

## ABSTRAK

Febrianti, Valentina Rizki. 2020. *Keefektifan Metode Rotating Roles dan Metode Role Playing dalam Pembelajaran Pementasan Drama Siswa Kelas XI SMA Sang Timur Yogyakarta Tahun Ajaran 2019/2020*. Skripsi. Yogyakarta: Program Studi Pendidikan Bahasa dan Sastra Indonesia, Jurusan Pendidikan Bahasa dan Seni, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma.

Penelitian ini bertujuan untuk menguji keefektifan penggunaan metode pembelajaran *rotating roles* dan metode *role playing* pada keterampilan pementasan drama siswa kelas XI SMA Sang Timur Yogyakarta tahun ajaran 2019/2020. Selain itu, penelitian ini juga bertujuan menguji seberapa tinggi tingkat keterampilan siswa dalam mementaskan drama dengan menggunakan metode *rotating roles* dan metode *role playing*.

Desain penelitian menggunakan *One group Pretest-Posttest Design*. Variabel penelitiannya yaitu (1) variabel bebas berupa penggunaan metode *rotating roles* dan metode *role playing* dan (2) variabel terikat berupa tingkat keterampilan pementasan drama. Sampel penelitian menggunakan kelas XI IPS yang dibagi menjadi dua kelompok eksperimen, yaitu kelompok *rotating roles* dan kelompok *role playing* yang telah ditentukan menggunakan teknik *purposive sampling*. Teknik pengumpulan data yaitu menggunakan tes kinerja, observasi dan dokumentasi. Validitas instrumen penelitian menggunakan validitas isi (*expert judgment*).

Hasil penelitian tentang keefektifan metode pembelajaran *rotating roles* dan *role playing* dapat disimpulkan sebagai berikut, (1) keterampilan pementasan drama siswa dengan menggunakan metode *rotating roles* termasuk dalam kategori sangat tinggi dengan nilai batas atas 84 dan nilai batas bawah 72; (2) keterampilan pementasan drama siswa dengan menggunakan metode pembelajaran *role playing* termasuk dalam kategori sangat tinggi dengan nilai batas atas 92 dan nilai batas bawah 76; dan (3) penggunaan metode *role playing* lebih efektif dibandingkan metode *rotating roles* dalam meningkatkan keterampilan pementasan drama siswa berdasarkan hasil rata-rata pascates kelompok *rotating roles* 77,78 dan kelompok *role playing* 84,44. Dengan demikian, kedua metode tersebut dapat digunakan dalam pembelajaran pementasan drama karena dapat meningkatkan keterampilan pementasan drama siswa dengan cukup signifikan.

**Kata Kunci** : keefektifan, *rotating roles* dan *role playing*, pementasan drama.

## ABSTRACT

Febrianti, Valentina Rizki. 2020. *The Effectiveness of Rotating Roles Method and Role Playing Method in Learning Drama Performance for 11<sup>th</sup> Grade Students of Sang Timur Yogyakarta High School in Academic Year 2019/2020*. Thesis. Yogyakarta: Indonesian Language and Literature Education Study Program, Department of Language and Arts Education, Faculty of Teachers Training and Education, Sanata Dharma University.

*This research is aimed to measure the effectiveness of using rotating roles and role playing method in drama performance skills for 11<sup>th</sup> grader of Sang Timur Yogyakarta in academic year 2019/2020. In addition, this study also aimed to examine how high the level of student skill drama performance by used rotating roles and role playing method.*

*The design of this research was using One group Pretest-Posttest Design. The research variables were (1) independent variable which used rotating roles and role playing method and (2) the dependent variable that used the level of student's skill on drama performance. The research sample were XI IPS class which was divided into two experimental groups, that is the rotating roles group dan role playing group. Those groups had been determined by purposive sampling technique. The technique of collecting data used performance test, observation, and documentation. The validity of the research instrument used the validity of the content (expert judgement).*

*The research results on the effectiveness of the rotating roles and role playing learning method indicated that (1) the student's skill of drama performance which used rotating roles include in very high category with the upper limit value 84 and the lower limit value 72; (2) the student's skill of drama performance which used role playing include in very high category with the upper limit value 92 and the lower limit value 76; and (3) using role playing method was more effective than using rotating roles method in enhancing the student's skill of drama performance based on posttest average value the rotating roles group 77,78 and the role playing group 84,44. Therefore, both of the methods can be used in learning drama performance because it can improve student's skill of drama performance significantly.*

**Keyword :** *effectiveness, rotating roles and role playing method, drama performance*