

THE IMPLEMENTATION OF DEEP LEARNING-BASED ROLE-PLAYING USING NEWS TEXTS TO IMPROVE SPEAKING SKILLS

Nurul Hidayat¹⁾, Sujinah²⁾

^{1,2}Master's Program in Indonesian Language and Literature Education, Universitas Muhammadiyah Surabaya
Streath Sutorejo number 59, Dukuh Sutorejo, Mulyorejo District, Surabaya City, East Java

¹E-mail: nh220788@gmail.com

²E-mail: sujinah@um-surabaya.ac.id

Abstrak

Penelitian ini bertujuan untuk meningkatkan kemampuan berbicara murid kelas VIIA melalui penerapan metode bermain peran pada teks berita dalam pembelajaran mendalam di SMP Islam Terpadu Al Uswah Banyuwangi. Latar belakang dari penelitian ini adalah rendahnya kemampuan berbicara murid, khususnya dalam menyampaikan informasi dengan jelas, logis, dan menarik perhatian. Penelitian ini menggunakan pendekatan Penelitian Tindakan Kelas (PTK) dengan desain kualitatif dan kuantitatif. Subjek penelitian meliputi seluruh murid di kelas VIIA, sementara data diperoleh melalui observasi, tes berbicara, dan catatan reflektif dari guru. Metode bermain peran diterapkan dalam dua siklus, yang masing-masing meliputi tahap perencanaan, pelaksanaan, observasi, dan refleksi. Temuan dari penelitian menunjukkan adanya peningkatan yang signifikan dalam kemampuan berbicara. Rata-rata nilai murid naik dari 62,5 pada prasiklus, menjadi 78,4 pada siklus I, dan mencapai 88,2 pada siklus II. Selain peningkatan nilai, murid juga menunjukkan motivasi yang lebih tinggi, rasa percaya diri yang meningkat, serta mampu menyusun informasi berita dengan lebih logis dan komunikatif. Guru juga mencatat bahwa metode permainan peran mendorong interaksi yang aktif, kolaborasi, dan pemahaman yang lebih mendalam terhadap teks berita. Penelitian ini menyimpulkan bahwa metode bermain peran dalam pembelajaran mendalam terbukti efektif dalam meningkatkan kemampuan berbicara murid. Temuan ini membawa implikasi bagi guru Bahasa Indonesia untuk memaksimalkan metode pengajaran yang bersifat interaktif dan berbasis pengalaman.

Kata Kunci: pembelajaran mendalam, kemampuan berbicara, metode bermain peran, motivasi

Abstract

This study aims to improve the speaking ability of class VIIA students through the application of role-playing methods on news texts in in-depth learning at Al Uswah Integrated Islamic Junior High School, Banyuwangi. The background of this study is the low speaking ability of students, especially in conveying information clearly, logically, and attracting attention. This study uses a Classroom Action Research (CAR) approach with qualitative and quantitative designs. The research subjects included all students in class VIIA, while data were obtained through observation, speaking tests, and reflective notes from teachers. The role-playing method was applied in two cycles, each of which includes the planning, implementation, observation, and reflection stages. The findings of the study indicate a significant increase in speaking ability. The average student score increased from 62.5 in the pre-cycle to 78.4 in the first cycle, and reached 88.2 in the second cycle. In addition to the improved scores, students also demonstrated higher motivation, increased self-confidence, and were able to organize news information more logically and communicatively. Teachers also noted that the role-play method encouraged active interaction, collaboration, and a deeper understanding of the news text. This study concluded that the role-play method in immersive learning was proven effective in improving students' speaking skills. These findings have implications for Indonesian language teachers to maximize interactive and experience-based teaching methods.

Keywords: in-depth learning, speaking skills, role-playing method, motivation

1. INTRODUCTION

Speaking is a crucial communication skill in daily life (Dhea Alfira & Siregar, 2024). In the realm of education, speaking ability is an essential competency that students need to master, particularly in Indonesian language learning (Fawaid & Damayanti, 2024). Speaking ability is defined as the capacity to express thoughts, feelings, and information orally in a clear, organized, and communicative manner (Gusnayetti, 2024). This skill is vital for building student character, boosting self-confidence, and preparing students to face the challenges of the globalization era. Effective communication is the key to success across various fields (Suprayitno & Moefad, 2024).

Indonesian language instruction plays a crucial role in enhancing students' communication skills (Ali, 2020). Preliminary observations and initial assessments conducted in class VIIA revealed that students' speaking proficiency remained at a low level. Many students struggled to convey information in a structured manner, articulate ideas clearly, and use language that was both communicative and contextually appropriate (Fajri & Aisah, 2025). Consequently, students tended to be passive during the learning process, lacked self-confidence, and were unable to effectively articulate their opinions or information (Ujang Ruslandi et al., 2025). This situation presents a challenge for teachers to devise instructional strategies that can improve speaking skills while also motivating students to participate actively (Abiwati et al., 2025).

One method proven effective for enhancing speaking skills is the implementation of role-playing strategies (Rosida et al., 2019). Role-playing is an instructional technique that allows students to embody specific characters in real-life situations or simulations, enabling them to practice speaking within appropriate contexts (Sayekti, 2025). Employing role-playing strategies can boost student learning motivation,

reinforce conceptual understanding, and hone oral communication skills, as students learn through direct experience and social interaction (Subroto et al., 2025). In the context of learning about news, role-playing assists students in conveying information in a structured, logical, and communicative manner; by taking on roles such as sources, journalists, or news anchors, students gain a better understanding of the structure and language used in news reporting (Munsi, 2020).

Deep learning is a crucial approach in this study. It focuses on a holistic understanding of concepts rather than merely memorizing information or grasping material at a basic or superficial level (Nugraha & Hasanah, 2016). Deep learning encourages students to connect new knowledge with their existing experiences, think critically and creatively to solve problems, and construct meaningful understanding. Consequently, deep learning emphasizes not only content mastery but also the students' ability to apply knowledge contextually in real-life situations (Mubarok et al., 2025). In the context of Indonesian language learning, deep learning can be implemented through text analysis, critical discussion, and relevant speaking exercises, such as role-playing based on news texts. By integrating role-playing strategies with deep learning, it is expected that students' speaking abilities will improve not only technically but also through a profound understanding of news content, social context, and appropriate language use (Baso et al., 2025).

Speaking—specifically in the context of presenting news texts—requires students to convey information accurately, clearly, and impartially (Shintiyah et al., 2023). News texts follow a specific format comprising an introduction, the event itself, and a conclusion, while utilizing simple, fact-based, and easily understandable language. Students often face challenges in comprehending news texts because they lack familiarity with logically organizing

information, selecting appropriate vocabulary, and adjusting their tone and expression during delivery. This highlights the need for an instructional approach that prioritizes in-depth speaking practice, such as role-playing, enabling students to recognize news structures while actively honing their speaking skills (Astuti et al., 2025).

Previous research has revealed that role-playing techniques are effective in honing speaking skills. Furthermore, studies indicate that role-playing boosts learning motivation, active engagement, and social interaction among students, thereby making the learning process more engaging and meaningful (Annajih & Bakhtiar, 2024). Based on these findings, the role-playing method is highly relevant for teaching news texts at SMP Islam Terpadu Al Uswah Banyuwangi, particularly for enhancing the speaking skills of Grade VIIA students.

Issues regarding students' limited speaking proficiency can be attributed to factors such as motivation and self-confidence (Dewantara, 2012). Many students feel shy or anxious about making mistakes when speaking in front of the class, leading them to remain silent or provide only brief answers (Yuniarti, 2017). Role-playing strategies create an enjoyable and safe learning environment; by assuming specific characters rather than simply acting as themselves, students experience reduced fear and awkwardness (Marlita, 2025). Furthermore, role-playing fosters collaboration among students, as they must work together to enact scenarios or deliver information jointly. Consequently, this approach not only enhances technical speaking skills but also develops students' social and emotional competencies—including cooperation, responsibility, and empathy toward their peers (Rahayu et al., 2025).

This study aims to enhance the speaking skills of Grade VIIA students by applying the role-playing method to news texts within a Deep Learning framework. Additionally, the study

seeks to describe students' learning motivation while participating in lessons utilizing the role-playing method. Through the implementation of this method, it is expected that students will participate actively, gain confidence in speaking, and acquire meaningful learning experiences. The findings of this study are expected to make a positive contribution to Indonesian language teachers in designing and conducting instruction that is more interactive, effective, enjoyable, and centered on the students' learning experiences.

Furthermore, this research is expected to serve as a reference for developing speaking instruction strategies aligned with the *Kurikulum Merdeka* (Independent Curriculum) and 21st-century learning features, which emphasize the importance of critical thinking, creativity, communication, and collaboration skills (Fajri & Aisah, 2025).

Overall, this study integrates three fundamental elements: the honing of speaking skills, the application of role-playing techniques, and deep learning. These three elements reinforce one another to create a meaningful learning experience for students. Enhancing speaking skills through role-playing techniques addresses not only technical aspects but also considers enthusiasm, self-confidence, and social interaction, thereby maximizing learning outcomes (Subroto et al., 2025).

2. LITERATURE REVIEW

Instruction in speaking skills within the Indonesian language subject requires strategies that can enhance students' participation, confidence, and depth of understanding (Zahira et al., 2024). The role-playing method is a highly useful approach, as it allows students to actively practice the language in communicative situations that mirror real-life scenarios. Through role-playing, students not only practice linguistic aspects—such as pronunciation, intonation, and word choice—but also engage non-linguistic

elements, such as facial expressions and self-confidence (Zahira Auliya Rahmat, 2017).

A deep learning approach emphasizes a reflective and contextual learning process, enabling students to comprehend the material thoroughly and connect it to real-life experiences, rather than merely memorizing theories.

News texts serve as learning resources with a structured format and factual content that can be utilized to practice speaking skills (Izzati & Subandiyah, 2024). Integrating news texts with a deep-learning-based role-playing method offers students the opportunity to critically analyze news content, process information, and communicate it verbally while assuming roles such as news anchors, reporters, or interviewees. Previous studies have demonstrated that both role-playing and deep learning—when implemented independently—can enhance speaking skills; however, research combining the two within the context of news text instruction remains scarce. Consequently, investigating the application of a deep-learning-based role-playing method with news texts is crucial for effectively and meaningfully improving students' speaking skills (Melasarianti & Soedirman, 2018).

3. METHODS

This study employs a mixed-methods approach, integrating quantitative and qualitative data to gain a comprehensive understanding of the impact of a news-text-based role-playing strategy on students' speaking skills. The quantitative approach is used to assess changes in students' speaking scores from the pre-cycle phase to Cycle II, while the qualitative approach is utilized to gain deeper insight into the learning process during the implementation of the role-playing method. Through this approach, the researcher can describe students' learning experiences, motivation, and social interactions, as well as the responses of both students and the teacher to the learning activities. Student learning motivation is observed through their level of

enthusiasm during lessons, willingness to express opinions and perform in front of the class, active participation in asking questions and responding to information, earnestness in preparing for and enacting roles, and persistence in completing assigned tasks. Additionally, students' social interactions are observed through their ability to collaborate in groups, participate in discussions, respect peers' opinions, and engage in role-playing activities. Qualitative data—obtained through participant observation, teacher reflection notes, and interviews—provide a comprehensive picture of changes in student behavior, engagement, and the evolution of learning motivation throughout the process. This approach was selected to ensure the study does not merely quantify changes in learning outcomes but also captures the processes, experiences, and factors that either facilitate or hinder the effectiveness of the role-playing technique (Asngadi Rofiq, 2025).

This study employs a Classroom Action Research (CAR) design conducted over two cycles. Each cycle comprises the stages of planning, action implementation, observation, and reflection. During the planning stage, the researcher developed a teaching module, a news-text-based role-play scenario, a speaking skills assessment instrument, observation sheets for learning motivation and social interaction, and interview guidelines. In the action implementation stage, the role-play method was applied to news text instruction in accordance with the designed scenario.

Quantitative data were obtained through speaking skill tests administered during the pre-cycle stage, as well as at the end of Cycle I and Cycle II. Assessments were conducted using a rubric covering aspects such as speaking fluency, pronunciation accuracy, content accuracy, language usage, and the ability to convey information communicatively. These data were used to determine the improvement in students'

speaking skills following the implementation of the interventions.

Meanwhile, qualitative data were gathered during the observation and reflection stages. Observational data were used to describe learning motivation, student engagement in the learning process, and social interactions during the role-playing activities. Learning motivation was assessed based on indicators such as enthusiasm for the lesson, willingness to perform in front of the class, active participation (asking questions or responding), commitment to the assigned role, and persistence in completing tasks. Social interaction was observed through the ability to collaborate, respect peers' opinions, and participate in group discussions. In addition to observation, qualitative data were also collected through interviews and teacher reflection notes to gain deeper insight into the students' learning experiences and the effectiveness of the role-playing method.

The reflection stage is conducted at the end of each cycle by analyzing the quantitative and qualitative data obtained. The results of this reflection serve as a basis for refining the implementation of actions in the subsequent cycle, thereby ensuring the research objectives are optimally achieved. During the planning stage, the researcher develops role-play scenarios based on news texts, creates a speaking assessment rubric, designs observation sheets, and prepares interview guidelines (Asngadi Rofiq, 2025).

The implementation stage involves conducting role-play activities in the classroom, where students assume roles such as reporters, interviewees, or news anchors. The teacher acts as a facilitator, providing instructions, encouraging interaction, and ensuring active student engagement. Participatory observation is employed to monitor student activities, motivation levels, and social interactions, while the teacher's reflective notes document student

progress, challenges encountered, and responses to the teaching strategies (Susilowati Dwi, 2019).

Quantitative data were collected through speaking tests assessed using a rubric covering aspects such as fluency, pronunciation, content, and delivery. These tests were administered prior to the intervention (pre-cycle) and at the end of each cycle to evaluate the development of speaking skills. Meanwhile, qualitative data were obtained through participant observation, teacher reflection notes, and targeted interviews with selected students. The purpose of these interviews was to understand the students' learning experiences, their perspectives on the role-playing method, and their motivation and self-confidence in speaking (Dewi & Hamsia, 2025).

Quantitative data analysis employed descriptive statistics—such as means and standard deviations—to examine patterns of improvement in speaking scores from the pre-cycle stage through Cycle II. Inferential analysis methods were also applied to evaluate the significance of score increases across the different cycles. Qualitative data analysis was conducted thematically, beginning with data familiarization through the review of field notes and interview transcripts, followed by coding to identify central themes, the formulation of key themes regarding strategy effectiveness, and the interpretation of results to provide a comprehensive picture that complements the quantitative data (Filmillah et al., 2025).

To ensure data accuracy, this study employs both source and method triangulation, gathering data from students, teachers, and the researcher through observations, interviews, and speaking skill assessments. The evaluation rubric underwent prior testing to ensure reliability and consistency in assessment. Research ethics were strictly upheld by obtaining permission from the school and students' parents, maintaining participant anonymity, and ensuring the study did not disrupt the instructional process (Sibarani & Albina, 2025). Consequently, this study focuses

not only on quantitative improvements in speaking skills but also explores the learning process, student experiences, and the factors influencing the effectiveness of role-playing strategies within the context of deep learning based on news texts.

4. RESULTS AND DISCUSSION

This study aims to improve the speaking skills of Grade VIIA students through the implementation of a news-based role-playing strategy within an in-depth learning process at SMP Islam Terpadu Al Uswah Banyuwangi. The research findings are presented from both quantitative and qualitative perspectives to provide a comprehensive overview of the development of speaking skills and the students' learning experiences during the implementation of the role-playing strategy. The research results and documentation are presented below (Hartaty & Gunawan, 2024).



Figure 1. Classroom learning activities

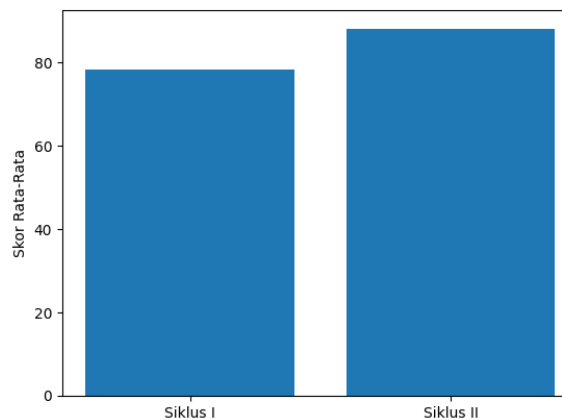


Figure 2. Comparison diagram of cycles 1 and 2

Table 1. Results of instructional interventions in Cycle 1 and Cycle 2

Assessment Stages	Average Score	Number of Students Meeting the Learning Objective Mastery Criteria	Information
Cycle 1	78,4	20	71.4% of students are able to express information clearly.
Cycle 2	88,2	28	96.4% of students showed significant progress.

Table 2. Qualitative Description of the Results of Actions in Cycle 1 and Cycle 2

Action	Information
Cycle I	Based on observations and the evaluation of speaking skills during Cycle 1, some students successfully conveyed information from news texts orally with reasonable competence. Students began to show the courage to speak in front of the class and were able to articulate the core of the news information. However, several issues persisted, such as imprecise intonation, unstructured delivery of information, and limited vocabulary usage. Furthermore, some students appeared hesitant and lacked confidence when taking on the roles of news anchors or interviewees. Student interaction during role-playing activities was not yet fully optimal, resulting in limited participation in discussions and question-and-answer sessions.
Cycle 2	In Cycle 2, there was a significant improvement in the students' speaking skills. They were able to present news in a more structured and clear manner, using language appropriate to the context. Notable progress was observed in their intonation, articulation, and expressive delivery. The students also appeared more confident and active in their roles—whether as news anchors, reporters, or interviewees. Interactions among students became more dynamic, evidenced by the exchange of responses, questions, and

clarifications during the role-play activities. Furthermore, the students demonstrated a deeper understanding of the news content, resulting in information delivery that was more accurate and communicative.

Table 3. Learning motivation

Learning Motivation Indicators	Cycle 1	Cycle 2
Enthusiasm in participating in lessons	Beginning to develop	Excellent
Willingness to speak up	Sufficient	Excellent
Active participation (asking questions/responding)	Sufficient	Good
Collaboration within groups	Good	Excellent
Diligence in completing tasks	Good	Excellent

DISCUSSION

The results of this study indicate that the use of role-playing strategies in teaching news text material significantly improved the speaking skills of Grade VIIA students at SMP Islam Terpadu Al Uswah Banyuwangi. Quantitative data show that the average speaking score rose from 62.5 in the pre-cycle to 88.2 in Cycle II, with the proportion of students achieving the learning mastery standard (KKTP) increasing from 28.6% to 96.4%. This improvement suggests that role-playing encourages students to speak more fluently and confidently, and to convey news information in a structured and communicative manner—aligning with deep learning principles that emphasize active experience, interaction, and reflection (Biggs & Tang, 2011).

Qualitative data support the quantitative findings. Participant observation and teacher reflection notes were used to identify changes in students' motivation, self-confidence, and engagement during the learning process. Semi-structured interviews were conducted to explore students' perceptions of the learning process, including their experiences acting as reporters, interviewees, or news anchors. These results align with the social-constructivist theory proposed by Álvarez & Del Río (1990), which emphasizes the role of social interaction and collaboration in skill development.

Beyond academic aspects, role-playing also yields positive social benefits. Students learn to

collaborate, respect their peers' opinions, and hone their interpersonal communication skills. This approach demonstrates that experiential learning focuses not only on mastering subject matter but also on shaping students' motivation, self-confidence, and social skills (Subroto et al., 2025).

Challenges that arose—such as the anxiety experienced by some students during the initial implementation—were successfully addressed through teacher guidance, regular practice, and group collaboration. This demonstrates that the success of the role-playing strategy depends not only on the method employed but also on the teacher's role as a facilitator who fosters a safe and supportive learning environment (Ulviani, 2025).

Overall, the role-playing strategy based on news texts has proven effective in enhancing students' speaking abilities while simultaneously strengthening deep learning (Azizah et al., 2025). This approach integrates active, collaborative, and contextual learning, enabling students not only to convey information clearly but also to develop motivation, self-confidence, and social skills. These findings offer practical implications for Indonesian language teachers to adopt methods that are interactive, enjoyable, and conducive to comprehensive mastery of speaking skills (Ramadani, 2022).

The improvement in speaking skills observed in this study demonstrates that experiential

learning can create a more meaningful learning environment (Suleman, 2024). When students role-play as news anchors, reporters, or interviewees, they do not merely memorize the news content; they also grasp the context, communication objectives, and linguistic characteristics involved in conveying information. These activities align with the principles of deep learning, which emphasize the interconnection of knowledge, experience, and reflection, thereby rendering the learning process more meaningful for students (Kurniawan et al., 2026).

Implementing the role-playing method also affords students the opportunity to develop their communication skills incrementally. Initially, some students spoke softly, lacked confidence, and struggled to modulate their intonation and expressions. However, following repeated practice during the second cycle, students began to deliver news coherently, employ more communicative language, and display expressions appropriate to the news context. This indicates that speaking proficiency is a skill developed through continuous practice (Lubis, 2021).

Regarding learning motivation, the study results reveal an increase in student enthusiasm throughout the learning process. Motivational indicators—such as the confidence to perform in front of the class, active questioning, group collaboration, and diligence in completing tasks—improved from a "fair" to an "excellent" level. This demonstrates that the role-playing method fosters an enjoyable learning atmosphere, encouraging students to engage actively at every stage of instruction. Such a positive learning environment serves as a crucial factor in enhancing speaking performance (Sujinah, 2019).

The results of this study also demonstrate that deep learning not only enhances cognitive aspects but also develops students' social competencies. During role-playing activities, students are

required to engage in discussions, delegate tasks, devise scenarios, and provide feedback to other groups. These activities foster collaboration skills, interpersonal communication, and a respectful attitude toward differing opinions. Consequently, the learning process focuses not merely on achieving academic grades but also on character building in alignment with the Graduate Profile Dimensions (Saputro et al., 2026).

These findings align with the research of Hasan and Anggriani (2025), which indicates that the role-playing method enhances speaking skills through direct communication activities. Similarly, the study by Sujinah et al. (2022) shows that role-playing improves social interaction and active student participation in the learning process. These consistent results reinforce the conclusion that role-playing is an effective instructional strategy for improving speaking skills in Indonesian language lessons.

In addition to aligning with previous research, the findings reinforce the concept of deep learning proposed by Husada et al. (2019)—namely, that effective learning occurs when learning activities are aligned with learning objectives and the assessments employed. In this study, role-playing activities were designed to match speaking objectives, while assessments utilized a rubric measuring fluency, content accuracy, language usage, pronunciation, and the ability to convey information communicatively. This alignment contributed to improved student learning outcomes.

Nevertheless, this study has certain limitations. It was conducted with a single class and a limited number of subjects; consequently, the results cannot be generalized across the entire educational level. Furthermore, the study's duration—comprising only two cycles—was insufficient to demonstrate the long-term sustainability of improvements in speaking skills. Therefore, further research involving a broader range of schools and an extended timeframe is warranted.

The practical implications of this study suggest that Indonesian language teachers can utilize the role-playing method as an alternative approach to teaching speaking skills across various text types—ranging from news reports to speeches, interviews, discussions, dramas, and presentations. Teachers act as facilitators who design learning scenarios, provide constructive feedback, and create a safe learning environment, ensuring all students have equal opportunities to develop their speaking abilities.

Overall, the implementation of a deep-learning-based role-playing method positively impacts students' speaking skills, learning motivation, and social capabilities. Integrating practical activities, reflection, collaboration, and communication fosters a learning experience that is more active, contextual, and meaningful. Consequently, this method is recommended as an innovative strategy for Indonesian language instruction at the junior high school level, as it supports the attainment of 21st-century competencies while aligning with the deep learning characteristics emphasized in the *Kurikulum Merdeka* (Independent Curriculum).

Beyond enhancing speaking skills, the study demonstrates that deep-learning-based role-playing fosters a more active, student-centered learning culture. Throughout the process, students shift from being passive recipients of information to active participants who construct knowledge through experience, interaction, and reflection. Activities such as drafting news scripts, discussing content, role-playing characters, and evaluating other groups' performances collectively nurture critical thinking, creativity, communication, and collaboration. These findings indicate that role-playing is not only relevant for improving speaking skills but also supports the implementation of 21st-century learning and the *Kurikulum Merdeka* (Independent Curriculum) by prioritizing contextual, meaningful learning and character development. Thus, deep-learning-

based role-playing stands as a viable, innovative alternative that can be sustainably implemented in Indonesian language classes at the junior high school level (Novieanti et al., 2024).

5. CONCLUSION

Based on the results of this study, it can be concluded that implementing the news-text role-playing method within a deep learning framework is highly effective for enhancing the speaking skills of Grade VIIA students at SMP Islam Terpadu Al Uswah Banyuwangi. This improvement is evident in the students' speaking scores, which progressed from the pre-cycle stage through to Cycle II. There was a significant increase in the percentage of students meeting the learning objective mastery criteria (KKTP), alongside qualitative findings indicating enhanced student motivation, self-confidence, and social skills. The role-playing method not only strengthens academic mastery but also fosters a learning environment that is participatory, collaborative, and enjoyable.

Based on the research findings, the following recommendations are offered. For Indonesian language teachers, the role-playing method should be routinely applied in speaking instruction to boost students' communication skills, motivation, and social interaction. Teachers should prepare role-play scenarios aligned with the subject matter, provide guidance and opportunities for reflection, and create a classroom atmosphere that encourages active participation from all students. Future researchers are encouraged to expand upon this study by incorporating variations in text types, grade levels, or combinations with other teaching methods to explore the effectiveness of role-playing in broader contexts.

Thus, this study highlights that learning grounded in real-world experiences—facilitated by the role-playing method—is not only effective for improving speaking skills but also aligns with the principles of deep learning. This approach emphasizes experience, social interaction, and

student reflection as key elements in achieving comprehensive skill mastery.

6. REFERENCE

- Abiwati, F., Rizal, R., & Asdar, A. (2025). Model Pembelajaran Problem Based Learning untuk Meningkatkan Keterampilan Berbahasa Indonesia Siswa Kelas V Sekolah Dasar. *Saraweta : Jurnal Pendidikan dan keguruan*, 3(1), 170–182.
- Ali, M. (2020). Pembelajaran Bahasa Indonesia Dan Sastra (Basastra) Di Sekolah Dasar. *PERNIK : Jurnal Pendidikan Anak Usia Dini*, 3(1), 35–44. <https://doi.org/10.31851/pernik.v3i2.4839>
- Álvarez, A., & Del Rio, P. (1990). Educación y desarrollo: la teoría de Vygotsky y la zona de desarrollo próximo. In *Desarrollo psicológico y educación*. <https://dialnet.unirioja.es/servlet/articulo?codigo=4813925>
- Annajih, M. H., & Bakhtiar, A. M. (2024). Analisis Penggunaan Metode Bermain Peran Untuk Meningkatkan Interaksi Antar Siswa. *Jurnal Educatio FKIP UNMA*, 10(4), 1292–1298. <https://doi.org/10.31949/educatio.v10i4.9787>
- Asngadi Rofiq. (2025). Implementasi Peningkatan Kemampuan Membaca Dan Menulis Peserta Didik Melalui Kegiatan Baca Sebelum Pembelajaran. *PENEROKA: Jurnal Kajian Ilmu Pendidikan Bahasa dan Sastra Indonesia*, 5(1), 6. <https://doi.org/10.30739/peneroka.v5i1.3773>
- Astuti, P. D., Harjono, H. S., & Priyanto. (2025). Aktivitas Bermain Peran Sebagai Upaya Penguatan Keterampilan Berbicara Bahasa Indonesia bagi Mahasiswa Internasional. *Jurnal kependidikan*, 14(2), 2337–2346. <https://repository.unja.ac.id/75858/%0Ahttps://repository.unja.ac.id/75858/5/DaftarRujukan.pdf>
- Azizah, B., Wahyuni, S., & Ambarwati, A. (2025). Implementasi Model Pembelajaran Time Token dalam Materi Teks Berita untuk Meningkatkan Kemampuan Berbicara dan Partisipasi Siswa Kelas XI SMAN 4 Blitar. *Jurnal Penelitian, Pendidikan, dan Pembelajaran*, 20(6), 1–14.
- Baso, R. Z., Hamzah, R. A., & Nurdianah, N. (2025). Strategi Inovatif Dalam Pembelajaran Berbicara Lanjutan. *Masokan Ilmu Sosial dan Pendidikan*, 5(1), 47–63. <https://doi.org/10.34307/misp.v5i1.145>
- Biggs, J., & Tang, C. (2011). Train-the-Trainers: Implementing Outcomes-based Teaching and Learning in Malaysian Higher Education. *Malaysian Journal of Learning and Instruction*, 8, 1–19. <https://doi.org/10.32890/mjli.8.2011.7624>
- Dewantara, I. P. (2012). Identifikasi Faktor Penyebab Kesulitan Belajar Keterampilan Berbicara Siswa Kelas VIII Smpn 5 Negara Dan Strategi Guru Untuk Mengatasinya. *Jurnal Pendidikan dan Pembelajaran Bahasa Indonesia*, 1(2), 1–15.
- Dewi, W. E., & Hamsia, W. (2025). Penggunaan Flashcards Untuk Meningkatkan Keterampilan Berbicara Siswa Kelas 7a Smp Negeri 18 Surabaya Tahun 2024 / 2025. *Proceeding Universitas Surabaya*.
- Dhea Alfira, & Siregar, M. F. Z. (2024). Pentingnya Peran Orang Tua dalam Memajukan Keterampilan Berbahasa Anak Usia Dini melalui Komunikasi. *Jurnal Pendidikan Anak Usia Dini*, 1(4), 15. <https://doi.org/10.47134/paud.v1i4.641>
- Gusnayetti. (2024). Penerapan Pendekatan Komunikatif Dalam Meningkatkan Kemampuan Berpidato Pada Mahasiswa. *Jurnal Administrasi Publik dan Pemerintahan*, 3(1), 10–16. <https://doi.org/10.55850/simbol.v3i1.98>
- Fajri, Z., & Aisah, S. (2025). Pengembangan Inovasi Keterampilan Berbahasa Anak Melalui Pendekatan Komunikatif. *Jurnal Ilmiah Pendidikan Dasar*, 10(2).
- Fawaid, A., & Damayanti, A. D. (2024). Pendekatan Pengajaran Bahasa Komunikatif Untuk Meningkatkan Keterampilan Berbicara Siswa pada Materi Bahasa Indonesia di Sekolah Dasar. *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah*, 8(1), 145. <https://doi.org/10.35931/am.v8i1.2914>
- Filmillah, Q., Najwa, W. A., & Rifan Najih, A. (2025). Peningkatan Keterampilan Berbicara Melalui Model Pembelajaran Kooperatif Tipe Team Games Tournament Pada Siswa Kelas V. *SENTRATAMA Seminar Transformasi dan Teknologi Pendidikan Al Hikmah*, 1(2005), 338–350.
- Hartaty, D. T., & Gunawan, H. (2024). Metodologi Penelitian dan Etika Keguruan. *JUPI: Jurnal*

- Ilmu Pendidikan Islam*, 22, 430–439.
<https://doi.org/10.36835/jipi.v22i3.136>
- Hasan, H., & Anggriani, R. (2025). Pengaruh metode bermain peran terhadap keterampilan berbicara siswa sekolah dasar. *JADIKA: Jurnal Pendidikan Guru Sekolah Dasar*, 1(1), 34–42.
- Husada, A., Untari, M. F. A., & Tsalatsa, A. N. (2019). Peningkatan keterampilan berbicara dengan metode bermain peran pada siswa. *Journal of Education Action Research*, 3(2), 124–130.
- Izzati, C. A. F., & Subandiyah, H. (2024). Pemanfaatan Vlog Sebagai Media Pembelajaran Teks Berita Kelas XI. *Jurnal BAPALA*, 11(1), 38–48.
<https://ejournal.unesa.ac.id/index.php/bapala/article/view/58408>
- Kurniawan, Y., Martutik, M., & Nurhadi, N. (2026). Peningkatan Keterampilan Membacakan Teks Berita melalui Studio Kreatif di Kelas XI SMA Negeri 1 Sukosari. *Jurnal Onoma: Pendidikan, Bahasa, dan Sastra*, 12(1), 522–538.
- Lubis, R. (2021). Peningkatan keterampilan berbicara siswa melalui metode bermain peran pada pembelajaran bahasa Indonesia materi drama kelas IV SDN 347 Batahan Kabupaten Mandailing Natal (Doctoral dissertation, IAIN Padangsidimpuan).
- Marlita. (2025). Meningkatkan Minat Belajar PAI Melalui Pendekatan Bermain Peran (Role-Playing) Pada Siswa Kelas V SDN 143 / VIII Teluk Kembang Jambu. *Journal Of Indonesian Professional Teacher : JIPT*, 1(2), 161–172.
- Melasarianti, L., & Soedirman, U. J. (2018). *PENINGKATAN KETERAMPILAN BERBICARA MELALUI METODE*. 9(1).
- Mubarok, A. S., Nurazizah, Z., Herawan, E., & Putri, D. P. (2025). Deep Learning with Project-Based Learning (PjBL) Model for Student Creativity. *Pedagogia : Jurnal Pendidikan*, 14(2), 239–252.
<https://doi.org/10.21070/pedagogia.v14i2.1957>
- Munsi, M. F. (2020). Seminar Nasional Bahasa dan Sastra Indonesia. *Prosiding Samasta*, 1–6.
- Nugraha, M. T., & Hasanah, A. (2016). Membangun Pola Pikir Deep Learning Guru Sekolah Dasar. *Kalam Cendekia: Jurnal Ilmiah Kependidikan*, 12(3), 1–23.
- Rahayu, R., Herlina, H., Vega, N. De, & ... (2025). Integrasi Bahasa Afektif Dalam Pembelajaran Mendalam Anak Usia Dini. *Journal of Instructional and Development Researches*, 5(5), 603–614. <https://journal.iel-education.org/index.php/JIDeR/article/view/590>
- Ramadani, Ji. S. (2022). Melalui Pembelajaran Bahasa Indonesia Effort To Overcome Beginning Reading Difficulties. *Jurnal Pendiidkan Guru Sekolah Dasar*, 2, 1–10.
- Rosida, N. I., Rosidin, O., & Wahid, F. I. (2019). Penerapan Metode Bermain Peran Untuk Meningkatkan Kemampuan Pemeranan Drama. *Jurnal Membaca (Bahasa dan Sastra Indonesia)*, 3(2), 129.
<https://doi.org/10.30870/jmbasi.v3i2.5226>
- Saputro, A. A., Latifah, I. N., & Nur, D. M. M. (2026). Implementasi Model Role Playing untuk Penguatan Tanggung Jawab Sosial Siswa dalam Pembelajaran IPS Kelas VIII. *Jurnal Penelitian Ilmiah Multidisipliner*, 2(03), 2791–2799.
- Sayekti, H. L. (2025). Penerapan Media Jenga Balok dalam Pembelajaran Bahasa Indonesia Siswa Kelas IV SD Negeri 1 Jurug. *Hortatori: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 9(1), 81–90.
- Shintiyah, D., Wedasuwari, I. A. M., & Susrawan, I. N. A. (2023). Peningkatan Keterampilan Berbicara Melalui Literasi Digital Dengan Metode Case Based Learning (CBL) Dalam Pembelajaran Teks Berita Pada Siswa Kelas VIII C Smp Sapta Andika. *Jurnal Ilmiah Pendidikan Bahasa dan Sastra Indonesia (JIPBSI)*, 7(2), 6.
- Sibarani, N. H., & Albina, M. (2025). Etika dalam Penelitian Pendidikan. *Jurnal Riset Ilmu Pendidikan Islam*, 2(3), 10–21.
<https://ejournal.aripafi.or.id/index.php/Karakter>
- Subroto, D. E., Amalia, A. R., Fathani, N., & Muhlisoh, N. M. (2025). Upaya Guru untuk Meningkatkan Keterampilan Berbicara Siswa dengan Menggunakan Metode Role-Playing dalam Pengajaran Bahasa Indonesia. *Dharma Acariya Nusantara: Jurnal Pendidikan, Bahasa dan Budaya*, 3(1), 11–25.
- Sujinah, S. (2019). Perencanaan Pembelajaran Dan Pendekatan Student Centered Learning.
- Sujinah, S., Supriyanto, E., & Haryanti, T. (2022). Buku Panduan Penetapan Bahan Ajar Sekolah.
- Novicanti, Linggar Iba., Sujinah, Sujinah., Fatim, Idhoofiyatul. (2024). Pengimplementasian

- Project Based Learning dalam Membangun Kompetensi Menulis Teks Berita Siswa dengan Muatan Kearifan Lokal. Ideas: *Jurnal Pendidikan, Sosial, dan Budaya*, [S.l.], v. 10, n. 3, p. 667-678. <https://doi.org/10.32884/ideas.v10i3.1732>.
- Suleman, M. A. (2024). Meningkatkan Keterampilan Komunikasi Siswa melalui Penerapan Experiential Learning. *Ideguru: Jurnal Karya Ilmiah Guru*, 9(3), 1530-1538.
- Suprayitno, M. A., & Moefad, A. M. (2024). Suprayitno, M. A., & Moefad, A. M. (2024). Peran Pendidikan Islam Terintegrasi Dalam Pembentukan Karakter Dan Keterampilan Sosial Generasi Muda Muslim Di Era Globalisasi. *JIIP - Jurnal Ilmiah Ilmu Pendidikan*, 7(2), 1763-1770.
- Susilowati Dwi. (2019). Peningkatan Konsentrasi Belajar Mahasiswa Melalui Pemanfaatan Evaluasi Pembelajaran Quizizz Pada Mata Kuliah Kimia Fisika I. *Jurnal Dinamika Pendidikan*, 12(1), 29-39.
- Ujang Ruslandi, Siti Qomariyah, & Mimit Sumitra. (2025). Peran Metode Pembelajaran Diskusi dalam Menciptakan Keaktifan Belajar Siswa di MAS Tarbiyatul Islamiyah. *Katalis Pendidikan: Jurnal Ilmu Pendidikan dan Matematika*, 2(1), 79-90. <https://doi.org/10.62383/katalis.v2i1.1203>
- Ulviani, M. (2025). Penggunaan Drama Dan Role-Play Dalam pembelajaran Bahasa Indonesia Untuk Meningkatkan Kemampuan Berbicara. *Zenodo.org*, 1(2), 20.
- Yuniarti, S. (2017). Kecemasan Berbicara Di Dalam Kelas Bahasa Asing Terhadap Siswa Kelas 10 DI SMK Negeri 5 Palembang. *RJE: Jurnal Ilmu Pendidikan*, 13(3), 1576-1580.
- Zahira Auliya Rahmat, F. P. A. W. (2017). Kemampuan Berbicara Siswa SD Negeri Cipayung 02 Pagi Dalam Pembelajaran Bahasa Indonesia. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 10(3), 3665-3696.
- Zahira, H., Hidayatullah, M. R., Nisa, K., Zubad, M., & Yaqien, N. (2024). Menggali potensi Pembelajaran Bahasa Indonesia di Sekolah Dasar: Tantangan dan Inovasi. *Jurnal Ilmiah Madrasah Valume*, 1(3), 2024.