

Alya Khoirun Nisa'. 2026. *Pengaruh Metode Role Playing terhadap Hasil Belajar Siswa Kelas IV di SDN Benowo III Surabaya*. Skripsi, Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Trunodjoyo Madura. Ika Dian Rahmawati S. Pd., M. Pd.

ABSTRAK

Penelitian ini dilatarbelakangi oleh rendahnya keterampilan berbicara siswa kelas IV di SDN Benowo III Surabaya pada mata pelajaran Bahasa Indonesia. Observasi awal menunjukkan bahwa siswa cenderung kurang percaya diri, memiliki kosakata yang terbatas, pasif dalam pembelajaran, dan hasil belajarnya masih banyak yang berada di bawah Kriteria Ketuntasan Minimal (KKM) sebesar 70. Selain itu, metode pembelajaran yang digunakan guru masih dominan bersifat konvensional (ceramah), sehingga kurang memberikan kesempatan bagi siswa untuk praktik berbicara secara langsung. Penelitian ini bertujuan untuk mengetahui pengaruh penerapan metode *role playing* terhadap peningkatan hasil belajar (khususnya keterampilan berbicara) siswa kelas IV SDN Benowo III Surabaya dalam pembelajaran Bahasa Indonesia. Jenis penelitian yang digunakan adalah penelitian kuantitatif. Subjek penelitian ini adalah siswa kelas IV SDN Benowo III Surabaya. Fokus intervensi adalah metode *role playing* dengan indikator penilaian yang mencakup aspek kebahasaan (pelafalan, kosakata) dan non-kebahasaan (ekspresi, pemahaman isi). Berdasarkan tinjauan literatur dan data pendukung, penerapan metode *role playing* memberikan dampak positif yang signifikan terhadap keterampilan berbicara. Siswa menjadi lebih berani mengemukakan pendapat, lebih aktif dalam proses pembelajaran, dan mengalami peningkatan skor rata-rata antara sebelum dan sesudah diberikan perlakuan (*treatment*). Integrasi metode ini membantu siswa mengeksplorasi perasaan dan strategi pemecahan masalah melalui situasi nyata yang disimulasikan. Metode *role playing* efektif dalam meningkatkan hasil belajar dan keterampilan berbicara siswa kelas IV pada mata pelajaran Bahasa Indonesia. Penggunaan metode ini disarankan bagi para pendidik sebagai alternatif pembelajaran yang interaktif untuk meningkatkan motivasi dan keterlibatan aktif siswa di dalam kelas.

Kata Kunci: *Role Playing*, Hasil Belajar, Keterampilan Berbicara, Bahasa Indonesia, Sekolah Dasar.

Alya Khoirun Nisa'. 2026. *The Effect of Role Playing Method on the Learning Outcomes of Fourth Grade Students at SDN Benowo III Surabaya*. Thesis, Elementary School Teacher Education Study Program, Faculty of Teacher Training and Education, Trunodjoyo University Madura. Ika Dian Rahmawati S. Pd., M. Pd.

ABSTRACT

This research is motivated by the low speaking skills of fourth-grade students at SDN Benowo III Surabaya in Indonesian Language subjects. Initial observations show that students tend to lack confidence, have limited vocabulary, are passive in learning, and many of their learning outcomes are still below the Minimum Completion Criteria (KKM) of 70. In addition, the learning methods used by teachers are still predominantly conventional (lecturing), so they do not provide opportunities for students to practice speaking directly. This study aims to determine the effect of the application of the role-playing method on improving learning outcomes (especially speaking skills) of fourth-grade students of SDN Benowo III Surabaya in learning Indonesian. The type of research used is quantitative research. The subjects of this study were fourth-grade students of SDN Benowo III Surabaya. The focus of the intervention is the role-playing method with assessment indicators that include linguistic aspects (pronunciation, vocabulary) and non-linguistic aspects (expression, understanding of content). Based on the literature review and supporting data, the application of the role-playing method has a significant positive impact on speaking skills. Students became more confident in expressing their opinions, more active in the learning process, and experienced an increase in their average scores between before and after treatment. The integration of these methods helped students explore their feelings and problem-solving strategies through simulated real-life situations. The role-playing method was effective in improving fourth-grade students' learning outcomes and speaking skills in Indonesian. Educators recommend using this method as an interactive learning alternative to increase student motivation and active engagement in the classroom.

Keywords: Role-Playing, Learning Outcomes, Speaking Skills, Indonesian, Elementary School.