

ABSTRAK

Kewa, Rosmarlyn. 2026. **Peningkatan Keterampilan Berbicara Siswa Kelas XI dalam Pembelajaran Bahasa Indonesia melalui Teknik Bermain Peran (*Role Playing*) di SMAS Santa Maria Iteng**. Skripsi. Yogyakarta. Program Studi Pendidikan Bahasa dan Sastra Indonesia, Jurusan Bahasa dan Seni, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma.

Skripsi ini merupakan penelitian tindakan kelas yang mengkaji peningkatan keterampilan berbicara siswa kelas XI dalam pembelajaran bahasa Indonesia melalui teknik bermain peran (*role-playing*) di SMAS Santa Maria Iteng. Tujuan penelitian ini untuk mendeskripsikan peningkatan ketuntasan nilai keterampilan berbicara siswa kelas XI di SMAS Santa Maria Iteng melalui penerapan teknik bermain peran (*role-playing*).

Jenis penelitian yang digunakan yakni penelitian tindakan kelas (PTK) yang terdiri atas dua siklus. Setiap siklus meliputi empat tahapan, yakni perencanaan, tindakan, observasi, dan refleksi. Pengumpulan data dilakukan dengan teknik tes dan nontes. Teknik tes guna memperoleh skor keterampilan berbicara berupa unjuk kerja lisan sebagai data kuantitatif. Teknik nontes diperoleh dari penilaian lembar observasi aktivitas, wawancara, serta dokumentasi guna mengidentifikasi perubahan sikap dan tanggapan siswa atas pembelajaran yang dilaksanakan sebagai data kualitatif.

Hasil penelitian menunjukkan bahwa penggunaan teknik bermain peran (*role-playing*) dapat meningkatkan keterampilan berbicara siswa kelas XI SMAS Santa Maria Iteng. Peningkatan dilihat dari aspek ketuntasan nilai siswa pada prasiklus sebesar 46,87% (15 siswa) dengan nilai rata-rata 61,72, meningkat pada siklus pertama pertemuan kedua menjadi 62,5% (20 siswa) dengan rata-rata 67,97, dan melonjak signifikan mencapai 84,37% (27 siswa) pada siklus kedua dengan nilai rata-rata 85,55. Berdasarkan data kualitatif menunjukkan bahwa siswa merasa senang dengan pembelajaran menggunakan teknik bermain peran (*role-playing*) karena mempermudah siswa mengembangkan penguasaan kosakata (rata-rata 86,72) dan menumbuhkan rasa percaya diri (rata-rata 85,16) saat berbicara di situasi formal. Siswa juga terbukti lebih aktif dan mampu melakukan improvisasi dialog secara lancar tanpa bergantung secara monoton pada teks naskah. Dengan demikian, penggunaan teknik bermain peran (*role-playing*) dalam pembelajaran bahasa Indonesia siswa kelas XI dapat meningkatkan keterampilan berbicara secara signifikan.

Kata kunci: keterampilan berbicara, bermain peran, *role playing*

ABSTRACT

Kewa, Rosmarlyn. 2026. ***Improving Eleventh-Grade Students' Speaking Skills in Indonesian Language Learning through Role Playing Technique at SMAS Santa Maria Iteng***. Undergraduate Thesis. Yogyakarta. Indonesian Language and Literature Education Study Program, Department of Language and Arts, Faculty of Teacher Training and Education, Sanata Dharma University.

This undergraduate thesis is a classroom action research that examines the improvement of eleventh-grade students' speaking skills in Indonesian language learning through the implementation of the role-playing technique at SMAS Santa Maria Iteng. The objective of this research is to describe the improvement of students' speaking skill completeness in the eleventh grade of SMAS Santa Maria Iteng through the application of the role-playing technique.

The type of research conducted was Classroom Action Research (CAR), which consisted of two cycles. Each cycle encompassed four stages: planning, acting, observing, and reflecting. Data collection was carried out using both test and non-test techniques. The test technique was utilized to obtain students' speaking skill scores through oral performance as quantitative data. Meanwhile, the non-test technique was obtained from observation sheets of activities, interviews, and documentation to identify changes in students' attitudes and responses toward the implemented learning process as qualitative data.

The results of the research indicated that the use of the role-playing technique successfully improved the speaking skills of the eleventh-grade students at SMAS Santa Maria Iteng. The improvement was observed in the student score completeness, which was 46.87% (15 students) with an average score of 61.72 in the pre-cycle phase. This percentage increased to 62.5% (20 students) with an average score of 67.97 in the second meeting of the first cycle, and significantly surged to 84.37% (27 students) in the second cycle with an average score of 85.55. Based on the qualitative data, the students showed enthusiasm and enjoyed learning through the role-playing technique because it helped them expand their vocabulary mastery (with an average score of 86.72) and fostered their self-confidence (with an average score of 85.16) when speaking in formal situations. Furthermore, the students proved to be more active and capable of performing dialogue improvisations fluently without relying monotonously on the script text. In conclusion, the utilization of the role-playing technique in Indonesian language learning can significantly enhance the speaking skills of eleventh-grade students.

Keywords: *speaking skills, role-playing*