

Ramadhan, Atabika. 2017. *Analisis Metode Explicit Instruction Berbantu Media Cerita Terhadap Kemampuan Mengidentifikasi Unsur Cerita Kelas V SDN Bancaran 1 Bangkalan*. Skripsi, Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Ilmu Pendidikan, Universitas Trunojoyo Madura. Pembimbing: (1) Wahid Khoirul Ikhwan, S.pd., M.Pd. (2) Yunin Hidayati, S.Si., M.Si.

ABSTRAK

Berdasarkan hasil pengamatan di SDN Bancaran 1 Bangkalan ditemui gejala-gejala atau fenomena khususnya pada pelajaran bahasa Indonesia seperti rendahnya keterampilan menyimak siswa dan rendahnya kemampuan siswa dalam mengidentifikasi unsur cerita. Kurangnya pemahaman siswa dalam memahami unsur cerita yang terdapat dalam cerita rakyat. Seperti siswa tidak dapat menyebutkan tokoh, amanat dan sebagainya. Kurangnya keinginan siswa dalam bertanya pada guru ketika mengalami kesulitan dalam mengidentifikasi unsur cerita. Oleh karena itu, dilakukan penelitian dengan menggunakan metode *explicit instruction* berbantu media cerita. Penelitian ini bertujuan untuk mengetahui metode *explicit instruction* berbantu media cerita terhadap kemampuan mengidentifikasi unsur cerita. Penelitian ini menggunakan pendekatan kualitatif deskriptif dan dilaksanakan di SDN Bancaran 1 Bangkalan tahun ajaran 2016/2017. Pengumpulan data menggunakan observasi, wawancara, dan dokumentasi. Hasil penelitian pelaksanaan pembelajaran menggunakan metode *explicit instruction* berbantu media cerita berjalan dengan baik. Siswa menjadi aktif, senang, termotivasi untuk mengikuti pembelajaran, dan suasana kelas kondusif jika dilihat dari aktivitas siswa dalam mengikuti proses pembelajaran. Berdasarkan hasil penelitian dapat disimpulkan bahwa penggunaan metode *explicit instruction* berbantu media dapat memaksimalkan proses pembelajaran pada materi mengidentifikasi unsur cerita.

Kata kunci: metode pembelajaran, *explicit instruction*, media cerita, unsur cerita

Ramadhan, Atabika. 2017. *Analysis of Explicit Instruction Methods Against Assisted Media Stories Stories Capabilities Identify Elements Class V SDN Bancaran 1 Bangkalan*. Thesis, Elementary School Teacher Education Study Program, Faculty of Education, University of Trunojoyo Madura. Advisors: (1) Wahid Khoirul Ikhwan, S.Pd., M.Pd. (2) Yunin Hidayati, S.Si., M.Si.

ABSTRACT

Based on observations in SDN Bancaran 1 Bangkalan encountered symptoms or phenomena, especially in the Indonesian language teaching listening skills as poor students and poor students' skills in identifying the elements of the story. Lack of understanding of the students in understanding the elements of the story contained in folklore. As students can not mention the figure, mandate and so forth. Lack of desire in the student asked the teacher when experiencing difficulties in identifying the elements of the story. Therefore, research using *explicit instruction* assisted media stories. This study aims to determine the method *explicit instruction-assisted* media stories on the ability to identify elements of the story. This study used descriptive qualitative approach and implemented in SDN Bancaran 1 Bangkalan the academic year 2016/2017. The collection of data through observation, interviews, and documentation. Results of research learning implementation using *explicit instruction-assisted* media story goes well. Students become active, happy, motivated to keep learning, and classroom atmosphere conducive when viewed from the activity of students in the learning process. Based on the results of this study concluded that the use of media-assisted method *explicit instruction* can maximize learning process on identifying the material elements of the story.

Keywords: teaching methods, *explicit instruction*, media stories, story elements