The Effect of Role Play Technique Toward Students' Speaking Ability in Implementation of Kurikulum Merdeka

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Abstrak

Penelitian ini bertujuan untuk menentukan apakah Teknik role play memberikan pengaruh positif terhadap kemampuan berbicara atau tidak diantara siswa yang menggunakan dan tidak menggunakan Teknik role play. Data yang dikumpulkan pada tahun 2023 di semester kedua kelas X TKJ SMKN 1 Batang Cenaku dengan menggunakan metode quasi-experimen dengan menggunakan dua kelas sebagai kelas kontrol dan kelas eksperimen. Hasil dari posttest di kelas eksperimen dengan rata rata 78.462 dan dikelas kontrol 65.538. Hasil ini dihitung menggunakan aplikasi SPSS 20 dengan menggunakan tes hipotesis, uji independent sampel t-test, diperoleh r-Hitung 5.86 4> 1.675 r-Tabel dan sig (2-tailed) 0.000 (0.000 <0.05. jadi kesimpulan dari penelitian ini adalah Teknik role play memberikan pengaruh positif terhadap kemampuan berbicara siswa dikelas X TKJ A SMKN 1 Batang Cenaku. Hasil hipotesis Ho di tolak dan Ha diterima.

Kata Kunci: *Role Play, Berbicara, Kurikulum Merdeka.*

Abstract

This study aim to determine is the role play give positive effect for speaking ability or not between student taught with and without used role play technique. The data were collected in 2023 at second semester X TKJ SMKN 1 Batang Cenaku by applying quasi-experimental method with two classes as experimental class and control class. The results of the post test in the experimental class with a mean of 78. 462 and in the control class 65.538. The results of calculations using SPSS 20 by using the hypothesis test, independent sample t test, obtained r-count 5.864. > 1.675 r-table and sig (2-tailed) 0.000 (0.000 <0.05. So, the conclusion of this research the role play technique was give positive effect for student's speaking ability at the ten grade TKJ A of SMKN 1 Batang Cenaku. The result of the hypothesis, null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted.

Keywords: *Role-Play, Speaking, Kurikulum Merdeka.*

INTRODUCTION

Education in Indonesia is currently lagging behind other countries. Based on the results of PISA (Programs for International Students Assessment) in 2018, organized by OECD (Organization for Economic Co-operation and Development) in the fields of mathematics, science and literacy, shows that Indonesia possesses 74 out of 79 nations that participated in the assessment (Hewi & Shaleh, 2020). Besides that Covid-19 pandemic becomes one of the factors that cause educational backwardness. Underdevelopment is a big challenges for Indonesian government, to re-develop the education system. According to (Susilowati, 2022)

states, One way to improve education in Indonesia is to increase and develop the curriculum used. The existence of this curriculum is a planning guideline in the teaching and learning process. In Indonesia has been changing several time.

Currently, Indonesia is developing Kurikulum Merdeka. Kurikulum Merdeka was launched by the Minister of Education and Culture as part of a way to address the learning crisis that Indonesia's facing for a long time and has even worse due to the pandemic. one of the major that learn in kurikulum merdeka is english lesson. Generally, there are two ways to express someone's ideas in communication; spoken and written. Spoken can be expressed the ideas orally (saputra, 2023) one of the aspect that important mastered by students is speaking ability. According to (Khotimah, 2014) speaking is an interactive process of building meaning creating and getting information. therefore speaking English is an ability that must be mastered by students to become a life skill. but in mastering this speaking ability there are several problems found such as First problem was, many students lack the necessary vocabulary to get their meaning across and consequently students cannot speak. Moreover, when students speak in English they will do reduplication or repeating the same word. Second problem was, pronunciation the causes of students who do not active in speak English is also that some of them more difficult to pronounce words clearly. The students thought they might not be correct to pronounce words, if they speak and thought that other students might laugh at their word if they produced it. Third problem was students not interested to study English one of the reason students think English so difficult. This is make the students do not have desire to talk

Therefore, to overcome this problem the teacher should prepare acceptable techniques in teaching speaking. One of popular technique in pedagogical activity in communicative language-teaching class is role-play. Role play is a technique that copying a character, generally students act someone else (Pinatih, 2021). In line with (Ruslan, 2020)role-play is an activity where is situation closely to real life or involves fantasy or imagination to be someone else or to be ourselves in specific situation for a while, improving dialogue and creating a real world in scenario. In hence Tompkins (2001) as cite (Krebt, 2017)states role play is one of the classroom teaching techniques that encourage students actively participate in learning process. Furthermore, students can practice the language such as real situation. With Role-play, students not only learn about the language but also learn about real situation in social. so that this research focus to determine the effect of role play technique in teaching speaking.

More over with this technique student getting to know each other by creating groups and working together. Its related to implementation of project based learning in Kurikulum Merdeka. With the existence of project-based learning, students are able to develop their soft skills. soft skill that exist in Kurikulum Merdeka are a form of achieving the values of pancasila as expected students are able to global diversity, helping and working together, creativity, independence and believe for god. this is done as one of the preparations for the world of work. With Project Based Learning, students can build on realistic learning activities and tasks that provide challenges for learners related to real life to solve in groups.

METHOD

This research used quantitative method by taking quasy experimental design. The setting of research will be conducted in SMK N 1 Batang Cenaku is Located in Talang Mulya, Batang Cenaku District. This location was chosen because the researcher had carried out the practice of introducing the field of schooling (PLP) in that place, so that he found several problems that could be given a solution. one of the problems found was the difficulty of students in mastering speaking skills in English. therefore this title was raised into a study at the school. in this study, researchers used two classes, the experiment class and control class. the sample of this research at the ten grade of TKJ A and TKJ B of SMKN 1 Batang Cenaku. TKJ A as experiment class there consist 24 students and TKJ B as control class there consist 24 students.

RESULTS AND DISCUSSION

Table Post Test and Pre Test Result

The analysis of the data have four conditional namely normality test, homogeneity test, N-Gain score and hypothesis test. the data was analysis used SPSS 20.

a. Normality testing

The normality of data was used to know whether experimental class and control class had normal data distribution or not. The normality from this research was calculated by using SPSS 20 and the result of normality testing show in the table bellow:

Table 1. Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
POST_TEST_EKSPE RIMEN_CLASS	.188	26	.018	.888	26	.087
PRE_TEST_EKSPERI MEN_CLASS	.159	26	.091	.912	26	.030
PRE_TEST_CONTRO LL_CLASS	.201	26	.084	.877	26	.006
POST_TEST_CONTR OLL_CLASS	.136	26	.200*	.957	26	.334

from the table above test 0f normality Kolmogorov- smirnov that showed pre test for experimental class was 0,018 It means higher than 0,05 the data had normal distribution, meanwhile post test for experimental class was 0,091 Higher than 0,05 and it means data had normal distribution. Moreover the result from control class in pre test was 0,084 and post test 0,200 based on the criteria data had normal distribution if the data higher than 0,05. So it can be concluded the data from control class and experiment class had normal distribution.

b. Homogeneity testing

The homogeneity test was calculated by SPSS 20 the result that showed in the table bellow

Table 2. Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
POST_TEST_EXPERIMENTAL_CLASS	Based on Mean	6.945	1	50	.011
	Based on Median	5.445	1	50	.024
	Based on Median and with adjusted df	5.445	1	45.190	.024
	Based on trimmed mean	6.332	1	50	.015

Based on the table above that showed pre test and post test from control class had homogeneous data. The significance of the data higher than 0,05 because the result of homogeneous from pre test and post test was 0,011.

Table 3. Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
POST_TEST_CONTROLL_CLASS	Based on Mean	.043	1	50	.837
	Based on Median	.046	1	50	.831
	Based on Median and with adjusted df	.046	1	49.976	.831
	Based on trimmed mean	.025	1	50	.876

Meanwhile Test of homogeneity of variances sample between control class and experiment class. in the table above that showed the significance between pre-test in control class and experiment class was 0,837 that higher than 0,05. Based on the criteria of homogeneity test control class and experiment class was homogeneous.

c. N-Gain Score

In the result of N-Gain score was to know the effectiveness of Role-Play as a technique in teaching speaking. the N-Gain score was calculated by SPSS 20 and the result showed in the table bellow:

Table 4. N-Gain Score of Experimental Class

	N	Minimum	Maximum	Mean	Std. Deviation
N_Gain_Percent	26	41.67	70.00	56.1508	6.81690
N_Gain_score	26	.42	.70	.5615	.06817
Valid N (listwise)	26				

Based on the table above categories of N-Gain score at experimental class was 5615. Minimum category was 42 and maximum category was 70.

Descriptive Statistics

Table 5. N-Gain Score of Control class

	N	Minimum	Maximum	Mean	Std. Deviation
N_Gain_score	26	-.40	.73	.2942	.22924
N_GAain_percent	26	-40.00	72.50	29.4206	22.92393
Valid N (listwise)	26				

Meanwhile in control class categories of N-Gain score at control class was 2942 with minimum -40 and maximum was 73. The score interpreted with the table, interpretation the effectiveness of N-Gain (Nashiroh et al., 2020)

Table 6. N-Gain score Categories

Percentage %	Criteria
<40	In-effective
40 – 45	Less
56 – 75	Enough
>76	Effective

Based on the table above the interpretation of the effectiveness of N-Gain score experimental class was 56% it is conclude that the effectiveness of role-play technique enough effective in teaching speaking at the ten grade TKJ A of SMKN 1 Batang Cenaku 2022/2023. Meanwhile the interpreted of effectiveness using teacher's technique is 29% and in category it was <40 it mean not effective to use in teaching speaking at TKJ B of SMKN 1 Batang Cenaku 2022/2023.

Hypothesis test

After the data had normal distribution and homogeneous, T-test for independent sample was used in data calculation. The result of post test score of student speaking ability between experiment class and control class was calculated by using SPSS 20. The t-test result showed in the table bellow

Table 7. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
										95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Experimental_class_and_control_class	Equal variances assumed	7,451	,009	5,864	50	,000	12,92308	2,20382	8,49658	17,34957
	Equal variances not assumed			5,864	38,965	,000	12,92308	2,20382	8,46531	17,38084

The table above showed that the result of t-test for independent sample, significance was 0,000 at the significance 0,05. from the calculation above t-test was 5,864>1675 it mean that Ho was rejected and Ha was accepted. That can be conclude the score experiment class was higher than control class. the test of hypothesis showed there was a significance difference in students score that used role-play technique in teaching speaking.

This research is a study of the use of a technique that can help students overcome difficulties in speaking. As known, speaking ability is one of the abilities that is needed by students, because with mastered speaking ability students can capture and convey information. In line with (Khotimah, 2014)speaking is an interactive process of building meaning creating and getting information. Here fore, it is very important to improve students' speaking skills. Based on the observations that had done at SMKN 1 Batang Cenaku, there are several problems in speaking ability, the first lack of vocabulary, the second fear of making mistakes in pronunciation of words, and lack of interest in English lessons themselves.

Therefore, to overcome this problem the researcher found a solution to make students more relaxed in learning English, that used role play technique. Role play is one of the technique in teaching speaking that make students felt enjoy and can express themselves, in the line with the opinion of (Ruslan, 2020) role-play is an activity where is situation closely to real life or involves fantasy or imagination to be someone else or to be ourselves in specific situation for a while, improving dialogue and creating a real world in scenario. With this role play the students close to real life and act their own desires, without worries about mistakes. More over with this role play that help students more active and communicate with other people. Such as opinion Tompkins (2001) as cite (Krebt, 2017) states role play is one of the classroom teaching techniques that encourage students actively participate in learning process. The students can learn how to active in learning process and give the students chance for make their own idea with the concept of role play. With this technique also appropriate with new curriculum in Indonesia its kurikulum Merdeka, in kurikulum Merdeka the students should make self-development. Role play guide the students to make some project like to think about the idea when they want to performance, they should make own concept that related to conversation. That are the reason role play was chosen as the solution in this research.

In implementation of role play technique in teaching speaking there was several phases Pre-stage, whilst stage and post stage. In the steps of pre stage before the researcher implemented the technique first the researcher should determining the problem of the research and get the theory to support this research, after that the researcher select the sample and measuring the instrument. Measuring instrument that was use by researcher in this research through several important steps there are, validity test, reliability test, level of difficulty and distinguish power. This is done, so that the instrument obtained for use in research can used properly.

In implementation at whilst stage the researcher started to choose which class that use as experiment class and which class used as control class. The application of the research that stated to give pre-test for students. the purpose of pre test was to measure student's abilities before give the treatment. Furthermore, the application of the role play was given in experiment class while in control class was given teacher's technique in teaching speaking. After all the necessary data has been collected, the next stage is data analysis. The first analysis is the researcher From the data that was analysis by the researcher used SPSS 20 with the results of data analysis are as follows; first, to find out whether the data obtained normal distribution or not. in this research, the data obtained by researchers was normal distribution with the level of significance for the experimental class pre-test results had a significance of 0.018 and the experimental class post-test results had a significance of 0.091. Then for the level of significance from control class for pre-test was 0.084 while the post-test was 0.200. it can be conclude the pre=test and post test from experimental class and control class had normal distribution because the level of significance > 0,05.

After carrying out the normality test, the next test to be carried out the homogeneity test. In this research, the homogeneity test obtained the results of all

homogeneous data. In the pre-test and post-test scores of the experimental class with a mean significance level of 0.011 or higher than 0.05. While in the control class the pre-test and post-test result with a significance level of 0.837 or higher than 0.05. So with this it can be concluded that the values in the experimental class and control class data are homogeneous.

At the next stage was N-Gain score. In the experiment class, it can be interpreted based on the table table 1 N-Gain score Categories That the experimental class had 56% of the effectiveness of using role play in teaching speaking ability or this category includes "enough" effective to used role play in class XI TKJ A at SMKN 1 Batang Cenaku 2022/2023 academic years. meanwhile the technique used by the teacher gets 29% or less than 40%, it can be concluded that the technique used is less effective in teaching speaking skills in class XI TKJ b at SMKN 1 Batang Cenaku at 2022/2023 academic years.

Furthermore, the conclusion of the research results with the title the effect of role play technique toward student's speaking ability in implementation of Kurikulum Merdeka at the ten grade of SMKN 1 Batang cenaku at 2022/2023 academic years. Null Hypothesis (Ho) was rejected or that can be concluded There no effect of role play technique toward speaking ability in implementation of Kurikulum Merdeka at the ten grade of SMKN 1 Batang Cenaku and Alternative Hypothesis (Ha) was accepted or There is a significant effect of role play technique toward speaking ability in implementation Kurikulum Merdeka at the ten grade of SMKN 1 Batang Cenaku.

The results of the comparison of students' speaking abilities in the picture below :
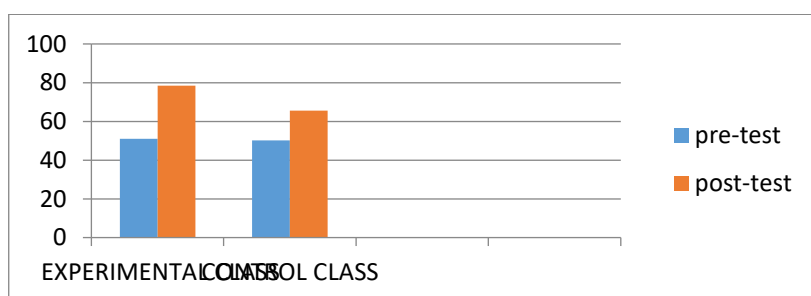
Picture 1. Result of pre test and post test

From the picture above that showed From the results of the diagram drawn above, it can be explained that the experimental class or those using the role play technique obtained results in the pre-test of 50.961 and in the post-test of 78.461. while in the control class using the teacher's technique, the pre-test score was 50.19 and the post-test was 65.538. It can be seen that the class that used the role play method in teaching speaking has higher results than the class that uses the teacher's technique. Its mean the role play technique can increase students speaking ability and give positive effect in student's speaking ability.

The result of this research are in line with research from (Yulia Yuliana, 2014) The effect of Role-Play Toward Students' Speaking Skill (an Experiment Study at Grade XI IPA High School 1 Batang Anai, Padang Pariaman Regency, West Sumatera,Indonesia) who enrolled in academic year 2013/2014. from this

result can be conclude role play techniques can increase speaking students and give positive effect in teaching speaking.

CONCLUSION

The results of the analysis that has been carried out by the researcher are intended to answer the questions of the problem formulation that has been stated in chapter 1. then the answers to the formulation of the problem and also the conclusions of the research the effect of role play technique toward student's speaking ability in implementation of kurikulum Merdeka at the ten grade of SMKN 1 Batang cenaku. The t test results show that there is a positive and significant influence between role play techniques on students' speaking skills. this is shown from the results of the scores obtained by students. seen the results of the post test test in the experimental class with a mean of 78. 462 and in the control class 65.538. the results of calculations using spss 20 by using the hypothesis test, independent sample t test, obtained r-count 5.864. > 1.675 R-table and sig (2-tailed) 0.000 (0.000 <0.05. So, the conclusion of this research the role play technique was give positive effect for student's speaking ability at the ten grade TKJ A of SMKN 1 Batang Cenaku with the result of the hypothesis, null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted because role play give significance effect to student speaking ability. That mean the answer from formulation of the problem was the role play give the effect for students speaking ability at the ten grade TKJ A of SMKN 1 Batang Cenaku.

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