

## ABSTRAK

Kemampuan berbicara merupakan keterampilan berbahasa produktif yang penting dalam pembelajaran Bahasa Indonesia, khususnya bagi siswa SMK yang dipersiapkan memasuki dunia kerja. Namun, kemampuan berbicara siswa kelas XI di SMK Negeri 9 Medan masih tergolong rendah, ditandai kurangnya kelancaran, ketepatan struktur kalimat, intonasi, dan kepercayaan diri saat pertunjukan drama. Penelitian ini bertujuan untuk mengetahui ada atau tidaknya dampak metode Role Playing terhadap kemampuan berbicara siswa melalui pertunjukan drama.

Penelitian menggunakan pendekatan kuantitatif dengan desain quasi experimental nonequivalent control group design. Sampel terdiri dari dua kelas, masing-masing 30 siswa, yaitu kelas eksperimen yang diberi perlakuan metode Role Playing dan kelas kontrol dengan metode konvensional. Instrumen penelitian berupa tes kinerja (performance test) berbentuk pertunjukan drama yang dinilai berdasarkan aspek pronunciation, grammar, fluency, serta intonation and expression menggunakan rubrik skala Likert. Analisis data dilakukan melalui uji normalitas Shapiro–Wilk, uji homogenitas Levene’s Test, dan uji Mann–Whitney U karena data tidak berdistribusi normal dan tidak homogen.

Hasil penelitian menunjukkan nilai signifikansi uji Mann–Whitney U sebesar 0,375 ( $p > 0,05$ ), sehingga tidak terdapat perbedaan yang signifikan antara kelas eksperimen dan kelas kontrol. Dengan demikian, metode Role Playing dalam penelitian ini belum menunjukkan pengaruh yang signifikan secara statistik terhadap kemampuan berbicara siswa. Meskipun demikian, secara deskriptif terlihat adanya kecenderungan peningkatan pada kelas eksperimen, sehingga metode ini tetap berpotensi meningkatkan keterampilan berbicara apabila diterapkan secara lebih optimal dan berkelanjutan.

**Kata kunci:** Role Playing, kemampuan berbicara, pertunjukan drama, quasi eksperimen.

## ABSTRACT

*Speaking ability is a productive language skill that plays a crucial role in Indonesian language learning, particularly for vocational high school students who are prepared to enter the workforce. However, the speaking ability of eleventh-grade students at SMK Negeri 9 Medan is still relatively low, as indicated by limited fluency, inaccurate sentence structure, inappropriate intonation, and lack of confidence during drama performances. This study aims to determine whether the Role Playing method has an impact on students’ speaking ability through drama performances.*

*This research employed a quantitative approach using a quasi-experimental nonequivalent control group design. The sample consisted of two classes, each comprising 30 students: an experimental class that received instruction through the Role Playing method and a control class that was taught using conventional methods. The research instrument was a performance test in the form of a drama presentation assessed based on pronunciation, grammar, fluency, and intonation and expression using a Likert-scale rubric. Data were analyzed using the Shapiro–Wilk normality test, Levene’s homogeneity test, and the Mann–Whitney U test due to non-normal and non-homogeneous data distribution.*

*The results revealed a Mann–Whitney U significance value of 0.375 ( $p > 0.05$ ), indicating no statistically significant difference between the experimental and control classes. Therefore, the Role Playing method did not show a statistically significant effect on students’ speaking ability. However, descriptively, there was a tendency of improvement in the experimental class, suggesting that the method has potential to enhance speaking skills if implemented more optimally and consistently.*

**Keywords:** Role Playing, speaking ability, drama performance, quasi-experimental design.