then retell.</p>

The successful implementation of this storytelling method is supported by the cooperation between teachers, students, and parents. Through this method, students become more confident in public speaking and more skillful in organizing ideas clearly and systematically. This improvement in public speaking skills has a positive impact in various aspects of student life, both in the school environment and in other social activities. I continue to develop and refine this method to achieve optimal learning outcomes for all students.

DISCUSSION

The results of this study show that previous learning methods at SD Al Fityah were still dominated by lecture and memorization methods that were less interactive. As a result, students did not get enough opportunities to practice speaking directly, leading to underdeveloped public speaking skills. Group discussions were also ineffective as only confident students were more active, while shy students tended to be passive. The lack of innovative media such as videos, voice recordings, or digital platforms further limited the development of students' speaking skills. The lack of variety in teaching methods caused speaking skills to improve only among some students, while others remained hesitant to express their thoughts. Therefore, more interactive and innovative methods are needed to enhance students' speaking abilities, enabling them to communicate their ideas effectively in both academic and non-academic settings. (Zaki & Dewi, 2021)

Based on an interview with Mr. Sya'i, a homeroom teacher, time constraints and administrative burdens are the main reasons why teachers



continue using conventional methods. Despite understanding the importance of interactive techniques, implementing new methods remains a challenge. Teachers often struggle to integrate innovative teaching methods due to limited preparation and execution time. Additionally, the lack of training in using digital media or modern teaching techniques poses another challenge. To address this issue, the storytelling method has been introduced to help students develop their speaking skills more naturally and expressively. This method allows students to convey stories in their own style, making them more engaged in the learning process. Furthermore, storytelling helps improve students' memory and comprehension of the material, making learning more effective and enjoyable for them.

The application of the storytelling method has effectively improved students' public speaking skills. Observations from the pre-cycle to the second cycle showed significant improvements in students' confidence, speaking fluency, and vocabulary. Initially, most students were in the "fair" or "poor" category regarding their speaking skills. However, after implementing this method, many students reached the "good" and even "very good" categories. This demonstrates that storytelling can help students gradually develop their speaking skills. However, some students showed stagnation, requiring additional approaches to support their progress. One strategy that can be implemented is providing individual or small-group speaking practice, allowing less confident students to practice in a more comfortable setting without feeling intimidated by their peers. (Yani et al., 2022)

The storytelling method has been proven to not only enhance students' confidence and speaking skills but also provide other benefits such as strengthening moral understanding and increasing their interaction and engagement in learning. Through storytelling, students can easily grasp moral values embedded in the stories. Moreover, this method encourages students to participate more actively in classroom activities. To further enhance the effectiveness of this method, teachers can develop multimedia-based storytelling techniques or interactive drama. The use of visual and audio media can help students better understand stories while increasing their interest in learning. Schools can also provide training for teachers to improve their proficiency in applying this method. By doing so, storytelling can become a more engaging approach, yielding broader positive impacts on students' speaking skill development. (Syazali et al., 2023)



Parental support is also an essential factor in the successful implementation of the storytelling method. Parents can help students continue practicing their speaking skills outside of school by encouraging them to retell stories learned in class. Additionally, they can provide reading materials or educational videos that support the development of children's speaking abilities. With parental involvement, students will be more motivated to keep practicing and improving their speaking skills. Furthermore, storytelling can be applied across various subjects, not just language learning but also in subjects like history and social sciences. With broader implementation, this method can be an effective strategy for building students' confidence and enhancing their speaking abilities in diverse situations. (Bayu Widiyanto & Nurfaizah, 2023)

Overall, this study demonstrates that storytelling is an effective method for improving students' speaking skills, particularly in public speaking. The progress observed from the pre-cycle to the second cycle indicates that storytelling helps students overcome nervousness and enhance their fluency. Additionally, this method provides extra benefits in moral and social aspects. Therefore, schools are encouraged to actively adopt and integrate this method into their learning curriculum. By combining technology-based approaches with parental involvement, storytelling can become an even more effective tool for developing students' speaking skills. With continuous efforts, this method can help create a generation of students who are more confident communicators, capable of expressing their ideas and thoughts more effectively in various aspects of life.

CONCLUSION

This research demonstrates that the application of the storytelling method at Al Fityah Elementary School significantly enhances students' public speaking skills. The method helps students structure their ideas coherently, express themselves effectively, and internalize moral values from stories. Initially, students had a limited understanding of storytelling techniques, but after intensive implementation, their ability to retell stories fluently and expressively improved.

The strength of this research lies in its use of interactive strategies, such as ice-breaking activities, varied voice intonations, and active discussions, which made learning more engaging. Additionally, the involvement of parents, the use of supportive learning media, and continuous evaluation further contributed to the method's success. The storytelling method provided a more dynamic alternative to the previously dominant lecture and memorization-based approach.



However, this study also has limitations. It primarily focuses on a single school, which may limit the generalizability of the findings. Additionally, variations in students' individual abilities and engagement levels may have influenced the results. Future research could explore multimedia-based storytelling, interactive drama, or specialized teacher training to further enhance the effectiveness of this method.

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