

## ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan penerapan metode public speaking dalam pembelajaran teks pidato, respons siswa terhadap metode tersebut, serta perubahan keterampilan berbicara siswa kelas VIII SMP IT Al-Bayan Percut Sei Tuan. Penelitian ini menggunakan pendekatan kualitatif dengan jenis deskriptif. Subjek penelitian terdiri dari guru Bahasa Indonesia dan siswa kelas VIII yang dipilih secara purposive. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Analisis data menggunakan model interaktif Miles dan Huberman yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan, serta diuji keabsahannya melalui triangulasi sumber dan teknik.

Hasil penelitian menunjukkan bahwa penerapan metode public speaking dilaksanakan melalui tiga tahap, yaitu persiapan, pelaksanaan, dan evaluasi. Pada tahap persiapan, guru memberikan pemahaman mengenai konsep dan teknik pidato. Pada tahap pelaksanaan, siswa secara aktif menyusun dan menyampaikan pidato di depan kelas. Sementara itu, pada tahap evaluasi, guru memberikan umpan balik terhadap penampilan siswa. Respons siswa terhadap penerapan metode ini menunjukkan sikap positif, ditandai dengan meningkatnya keaktifan, antusiasme, dan keberanian dalam berbicara.

Selain itu, terjadi peningkatan keterampilan berbicara siswa yang terlihat dari aspek kelancaran, intonasi, ekspresi, serta kemampuan menyampaikan gagasan secara sistematis. Metode public speaking juga mampu meningkatkan kepercayaan diri siswa dalam berbicara di depan umum. Dengan demikian, metode public speaking terbukti efektif dalam meningkatkan keterampilan berbicara siswa serta menciptakan pembelajaran yang lebih aktif, komunikatif, dan berpusat pada siswa.

Kata kunci: public speaking, teks pidato, keterampilan berbicara, pembelajaran Bahasa Indonesia.

## ABSTRACT

This study aims to describe the implementation of the public speaking method in speech text learning, students' responses to the method, and the improvement of speaking skills of eighth-grade students at SMP IT Al-Bayan Percut Sei Tuan. This research employed a qualitative approach with a descriptive design. The subjects of this study were Indonesian language teachers and eighth-grade students selected through purposive sampling. Data were collected through observation, interviews, and documentation. The data were analyzed using the interactive model of Miles and Huberman, which includes data reduction, data display, and conclusion drawing, and the validity of the data was ensured through source and technique triangulation.

The results showed that the implementation of the public speaking method was carried out through three stages: preparation, implementation, and evaluation. In the preparation stage, the teacher provided an understanding of speech concepts and techniques. In the implementation stage, students actively composed and delivered speeches in front of the class. In the evaluation stage, the teacher provided feedback on students' performances. Students' responses to the implementation of this method were positive, as indicated by increased participation, enthusiasm, and confidence in speaking.

Furthermore, there was an improvement in students' speaking skills, including fluency, intonation, expression, and the ability to convey ideas systematically. The public speaking method also enhanced students' self-confidence in speaking in public. Therefore, the public speaking method is proven to be effective in improving students' speaking skills and creating a more active, communicative, and student-centered learning environment.

Keywords: public speaking, speech text, speaking skills, Indonesian language learning.