

**PENERAPAN METODE *ROLE PLAYING*
DENGAN MEDIA CANVA
DALAM MENINGKATKAN KETERAMPILAN
MENDONGENG SISWA KELAS VII
SMP NEGERI 1 KUTA**

Oleh

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ABSTRAK

Penelitian Tindakan Kelas (PTK) ini dilaksanakan dengan tiga sasaran utama: (1) memaparkan prosedur implementasi teknik *role playing* berbantuan platform Canva, (2) mengevaluasi capaian kemampuan bercerita, serta (3) mengkaji tanggapan peserta didik kelas VII.4 di SMP Negeri 1 Kuta terhadap pendekatan pembelajaran tersebut. Adapun pihak yang dilibatkan sebagai subjek mencakup pendidik mata pelajaran Bahasa Indonesia beserta para siswa di kelas terkait. Proses pengumpulan data bertumpu pada teknik observasi, tes, dan penyebaran kuesioner, yang kemudian diolah melalui analisis deskriptif kualitatif maupun kuantitatif. Berdasarkan hasil kajian, terbukti bahwa kolaborasi metode *role playing* dan media Canva secara efektif mampu mendongkrak kompetensi mendongeng siswa. Peningkatan ini terlihat jelas dari perbandingan pencapaian antarsiklus. Pada putaran pertama (Siklus I), nilai rata-rata praktik mendongeng mencapai 67,92 yang berada pada taraf cukup. Angka tersebut kemudian melonjak pada putaran kedua (Siklus II) ke posisi 77,57, yang mengindikasikan predikat baik. Sejalan dengan perbaikan hasil belajar tersebut, antusiasme peserta didik turut menunjukkan tren yang menanjak. Hal ini tecermin dari skor rata-rata tanggapan siswa yang awalnya berada di angka 24,81 (kategori positif) pada Siklus I, merangkak naik secara signifikan menjadi 27,10 (kategori sangat positif) di akhir Siklus II.

Kata kunci: Canva, keterampilan mendongeng, *role playing*.

**IMPLEMENTATION OF THE ROLE PLAYING
METHOD WITH CANVA MEDIA
TO IMPROVE THE STORYTELLING SKILLS
OF GRADE VII STUDENTS OF SMP NEGERI 1 KUTA**

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ABSTRACT

This Classroom Action Research (CAR) was conducted with three primary objectives: (1) to describe the implementation procedure of the role-playing technique assisted by the Canva platform, (2) to evaluate the achievement of storytelling skills, and (3) to examine the responses of class VII.4 students at SMP Negeri 1 Kuta towards this learning approach. The subjects of this research included the Indonesian language educator and the students of the respective class. Data collection relied on observation, tests, and questionnaires, which were subsequently analyzed using qualitative and quantitative descriptive techniques. The findings revealed that the integration of the role-playing method and Canva media effectively enhanced the students' storytelling competencies. This improvement was evident from the comparison of achievements across cycles. In the first cycle (Cycle I), the average storytelling score reached 67.92, which was categorized as fair. This score subsequently increased in the second cycle (Cycle II) to 77.57, indicating a good category. In line with these improved learning outcomes, student enthusiasm also demonstrated an upward trend. This was reflected in the average score of student responses, which initially stood at 24.81 (positive category) in Cycle I, and significantly increased to 27.10 (highly positive category) by the end of Cycle II.

Keywords: Canva, role playing, storytelling skills