

ABSTRAK

Devi Nurfitasari. 2026. Peningkatan Keterampilan Berbicara Dengan Menggunakan Metode Bermain Peran (*Role Playing*) Siswa Kelas IV SDN Caluk Kecamatan Slahung Kabupaten Ponorogo. *Tesis. Program Magister Pendidikan Bahasa dan Sastra Indonesia, Sekolah Pascasarjana Universitas PGRI Madiun.* Pembimbing (I) Dr. Dwi Rohman Soleh, S.S., M.Pd.; (II) Dr. Agung Nasrulloh Saputro, M.Pd.

Keterampilan bicara merupakan salah satu kemampuan berbahasa yang sangat krusial bagi siswa di tingkat sekolah dasar. Namun, berdasarkan observasi awal yang dilakukan di kelas IV SDN 1 Caluk di Kecamatan Slahung Kabupaten Ponorogo, kemampuan berbicara siswa masih belum memadai. Siswa tampak kurang percaya diri, pasif dalam proses belajar, dan menghadapi kesulitan dalam menyampaikan ide secara lisan. Penelitian ini bertujuan untuk: (1) meningkatkan keterampilan berbicara siswa dengan metode bermain peran, dan (2) meningkatkan partisipasi serta rasa percaya diri siswa melalui metode bermain peran. Studi ini menggunakan pendekatan kualitatif dengan jenis Penelitian Tindakan Kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari tahap perencanaan, pelaksanaan tindakan, pengamatan, dan refleksi. Subjek penelitian adalah siswa kelas IV di SDN 1 Caluk Kecamatan Slahung Kabupaten Ponorogo. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dokumentasi, dan catatan lapangan. Validitas data diuji menggunakan triangulasi sumber dan triangulasi metode. Analisis data dilakukan dengan model interaktif Miles dan Huberman yang mencakup pengumpulan data, reduksi data, penyajian data, serta penarikan kesimpulan. Temuan penelitian menunjukkan bahwa penerapan metode bermain peran dapat meningkatkan kemampuan berbicara siswa. Rata-rata keterampilan berbicara siswa meningkat dari 68% di Siklus I menjadi 89% di Siklus II. Selain itu, partisipasi dan rasa percaya diri siswa juga meningkat dari 76% di Siklus I menjadi 93% di Siklus II. Peningkatan tersebut terlihat pada aspek keberanian bicara, kelancaran berbicara, ketepatan dalam pengucapan, ketepatan intonasi, kemampuan menyampaikan ide, partisipasi dalam pembelajaran, dan keberanian tampil di depan kelas. Berdasarkan hasil penelitian dapat disimpulkan bahwa metode bermain peran (*role playing*) efektif untuk meningkatkan keterampilan berbicara, keaktifan, dan kepercayaan diri siswa kelas IV SDN 1 Caluk Kecamatan Slahung Kabupaten Ponorogo. Oleh karena itu, metode bermain peran dapat digunakan sebagai alternatif pembelajaran Bahasa Indonesia untuk meningkatkan keterampilan berbicara siswa sekolah dasar.

Kata kunci: kemampuan berbicara, metode bermain peran, penelitian tindakan kelas, sekolah dasar

ABSTRACT

Devi Nurfitasari. 2026.. *Improving Speaking Skills Using Role Playing Method of Fourth Grade Students of Caluk Elementary School, Slahung District, Ponorogo Regency.* Thesis. Master Program in Indonesian Language and Literature Education, Postgraduate School of PGRI Madiun University. Supervisors: (I) Dr. Dwi Rohman Soleh, S.S., M.Pd.; (II) Dr. Agung Nasrulloh Saputro, M.Pd.

Speaking is an important language skill for elementary school students to master. However, based on initial observations in fifth-grade students at SDN 1 Caluk, Slahung District, Ponorogo Regency, students' speaking skills are still low. Students tend to lack confidence, are passive in learning, and have difficulty expressing ideas orally. This study aims to: (1) improve students' speaking skills through role-playing, and (2) increase student engagement and self-confidence through role-playing. This study used a qualitative approach with Classroom Action Research (CAR) implemented in two cycles. Each cycle consisted of planning, action implementation, observation, and reflection. The research subjects were fifth-grade students at SDN 1 Caluk, Slahung District, Ponorogo Regency. Data collection techniques included observation, interviews, documentation, and field notes. Data validity was checked through source triangulation and technique triangulation. Data analysis used the Miles and Huberman interactive model, which includes data collection, data reduction, data presentation, and conclusion drawing. The results of the study indicate that the application of role-playing methods can improve students' speaking skills. The average student speaking skill increased from 68% in Cycle I to 89% in Cycle II. Furthermore, student engagement and self-confidence also increased from 76% in Cycle I to 93% in Cycle II. This improvement was evident in speaking confidence, fluency, pronunciation accuracy, intonation accuracy, ability to convey ideas, participation in learning, and confidence in speaking in front of the class. Based on the results of the study, it can be concluded that the role-playing method is effective in improving the speaking skills, engagement, and self-confidence of fifth-grade students at SDN 1 Caluk, Slahung District, Ponorogo Regency. Therefore, the role-playing method can be used as an alternative Indonesian language learning method to improve elementary school students' speaking skills.

Keywords: *speaking skills, role-playing method, classroom action research, elementary school.*