THE EFFECTIVENESS OF ROLE PLAY METHOD IN SUPPORTING THE IMPLEMENTATION OF THE MERDEKA CURRICULUM IN ENGLISH SPEAKING CLASSES AT SMAN 1 GOWA

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ABSTRACT

The purpose of this study was to determine the effect of using role-playing strategies on the speaking ability of class X students in English speaking skills at SMA Negeri 1 Gowa. The research sample consisted of (60) selected class X students. The research sample was divided into two groups (experimental group and control group). Students in the experimental group were taught speaking skills using role-playing strategies while students in the control group were taught using traditional methods. The research sample was (30) students in the experimental group and (30) students in the control group. The percentage of improvement in the experimental class in terms of fluency was 25.18% increase from pretest 62.73 to posttest 78.53. Accuracy was 25.67% increase from pretest 64.53 to posttest 81.1. Vocabulary was 26.6% increase from pretest 65.26 to posttest 82.3. The percentage of improvement in the control class in terms of fluency was 30.1% increase from pretest 63.0 to posttest 82.0. Accuracy was 28.29% increase from pretest 64.46 to posttest 82.7. Vocabulary was 28.72% increase from pretest 64.4 to posttest 82.9. Statistics hypothesis T-test value was 12.514 and T-table 2.048 which mean (H1) was significant improve.

Keyworsds: Teaching Method, Role Play, Merdeka Curriculum

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh penggunaan strategi bermain peran terhadap kemampuan berbicara siswa kelas X dalam keterampilan berbicara bahasa Inggris di SMA Negeri 1 Gowa. Sampel penelitian terdiri dari (60) siswa kelas X yang dipilih. Sampel penelitian dibagi menjadi dua kelompok (kelompok eksperimen dan kelompok kontrol). Siswa dalam kelompok eksperimen diajarkan keterampilan berbicara menggunakan strategi bermain peran sementara siswa dalam kelompok kontrol diajarkan menggunakan metode tradisional. Sampel penelitian adalah (30) siswa dalam kelompok eksperimen dan (30) siswa dalam kelompok kontrol. Persentase peningkatan di kelas eksperimen dalam hal kelancaran adalah 25,18% peningkatan dari pretest 62,73 ke posttest 78,53. Ketepatan adalah 25,67% peningkatan dari pretest 64,53 ke posttest 81,1. Kosakata adalah 26,6% peningkatan dari pretest 65,26 ke posttest 82,3. Persentase peningkatan pada kelas kontrol dalam hal kelancaran adalah 30,1% meningkat dari pretest 63,0 ke posttest 82,0. Ketepatan adalah 28,29% meningkat dari pretest 64,46 ke posttest 82,7. Kosakata adalah 28,72% meningkat dari pretest 64,4 ke posttest 82,9. Nilai T-test hipotesis statistik adalah 12,514 dan T-tabel 2,048 yang berarti (H1) meningkat secara signifikan.

Kata Kunci: metode pengajaran, Role Play, Kurikulum Merdeka

A. Background

One of the most vital abilities that everyone should have in order to communicate with others is speaking. Speaking is a communication tool used in social situations, educational settings, and professional contexts. For instance, practice having a conversation in front of the class for educational purposes. Subsequently, speaking serves to convey perception, opinion, feeling, and desire. We need to be conscious of certain speaking skills, such correctness and fluency, in order to perfect them. The two most crucial speaker objectives are fluent (flowing, natural) and accurate (clear, expressive, grammatically and phonologically precise).

According to Baron (2020) speaking is one of the most difficult and difficult communication skills that needs to be honed and perfected. This important ability allows people from all walks of life to advance personally and communicate globally. Similarly, Leong and Ahmadi (2017) explained that speaking will help students improve their vocabulary and grammar, which will ultimately help them become better writers. Besides that, students' skills are always related to the curriculum. According to Angga

(2022), the curriculum is a reference in the process of providing education in Indonesia. The Ministry of Education and Culture, Nadiem A. Karim, issued a policy on the use of a new curriculum, namely the Merdeka Curriculum. The implementation of the Independent Curriculum has not been fully implemented by all schools. This is a result of the Ministry of Education and Culture's policy, which gives educational institutions discretion over how to execute the curriculum (Kemendikbud Ristek, 2022).

The purpose of this research is to find out: The speaking skills of students' in the Experimental class after using Role Play method, The speaking skills of students' in the Control class using Conventional method, and Whether or not there is a significant difference speaking skills between students in the Experimental and in the Control classes.

B. Research Methods

This research was used Quasi Experimental Design. This method there will be two classes, namely the experimental class and the control class. Both classes were given the

same posttest and pretest but with different treatment.

C. Finding And Discussion

Finding

Three main parts make up this section. This includes repairs students' speaking competence in terms of fluency, accuracy and vocabulary improves students' speaking abilities.

**Tabel 1 Pretest Posttest Speaking skill in Experimental Class**

Indicator	Pre-test	Post-test
Fluency	62,73	78,53
Accuracy	64,53	81,1
Vocabulary	65,26	82,3

The average score of students in the pre-test and post-test increased, as seen in table 1. The average score in the fluency aspect was 62.73 in the pre-test and 78.53 in the post-test. Accuracy was 64.53 in the pre-test and 81.1. Vocabulary was 65.26 in the pre-test and 82.3. The data can be said that student learning outcomes have increased and show that the use of the role play learning model can improve students' ability to speak procedural texts.

Tabel 2 Pretest Posttest Speaking skill in Control Class

Indicator	Pre-test	Post-test
Fluency	63,0	82,0
Accuracy	64,46	82,7
Vocabulary	64,4	82,9

The average score of students in the pre-test and post-test increased, as seen in table 2. The average score in the fluency aspect was 63.0 in the pre-test and 82.0 in the post-test. Accuracy was 64.46 in the pre-test and 82.7. Vocabulary was 64.4 in the pre-test and 82.9. The data can be said that student learning outcomes have increased and show that the use of conventional learning models can improve students' ability to speak procedural texts.
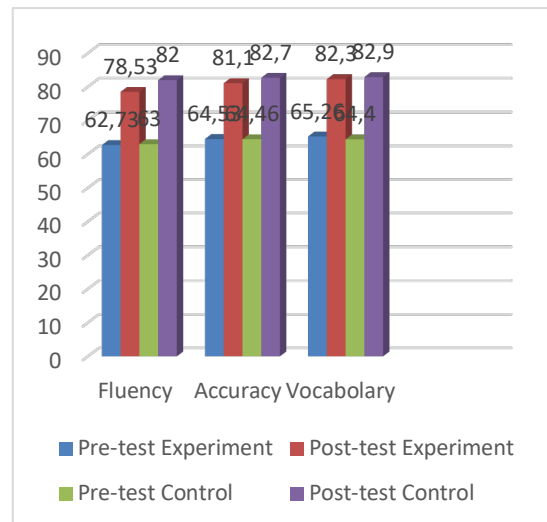
Graphic 1. The different between students in the experimental and control class

Discussion

1. The Students' Speaking Skill in the Experimental Class Using Role Play

a. Fluency

Measuring student achievement between pre-test and post-test on the aspect of fluency, the pre-test results were good at 62,73% and the post-test results were quite good at 78,53% , and it can be said to show quite good improvement. In the pre-test, the students' scores were <70 (not good) because the students were still less efficient in expressing ideas, especially in using English. Grammar errors also often appear when speaking procedural texts. However, after being given treatment, the students' final scores increased .>70 from before because the students were able to use language accurately, use grammar and fluency better than before. so that the students' fluency skills in speaking procedural texts increased.

b. Accuracy

Measurement of student achievement between pre-test and post-test on the aspect of accuracy, the pre-test results were good at 64.53% and the post-test results were quite good at 81.1%, and it can be said to show a fairly good improvement. In the pre-test, the student's score was <70 (not good) because the use of punctuation, and the use of grammar of students in speaking English especially in procedural texts was still not good. However, after being given treatment, the student's final score increased >70 from before because the students were able to convey words in a structured and clear manner, in addition the use of punctuation and students' grammar was also better than before. so that the students' fluency ability in speaking procedural texts increased.

c. Vocabulary

Measurement of student achievement between pre-test and post-test on the aspect of vocabulary, the pre-test results were good at 65.26% and the post-test results were quite good at 82.3%, and it can be said to show a fairly good improvement. In the pre-test, students' scores were <70 (not good) because students still had difficulty finding vocabulary to express ideas, as well as a lack of confidence in conveying ideas, especially in using English. However, after being given treatment, students' final scores increased >70 from before because students were able and could take part in any conversation, as well as students' vocabulary was better than before. so that students' fluency in speaking procedural texts increased.

2.The Students' Speaking Skill in the Control Class Using Coventional

a. Fluency

Measurement of student achievement between pre-test and post-test on the aspect of fluency, the pre-test results were good at 63.0% and the post-test results were quite good at 82.0%, and it can be said to show a fairly good improvement. In the pre-test, the student's score was <70 (not good) because students' grammatical errors often appear when speaking procedural texts. However, after being given treatment, the student's final score increased .> 70 from before because students were able to use language appropriately, use grammar and fluency better than before.

b. Accuracy

Measurement of student learning outcomes between pre-test and post-test in the aspect of accuracy, the pre-test results were good at 64.46% and the post-test results were quite good at 82.7%, and it can be said to show a fairly good improvement. In the pre-test, the student's score was <70 (not good) because the use of student grammar in speaking English in the procedural text was still not good. However, after being given treatment,

the student's final score increased > 70 from before because the student was able to convey words in a structured and clear manner, in addition, the use of punctuation and student grammar was also better than before.

c. Vocabulary

Measurement of student achievement between pre-test and post-test in vocabulary aspect, pre-test result is good at 64.4% and post-test result is quite good at 82.9%, and it can be said to show quite good improvement. In pre-test, student score <70 (not good) because lack of student confidence in conveying ideas especially in using English. However, after being given treatment, student's final score increased >70 from before because students are able and can follow any conversation, and students' vocabulary is better than before. so that students' fluency in speaking procedural text increases.

3. The different between students in the experimental and control class

The speaking ability of students in the experimental class using the role play method and the control class using the conventional method experienced different improvements

as seen from the results of the increase in pre-test and post-test scores. According to Satap, (2021) the opinion of the more often a teacher applies the role playing learning method in English class, the more often students use English to speak with their friends. The effects that occur on students from the application of this method are: increased student courage in speaking English, student self-confidence, increased student vocabulary, student intonation when speaking, understanding of the material, fluency in speaking and other aspects such as cooperation in groups also increase.

D. Conclusion

Based on the findings then the conclusion:

1. The speaking ability of students in the experimental class has increased. This can be seen from the results of the increase in students' pre-test to post-test scores. Where Fluency from 62.73 to 78.53, Accuracy from 64.53 to 81.1, Vocabulary from 65.26 to 81.1.

2. The speaking ability of students in the control class also increased. This can be seen from the results of the increase in students' pre-test to post-test scores. Where Fluency from 63.0 to 82.0, Accuracy from 64.46 to 82.7, and finally in Vocabulary the students' scores from 64.4 increased to 82.9.

3. Differences in Speaking Skills Between Experimental and Control Class Students seen from the three elements, namely fluency, accuracy, and vocabulary, there are significant differences. Based on the output of SPSS version 26, resulting in pair 1 and pair 2 obtained sig. (2 tailed) values of 0.000 <0.05 so that it can be concluded that there are differences in the average learning outcomes of students in the initial test and the final test of the experimental and control classes.

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