

ABSTRAK

RANI TASYA BR GINTING. Pengaruh *Content and Language Integrated Learning* (CLIL) Berbantuan Video Animasi terhadap Keterampilan *Speaking* Siswa Kelas III SDN 101864 Gunung Rintih. Skripsi. Medan: Fakultas Ilmu Pendidikan. Universitas Negeri Medan. 2026.

Penelitian ini dilatarbelakangi oleh rendahnya keterampilan *Speaking* (berbicara) siswa dalam pembelajaran bahasa Inggris di sekolah dasar, yang ditunjukkan oleh kurangnya keberanian siswa dalam berbicara, keterbatasan kosakata, serta penggunaan metode pembelajaran yang kurang variatif dan kurang mendukung keterampilan berbahasa secara aktif. Oleh karena itu, diperlukan suatu pendekatan pembelajaran yang inovatif dan menarik untuk meningkatkan keterampilan *Speaking* siswa. Penelitian ini dilaksanakan dengan tujuan untuk mengetahui pengaruh penerapan pendekatan *Content and Language Integrated Learning* (CLIL) berbantuan video animasi terhadap keterampilan *Speaking* Siswa kelas III SDN 101864 Gunung Rintih. Penelitian ini menggunakan pendekatan kuantitatif dengan desain pre-eksperimen berbentuk *One Group Pretest-Posttest Design*. Populasi sekaligus sampel penelitian adalah seluruh siswa kelas III SDN 101864 Gunung Rintih yang berjumlah 23 orang, diambil dengan teknik total sampling. Data dikumpulkan melalui tes lisan berbentuk unjuk kerja (*Speaking test*) yang mencakup enam aspek penilaian, yaitu *pronunciation*, *vocabulary*, *grammar*, *intonation*, *fluency*, dan *content mastery*. Instrumen telah divalidasi melalui uji ahli (*expert judgment*). Data dianalisis menggunakan statistik deskriptif dan statistik inferensial melalui uji normalitas *Shapiro-Wilk* serta uji hipotesis Paired Sample t-test dengan bantuan IBM SPSS *Statistics version 31*. Hasil penelitian menunjukkan bahwa terdapat peningkatan nilai rata-rata keterampilan *Speaking* Siswa dari 62,83 pada pretest menjadi 82,39 pada posttest, dengan selisih peningkatan sebesar 19,56 poin. Hasil uji Paired Sample t-test menunjukkan nilai signifikansi (Sig. 2-tailed) < 0,001, lebih kecil dari taraf signifikansi $\alpha = 0,05$, sehingga H_0 ditolak dan H_a diterima. Dengan demikian, dapat disimpulkan bahwa pendekatan CLIL berbantuan video animasi berpengaruh signifikan terhadap keterampilan *Speaking* Siswa kelas III SDN 101864 Gunung Rintih. Berdasarkan temuan tersebut, disarankan bagi guru untuk menjadikan pendekatan CLIL berbantuan video animasi sebagai alternatif strategi pembelajaran dalam meningkatkan keterampilan berbicara bahasa Inggris siswa sekolah dasar.

Kata Kunci : *Content and Language Integrated Learning* (CLIL), Video Animasi, Keterampilan *Speaking*.

ABSTRACT

RANI TASYA BR GINTING. The Effect of Content and Language Integrated Learning (CLIL) Assisted by Animation Video on the Speaking Skills of Third Grade Students at SDN 101864 Gunung Rintih. Skripsi. Medan: Faculty of Education. State University of Medan. 2026.

This study was motivated by the low level of students' Speaking skills in learning English at the elementary school level, as indicated by students' lack of confidence in Speaking, limited vocabulary, and the use of less varied teaching methods that do not optimally support active language skills. Therefore, an innovative and engaging learning approach is needed to improve students' Speaking skills. This study aimed to determine the effect of implementing the Content and Language Integrated Learning (CLIL) approach assisted by animated videos on the Speaking skills of third-grade students at SDN 101864 Gunung Rintih. This research employed a quantitative approach with a pre-experimental design in the form of One Group Pretest-Posttest Design. The population as well as the sample consisted of all third-grade students of SDN 101864 Gunung Rintih, totaling 23 students, selected using total sampling technique. Data were collected through an oral performance test (Speaking test) covering six assessment aspects, namely pronunciation, vocabulary, grammar, intonation, fluency, and content mastery. The instrument was validated through expert judgment. Data were analyzed using descriptive and inferential statistics, including the Shapiro-Wilk normality test and the Paired Sample t-test with the assistance of IBM SPSS Statistics version 31. The results showed an increase in the average students' Speaking scores from 62.83 in the pretest to 82.39 in the posttest, with an improvement of 19.56 points. The result of the Paired Sample t-test showed that the significance value (Sig. 2-tailed) < 0.001 , which is lower than the significance level of $\alpha = 0.05$, indicating that H_0 was rejected and H_a was accepted. Therefore, it can be concluded that the CLIL approach assisted by animated videos has a significant effect on the Speaking skills of third-grade students at SDN 101864 Gunung Rintih. Based on these findings, it is recommended that teachers use the CLIL approach assisted by animated videos as an alternative teaching strategy to improve elementary students English Speaking skills.

Keywords : Content and Language Integrated Learning (CLIL), Animation Video, Speaking Skills.