

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



A THESIS

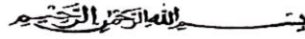
*Submitted to the Faculty of Teacher Training and Education Muhammadiyah
University of Makassar in Partial Fulfillment of the Requirement for the
Degree of education in English Education Department*

SRI AGUSTINA PRATIWI

105351103720

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR**

2024



LEMBAR PENGESAHAN

Skripsi atas nama **SRI AGUSTINA PRATIWI NIM 105351103720**, diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor; 261 Tahun 1446 H/2024 M, tanggal 22 Safar 1446 H/27 Agustus 2024 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari **Sabtu 31 Agustus 2024**.

Makassar, 26 Safar 1446 H
31 Agustus 2024 M

Panitia Ujian:

1. Pengawas Umum : Dr. Ir. H. Abd. Rakhim Nanda, S.T., M.T., IPU (.....)
2. Ketua : Erwin Akib, S.Pd., M.Pd., Ph.D. (.....)
3. Sekretaris : Dr. H. Baharullah, M.Pd. (.....)
4. Dosen Penguji : 1. Dr. Hj. Syamsiarna Nappu, M.Pd (.....)
2. Ariana, S.Pd., M.Pd (.....)
3. Muhammad Astrianto Setiadi, S.Pd., M.Pd. (.....)
4. Achmad Basir, S.S., M.Pd. (.....)

Disahkan Oleh:

Dekan FKIP Universitas Muhammadiyah Makassar



Erwin Akib, S.Pd., M.Pd., Ph.D.
NBM. 860 934



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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp. 0811 7792101 (Secretary)
Email: ppsidp@umh.ac.id
Web: http://umh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

APPROVAL SHEET

Title : The Effectiveness Of Role Play Method In Supporting The
Implementation Of The Merdeka Curriculum In English
Speaking Classes At SMAN 1 Gowa

Name : Sri Agustina Pratiwi

Reg. Number : 105351103720

Programmer : English Education Department Strata 1 (S1)

Faculty : Teacher Training and Education


Makassar, 31 Agustus 2024

Approved By,

Consultant I

Consultant II


Dr. Svamsiarna Nappu, S.Pd., M.Pd
NIDN. 0912117203


Hilda Hafid, S.Pd., M.Pd
NIDN. 0918089203

Dean of FKIP
Muhammadiyah Makassar



Fatin Akib, S.Pd., M.Pd., Ph.D.
NBM. 860 934

Head of
English Education Department



Dr. Ummi Khaerati Svam, S.Pd., M.Pd.
NBM. 977 807



COUNSELING SHEET



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Research Service:
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Website: bg.fkip.unismuh.ac.id

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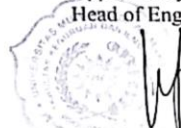
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NIM : 105351103720
Department : English Education Department
Title : The Effectiveness of Role Play Method in Supporting the Implementation of the Merdeka Curriculum in English Speaking Classes at SMA Negeri 1 Gowa
Consultant I : Dr. Syamsiarna Nappu, S.Pd., M.Pd

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Thursday 8-8-2024		<ul style="list-style-type: none"> - Revise chap IV - Revise the conclusion - Revise The Biblio - change the tense esp. chap 3 	
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Head of English Education Department



Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807





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Email : ppsdibg@unismuh.ac.id
Research Service
research@bg.unismuhmakassar.ac.id
Website : bg.dop.unismuh.ac.id

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Consultant I : Dr. Syamsiarna Nappu, S.Pd., M.Pd

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Wednesday 14-8-2024		Acc of Revisi Senas	

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NBM. 977 807









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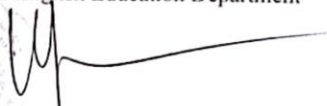
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NIM : 105351103720
Department : English Education Department
Title : The Effectiveness of Role Play Method in Supporting the Implementation of The Merdeka Curriculum in English Speaking Classes At SMA Negeri 1 Gowa.
Consultant II : Hilda Hafid, S.Pd., M.Pd

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Selasa, 6/08 2024	All chapter	<p>Revise all the author's name in your bibliography, Only write those who you really put in your thesis.</p> <p>Appendices - Provide the materials of your & Lesson Plan.</p>	 

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NBM. 977 807



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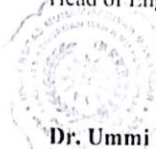
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Department : English Education Department
Title : The Effectiveness of Role Play Method in Supporting the Implementation of the Merdeka Curriculum in English Speaking Classes of STIA Negeri 1 Gowa
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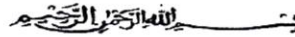
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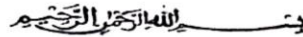
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NIM : 105351103720
Jurusan : Pendidikan Bahasa Inggris
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Fakultas : Keguruan dan Ilmu Pendidikan

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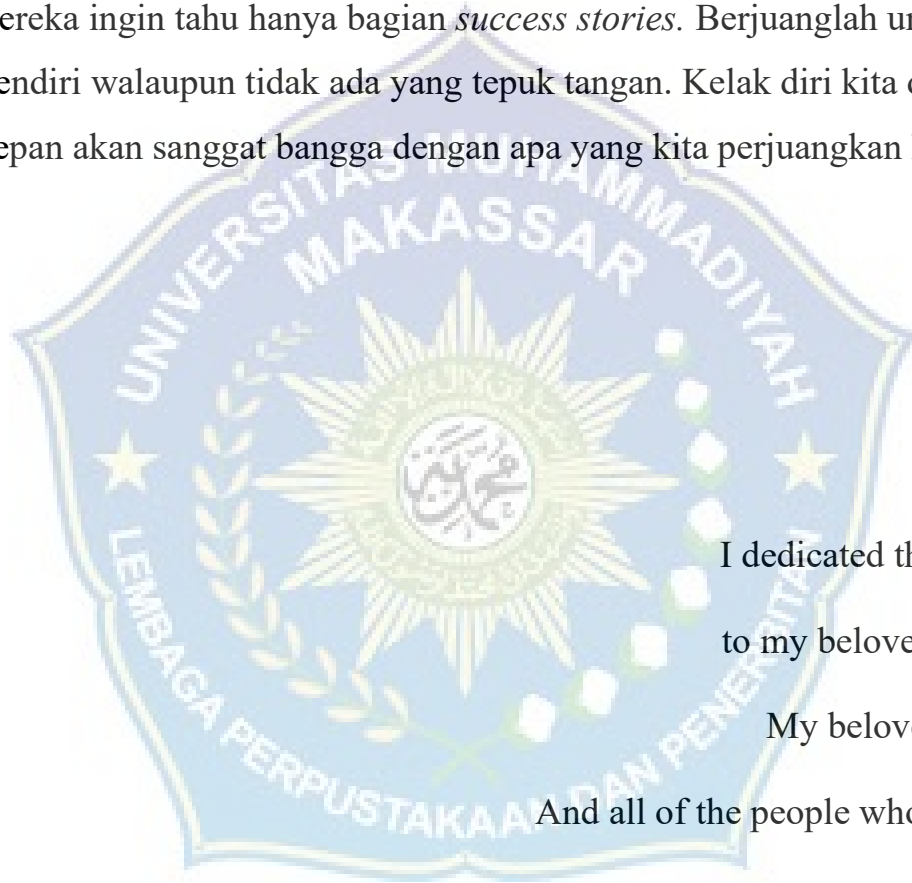
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MOTTO

“Only you can change your life. Nobody else can do it for you”

Orang lain tidak akan bisa paham *struggle* dan masa sulitnya kita, yang mereka ingin tahu hanya bagian *success stories*. Berjuanglah untuk diri sendiri walaupun tidak ada yang tepuk tangan. Kelak diri kita di masa depan akan sangat bangga dengan apa yang kita perjuangkan hari ini.



I dedicated this thesis:

to my beloved parents

My beloved family

And all of the people who love me

ABSTRACT

Sri Agustina Pratiwi, 2024 *The Effectiveness Of Role Play Method In Supporting The Implementation Of The Merdeka Curriculum In English Speaking Classes At Sman 1 Gowa.* Department of English Education at the Faculty of Teacher Training and Education, University of Muhammadiyah Makassar. Supervised by Syamsiarna Nappu and Hilda Hafid.

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 data collection process with pre-test and post-test by analyzing the data using SPSS version 26. 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 81.1. The percentage of improvement in the control class in terms of fluency was 27.63% increase from pretest 59.7 to posttest 76.2. Accuracy was 20% increase from pretest 61.6 to posttest 73.86. Vocabulary was 20.65% increase from pretest 64.4 to posttest 77.7. Statistics hypothesis T-test value was 12.514 and T-table 2.048 which mean (H1) was significant improve.

Keywords: *Teaching Method, Role Play, Merdeka Curriculum*

ABSTRAK

Sri Agustina Pratiwi, 2024 *The Effectiveness Of Role Play Method In Supporting The Implementation Of The Merdeka Curriculum In English Speaking Classes At Sman 1 Gowa.* Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Syamsiarna Nappu dan Hilda Hafid.

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.

Proses pengumpulan data dengan pre-test dan post-test dengan menganalisis data menggunakan SPSS versi 26. 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 27,63% meningkat dari pretest 59,7 ke posttest 76,2. Ketepatan adalah 20% meningkat dari pretest 61,6 ke posttest 73,86. Kosakata adalah 20,65% meningkat dari pretest 64,4 ke posttest 77,7. 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

Kata Kunci: *Metode pengajaran, Role Play, Kurikulum Merdeka*

ACKNOWLEDGEMENTS

Praise and grateful for Allah SWT, the almighty for the mercy and blessing so that the researcher can finish this research. Shalawat and Salam always be sent to our prophet Muhammad SAW, the best of mankind that Allah SWT has sent to be a good role model and mercy to the universe.

In the drafting of this thesis, the researcher realized that much help, support, advice, and direction were given by many. Therefore, the researcher would like to express her highest appreciation to:

1. Dr. Ir. H. Abd. Rakhim Nanda, Mt., Ipu. as the Rector of Universitas Muhammadiyah Makassar.
2. Erwin Akib, S. Pd., M. Pd., Ph.D. as the Dean of Faculty of Teacher Training and Education.
3. Dr. Ummi Khaerati Syam, S. Pd., M. Pd. as the Head of English Education Department.
4. Mrs. Dr. Syamsiarna Nappu, S.Pd., M.Pd. as the first supervisor and Mrs. Hilda Hafid, S.Pd., M.Pd. as the second supervisor who have provided direction, suggestions, input, and motivation to the author to complete this thesis. They also patiently guided the author during the writing process.
5. Thank you to the English Education Department lectures for all the knowledge that have been given.
6. All the staff that involved in helping and providing guidance to researcher.

7. The Principal of SMA Negeri 1 Gowa, Islamuddin, S.Pd., M.Pd., the teachers and students of class X of SMA Negeri 1 Gowa who have helped complete this thesis.
8. My deepest appreciation and gratitude to my beloved parents, Albar and Andi Marni, who always give me love, prayers, support, and motivation so that I can complete this thesis.
9. My brothers (Repal Beatista, Rafa AUFAR, Albi, Andi Alfarisi), thank you for the support you have always given me and for always convincing me that I can complete this thesis.
10. My deepest gratitude to my friends who always support me, help me, and motivate me to complete this thesis.
11. I would like to thank myself for reaching this point which is not easy. all the ups and downs that I went through made me confident that I could complete this thesis.
12. Finally, for everyone that could not be mentioned one by one, may Allah SWT the almighty God be with us now and forever. Aamiin Ya Rabb...

Makassar, 17 Agustus 2024

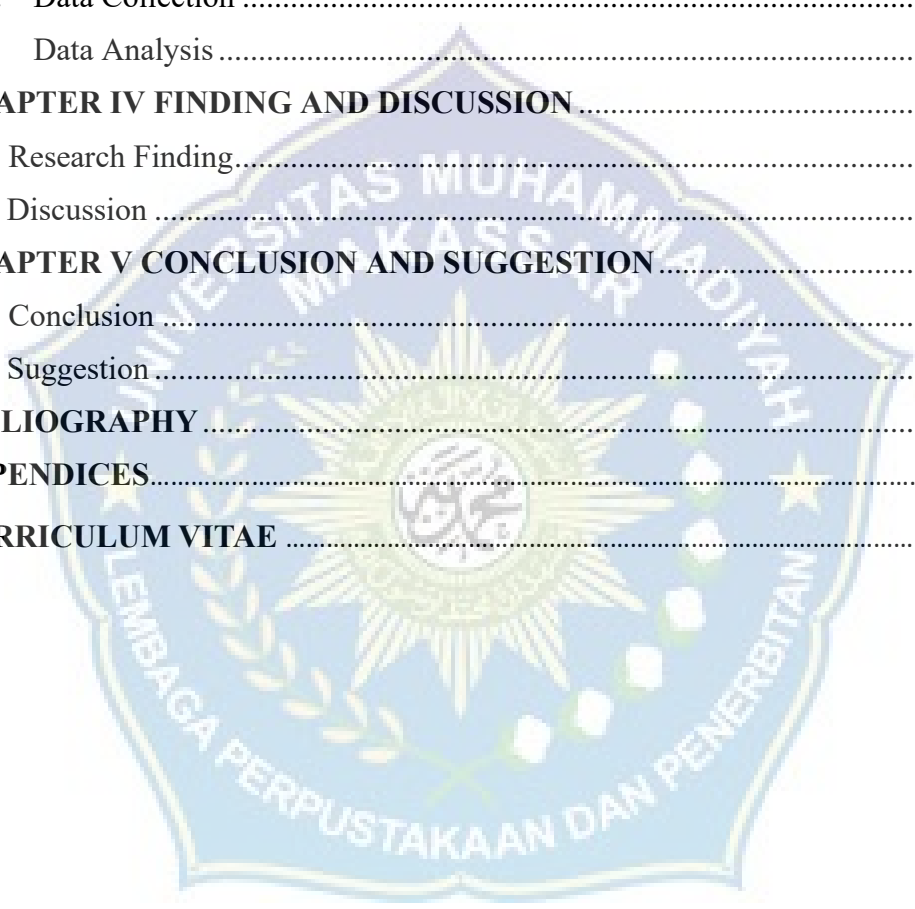
Researcher

Sri Agustina Pratiwi

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CHAPTER I

INTRODUCTION

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).

Based on the situation I found at one of the high school education levels, namely SMAN 1 Gowa which has implemented an merdeka curriculum, There are a number of reasons why students have trouble pronouncing words in English. Such as self-confidence, vocabulary, grammar, and so on. It can be seen that there are still many students who are still confused when they want to speak. This is because they do not really understand the role of grammar and the mechanisms of good and correct pronunciation. Therefore, researchers will use Role Play methods in teaching speaking.

In this research, researchers hope that the speaking skills of students who have good competence can be improved by using teaching methods. The novelty of this research can be seen from the increase in student competence in terms of grammar and mechanics by applying teaching methods. Therefore, the problem of this research is to improve speaking skills by applying teaching methods at the secondary school level.

B. Problem Statements

Based on the context above, the researcher's questions are as follows:

1. What is the students' speaking skills in the Experimental class after using Role Play method?
2. What is the students' speaking skills in the Control class using Conventional method?
3. Is there any different speaking skill between student in the experimental and in the control classes?

C. Objectives of the Research

Related to the problem statements above, the objectives of the research are to find out:

1. The speaking skills of students' in the Experimental class after using Role Play method.
2. The speaking skills of students' in the Control class using Conventional method.
3. Whether or not there is a significant difference speaking skills between students in the Experimental and in the Control classes.

D. Significance of the Research

This study is to make a useful contribution to the teacher regarding the use of Teaching Method in teaching speaking so that the students speaking skills will be better. Besides, the researcher thinks that other studies who concentrate on the application of the role-play method in speaking instruction can utilise this work as a reference.

E. Scope of the Research

This research was conducted at class X students of SMA Negeri 1 Gowa. in the 2024 school academic year which focuses on students' speaking skills, focus on speaking fluency, accuracy, and vocabulary. The reason of these choosing three elements was because based on the result of observation at class X, students' were lack of English fluency, accuracy, and vocabulary.

CHAPTER II

LITERATURE REVIEW

A. Previous Research Findings

Several studies have been conducted regarding the use of Role Play Methods English. This study can be seen in this section.

First, a study from Sitanggang, (2022) this research aims to determine whether there are uses or not Role playing techniques can improve the reading comprehension of class IX-A students in narrative texts at SMPN 1 Pematangsiantar. The results of the research show that the use of Role Play techniques can improve Students' understanding in reading narrative texts in the ninth grade of SMP N 1 Pematangsiantar.

Second, a study from Sari Rohaeti (2021) this research aims to determine the effect of the Role Playing method on students' reading aloud skills at SDN 1 Condog Tasikmalaya. The results of this research are based on the results of initial tests and tests final reading aloud skills students have a larger and more significant influence, which means that the role playing method has a significant influence on students' reading skills.

Third, a study from Smadi, (2019) this study aims to investigate the effect of using role play strategies on the performance of tenth grade students in English reading skills in public schools in Jordan. The research sample was

divided into four groups (two experimental groups and two control groups). The results of this research show that there is a statistically significant difference between the Role Playing Strategy and the Current Strategy. From this research it can be concluded that the role play method has an influence on students' reading skills.

Fourth, this study from Samsibar, (2019) this research aims to determine the effectiveness of the role play method on Student motivation in English conversation for MTs first grade students As'adiyah No. 49 Bola Aserae – Belawa 2016/2017 academic year. The results of this research indicate that the role play method is effective in teaching English conversation on students' motivation for first grade junior high school students.

This can be concluded that most researchers find that the use of Role Play methods has the potential to be an effective and useful learning model to support teachers in teaching and learning in the classroom. Therefore, teachers should be allowed to apply creative learning models by paying attention to the condition of students in the classroom so that students can feel comfortable when the learning process takes place.

The researchers looked into English teaching methods based on the earlier study mentioned above. Quantitative techniques are also used in the procedure. But the distinction is in the abilities that the study is concentrating on. The researcher examined writing and reading skills in earlier investigations.

Consequently, the researcher is motivated to carry out this study with a speaking skills focus.

B. Some Pertinent Ideas

1. The Concept of Teaching Methods

Definition of Teaching Methods

According to Hasanova (2021), Teaching methods is a process, approach, or way of teaching, especially when following a predetermined plan. Teaching strategies are the broad pedagogical concepts that are applied in classroom instruction. The topic matter, the pupils in the class, the educational philosophy, and the mission statement of the school will all influence your chosen teaching method.

According to Dorgu (2015), Teaching method teaching method is any method of instruction that can be applied to help pupils learn and feel satisfied Learning results may fluctuate in different ways depending on the instructional strategies used. There are many different teaching methods that can be employed in different ways, depending on the age and physical characteristics of the students (able or disabled learners).

2. Types of Teaching Methods

According to Hasanova, (2021) Here are some lessons that can be used in a public speaking class:

1. Brainstorming
2. One-to-one strategy
3. Demonstration
4. Games
5. Lecturing
6. Role-play
7. Direct-contact
8. Problem – solving strategy One-to-one strategy
9. Simulation
10. Large-group discussion

In summary, the English teaching technique comprises a set of strategies, plans, and activities or procedures that educators employ to help students meet their learning objectives when learning a foreign language. Researchers employ role-playing techniques to instruct speech. due to the fact that this approach is frequently utilised in the classroom throughout general education. The goal of the research is to apply this approach primarily to speaking instruction.

Role-Play Method

a. Definition of Role-Play

According to Arifin.E, (2021) Role play is a method for building a person's imagination and dreams in mastering learning material students where the teaching and learning process is carried out with guidelines, objectives and fun factors. Role-playing is a type of movement game that has goals, guidelines and a fun component.

According to Anggani, (2022) Role play is a allowing pupils to freely explore, invent, and create in pairs is one such type of activity." under this instance, even though they are not under those circumstances, students can nonetheless come at real-world scenarios.

According to Batam, (2022) Role play is a method of playing a certain role by pretending to be someone else in a new situation. In this case, When kids do a task, they participate in a certain scenario; yet, when they play, they are placed in a setting where they can feel secure and at ease.

b. The Procedure in Using Role Play

According to Tsergas, (2021) Several steps using the Role Play method, namely:

1. Preparing

Participant and coordinator/educator psychological and physical preparation is necessary for role-playing games. Choose a problem or issue to investigate potential fixes for first. Students ought to be well-versed in the subject as well. After then, a script is created and the participants are given roles. Students can typically look for advice and information about their position prior to Starting. The particulars of the role play, such as public speeches, councils, forensic cases, student interactions in the classroom and school, etc., must be determined during this phase.

2. Role-Playing

In this phase the sets are arranged accordingly: action and dramatic space role representation is differentiated from the space of participants present. All of the furniture and equipment needed for role-playing are set in the given space. After that, the teacher directs the game and steps in to address issues or provide clarification on attitudes or behaviour.

3. Discussion and assessment

After completing the roleplay, a discussion was held for the participating students to broaden their learning insight experience. During this phase, students are encouraged to share their opinions and views in class and in groups. Teachers oversee the conversation processes and the way in which students have studied role-playing.

c. **Characteristic of Role Play Method**

According to Tsergas, (2021) Some characteristics of the role playing method are as follows

- 1) Includes participatory and collaborative methodologies, because it triggers and increases individual participation.
- 2) Permissive methods that encourage experimentation regarding new ways of participating in and pursuing alternative solutions or directions in communicating with other individuals in the school.
- 3) Create an atmosphere that frees group members from tension or other emotional or social limitations.
- 4) permits the analysis of specific actions and circumstances that arise in daily life and contribute to its living process.

d. Advantages of Role Play Method

According to Arifin.E, (2021) Some advantages of role plays such as:

- 1) Do fun activities
- 2) Allow participants to contribute actively
- 3) Save time
- 4) Experimental learning is more powerful than instructions
- 5) Convey complex concepts simply
- 6) Requires a little teacher/facilitator preparation.

e. Disadvantages of Role Play Method

According to Habibullaevna, (2019) The disadvantages of applying role-plays are:

- 1) Needs knowledgeable direction and leadership.
- 2) Participants may occasionally feel intimidated.
- 3) In actuality, it is up to the student's creativity.
- 4) Participants might be overly timid.
- 5) Instructors find it more challenging to assess each student individually.
- 6) A laborious procedure.
- 7) If the group doesn't comprehend it, it's a failure.

3. The Concept of Speaking

a. Definition of Speaking

According Mardani, (2022), speaking is one of the trickiest and most difficult skills that needs to be developed and reinforced as a communication tool. This vital ability helps people from all walks of life improve personally and communicate with each other across the globe. According to Hamdani (2021), Speaking is the peculiarly human act or practice of using oral language to share and exchange thoughts, feelings, and information. Communicators need to arrange and convey information coherently, speak effectively, and modify their messages for the audience in both informal and formal contexts. According to Ditya Pamungkas (2019), Speaking is a process of creating an utterance that is made for form words and phrases. And also a process of building and sharing intends to convey the speaker's ideas to the listener.

b. Components of Speaking

According Namaziandost (2019), there are component of speaking:

1. Fluency

The capacity to communicate clearly and impulsively without pausing excessively or displaying unsettling symptoms of hesitancy. It also encompasses a number of other things, such as answering questions intelligibly throughout conversational turns, employing transitional words and phrases, and effortlessly recalling appropriate intonation and pronunciation.

2. Accuracy

Relates to the command of conversational, grammatical, and phonological elements. In order to achieve effective communication, it also alludes to linguistic proficiency in relation to speech correction. Accurate English speaking entails speaking the language flawlessly or with very few grammatical, lexical, and pronunciation faults.

3. Pronunciation

To convey meaning in the context of language use, one must and perceive key sounds in a given language. Poor pronunciation makes it harder for listeners to understand what others are saying, which further complicates communication.

4. Vocabulary

Vocabulary consists of words that can convey concepts or arguments, some students still have difficulty speaking due to lack of vocabulary. They sometimes use the wrong words because words do not always mean the same thing in different situations.

5. Grammar

Grammar helps pupils communicate more effectively and become more proficient in the language. A subject, a verb, and an object are necessary components of any sentence. In the meanwhile, the sentence's usage in speech will be constrained by its grammar. Spoken grammar differs from written grammar in that it follows different constructional principles.

c. Assessment Criteria Of Speaking

Brown (2004:172) explains several categories of speaking skills, there are:

Table 2. 1 Assessment Criteria Of Speaking

Categories	Score	Criteria
Fluency	90-100	Possesses perfect language fluency
	79-89	Capable of accurately utilising language at every level
	68-78	Ability to talk about a certain area of expertise with some ease
	57-67	Less efficient in expressing ideas
	46-56	No particular description of fluency
Accuracy	96-100	Convey words accurately
	79-89	Fluency in conveying words
	68-78	Delivery of structured and clear words
	56-67	Using poor grammar
	46-56	Unclear use of punctuation
Pronunciation	90-100	Equal to and completely acknowledged by knowledgeable native speakers
	79-89	Pronunciation errors are uncommon.
	68-78	Never makes it difficult for native speakers to understand
	57-67	Intelligible thought frequently has a false accent.
	46-56	Pronunciation errors are common.
Vocabulary	90-100	Native speakers with education fully accept speech on levels.
	79-89	Able to follow and take part in any conversation
	68-78	Able to communicate in a language and have a good vocabulary
	57-67	Possesses a sufficient vocabulary to communicate in simple terms
		Using insufficient vocabulary
Grammar	90-100	comparable to those who speak natively
	79-89	Capable of accurately utilising language at every level
	68-78	Grammar control is good.
	57-67	Can accurately manage simple buildings but lacks confidence
	46-56	Grammar mistakes are common.

Brown (2004:172)

4. Concept of Merdeka Curriculum

a. Definition of Merdeka Curriculum

According to Zidan (2023), Merdeka Curriculum is a curriculum that includes a variety of interactive learning methods and content that is better suited to give students enough time to master new material and hone existing abilities. Instructors will possess the liberty to select diverse pedagogical resources to adjust to the requirements and inclinations of learners.

According to Project (2023), Merdeka Curriculum is the policy of the Minister of Education and Culture of the Republic of Indonesia as a current, systematic educational assessment of implementation aimed at accelerating achievement of the compulsory educational goals in the 2013 curriculum, curriculum and educational challenges in the 4.0 revolution era.

b. Advantages of Merdeka Curriculum

According to Aliakbari & Mardani (2022), several advantages of the Merdeka Curriculum:

- 1) Making the world of education more flexible, which means releasing the shackles of the world of education so that it is easier to move.

- 2) Providing opportunities for students to explore the lessons taken as needed.
- 3) Providing a platform for students to explore general knowledge by plunging into society.
- 4) Students can prepare themselves to face the world of work.

c. Disadvantages of Merdeka Curriculum

According to Aliakbari & Mardani, (2022), several disadvantages Merdeka Curriculum:

1. The preparations made must be finalized first and then implemented, it requires training that takes a long period of time.
2. Planning for education and teaching has not been well structured for now.
3. HR in carrying out the Merdeka Curriculum program learning must be equipped with training that requires more budget.

d. Characteristics of Merdeka Curriculum

According to Rizaldi (2022), The Merdeka Curriculum has several main characteristics that can support the teaching and learning process in Indonesia, including:

1. Project-based learning to develop various soft skills student.

The 2013 curriculum model, which is based on the goals to be met, emphasises the development of students' character; it only does not give it or position it in a specific location within the curriculum structure. In the meanwhile, within the According to the Merdeka Curriculum, 20-30 percent of the instructional time will be devoted to helping Pancasila pupils develop their many character traits, including independence, faith, piety, noble character, love of mutual collaboration, spirit of global variety, and critical and creative thinking.

2. Focus on Essential Material

The use of this context seeks to establish a thorough learning process connected to the content that students are currently studying. Deepening can take many different forms, such as group projects and discussions or the use of issues and projects to study and solve a given the issue. This is undoubtedly different if the demands of the subject matter are too great, as this will promote the development of lectures as a one-way mode of instruction.

3. Flexibility in Curriculum Design in Schools

The Merdeka Curriculum adaptability to the circumstances and features of the particular school environment is an intriguing trait.

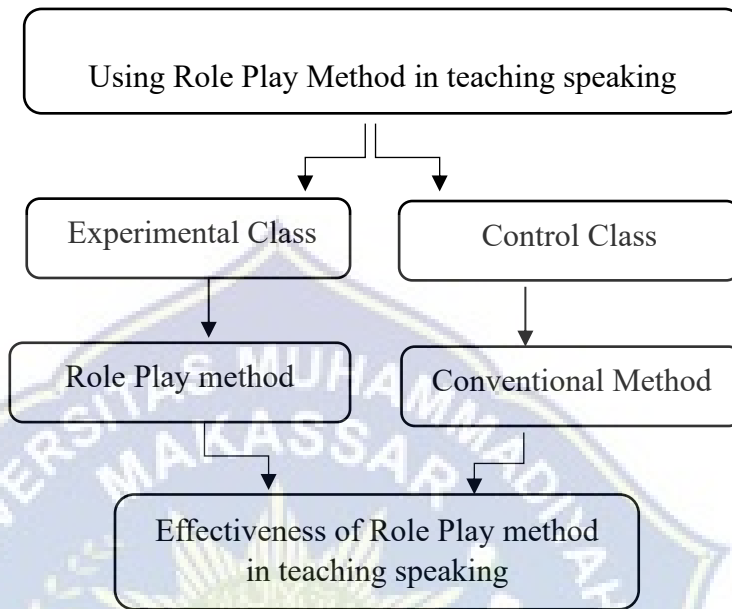
If the learning objectives of the 2013 curriculum are to be completed in a year, Subsequently, the Merdeka Curriculum refers to it as a period that spans two to three years. Furthermore, teachers are allowed up to a year to plan and execute lesson hours under the Merdeka Curriculum, whereas the 2013 curriculum regulates lesson hour implementation within a week. It is anticipated that this requirement will allow educators and schools to be free to innovate.

e. Implementation Of The Merdeka Curriculum At The English Learning Senior High School Level

According to Kharimah, (2023) The Merdeka Program relies on a number of stakeholders understanding their roles and collaborating with the program's target students regarding the goals and benefits of implementing the curriculum. This is in line with Edwards III statement (Subarsono, 2014) that communication is a variable that influences policy implementation and that appropriate information is very important for the success of policy implementation. Teaching English in High School through the Merdeka Curriculum:

1. Basic Framework
2. Targeted Competency
3. Curriculum Structure
4. Learning Process
5. Assessment.

C. Conceptual Framework



Kurniawati, (2017)

D. Hypothesis

According to Sugiyono (2019), hypothesis is a temporary fix for the mentioned issue. Since this is still a transient state, collected empirical data are needed to substantiate its veracity.

Based on the problem research, the researcher formulated the following hypothesis:

1. Alternative hypothesis (H1):

In this research, the alternative hypothesis (H1) said that the use of Role Play Method is effective to improve students' speaking competence.

2. Null hypothesis (H0):

In this research, the null hypothesis (H0) said that the use of Role Play Method is not effective to improve students' speaking competence.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research was use 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.

This is how the design is illustrated:

Experimental group	O ₁	X ₁	O ₂
Control group	O ₃	X ₂	O ₄

(Sugiono, 2011:79)

Where:

O₁: Pre-test of experimental group

O₂: Post-test of experimental group

O₃: Pre-test of control group

O₄: Post-test of control group

X₁: Treatment using role play

X₂: Treatment using conventional

B. Population and Sample

1. Population

The population for this study nine classes in tenth grade at SMA Negeri 1 Gowa, consist of nine class. The total population is 282 students.

2. Sample

In selecting the sample, the researcher was use a purposive sampling technique by taking two class. The researcher took class X.9 with the role play method (experimental class) and X.7 with the conventional method (control class with) 30 students each class.

C. Research Variable

The dependent variable and the independent variable in this study are the following two variables:

1. Dependent variable is Students Speaking Competence
2. Independent variable is Role Play Method.

D. Research Instrument

Research instrument use speaking tests and recording to collect data.

The purpose of the pre-test is to assess students' speaking abilities before being given treatment, and the post-test is to find out whether students' speaking abilities have improved after being given treatment.

E. Data Collection

Pre-test and post-test are data collection methods used in this research.

Quantitative data collection is the method used in this research.

1. Pretest (pre-test) The pretest is used to determine the level of English language proficiency that students possess before to the application of the Teaching Methods. It was administered prior to the treatment.
2. Giving treatment (treatment) The researcher use role play method for teaching English.

a. Experimental Class

1) Pre-teaching activity

The researcher opened the class by saying greeting and asking students' condition. The researcher also asked students about the previous lesson and told about the topic to learn.

2) Teaching Activity

The researcher told the students that in this lesson the researcher would explain the procedural text material using the role play method and provide examples. In this Role Play activity, the teacher will divide the students into several groups and then give each student a role. There are two roles that will be played, namely the role of seller and buyer in this activity. The treatment of

the Role Play learning model is carried out in 4 meetings. This activity was carried out in 4 meetings including:

1. First meeting text procedure about making orange juice
 2. Second meeting of text procedures about mango juice
 3. Third meeting of text procedures about fried rice
 4. Fourth meeting of procedural text about Balado banana chips.
- 3) Post teaching activity

In this meeting, researchers asked about the material challenges students faced when studying it. In addition, researchers provide comments regarding student performance. Finally, the researcher greeted everyone as he ended the lesson.

b. Control Class

- 1) Pre-teaching activity

The researcher opened the class by saying greeting and asking students' condition. The researcher also asked students about the previous lesson and told about the topic to learn.

- 2) Teaching Activity

The researcher informed the students that in this lesson the researcher would explain procedural text material using conventional methods and provide examples. This activity will be carried out in 4 meetings, including:

1. First meeting text procedure about making orange juice
 2. Second meeting of text procedures about making mango juice
 3. Third meeting of text procedures about fried rice
 4. Fourth meeting of procedural text about Balado banana chips.
- 3) Post teaching activity

In this meeting, researchers asked about the material challenges students faced when studying it. In addition, researchers provide comments regarding student performance. Finally, the researcher greeted everyone as he ended the lesson.

3. Posttest (post-test) After providing treatment, a post-test was given to experimental class and control class. This aims to find out whether the two methods are implemented effective or not.

F. Data Analysis

The researcher calculated the mean score and standard deviation of the students' speaking score dealing with fluency, accuracy, and vocabulary by using SPSS Program Version 26 (IBM SPSS Statistic 26).

- a. Tabulating the score of the students formula into the following classification:

No.	Rate of score	Categories
1.	89-100	Excelent
2.	79-88	Good
3.	66-78	Fair

4.	46-65	poor
5.	0-45	Very poor

Rambe, (2018)

Assesment Criteria of Speaking

According to Brown (2004:172) explains several categories of speaking skills, there are:

Table 3. 1 Criteria of Speaking

Categories	Score	Criteria
Fluency	90-100	Possesses perfect language fluency
	79-89	Capable of accurately utilising language at every level
	68-78	Ability to talk about a certain area of expertise with some ease
	57-67	Less efficient in expressing ideas
	46-56	No particular description of fluency
Accuracy	90-100	Convey words accurately
	79-89	Fluency in conveying words
	68-78	Delivery of structured and clear words
	57-67	Using poor grammar
	46-56	Unclear use of punctuation
Vocabulary	90-100	Native speakers with education fully accept speech on levels.
	79-89	Able to follow and take part in any conversation
	68-78	Able to communicate in a language and have a good vocabulary
	57-67	Difficulty finding vocabulary to express ideas
	46-56	Using insufficient vocabulary

Brown (2004:172)

The following criteria will be used to test the hypothesis:

Table 3. 2 Testing Hypothesis

Comparison	Hypothesis	
	HO	H1
$t\text{-test} < t\text{-table}$	Accepted	Rejected
$t\text{-test} > t\text{-table}$	Rejected	Accepted

Liu, (2022)

In accordance with Table 3.2, (1) the null hypothesis is accepted when the t-test value is less than t-table value, while the alternative hypothesis is rejected, and (2) the null hypothesis is rejected when the t-test value is equal to greater that t-table value, while the alternative is accepted

CHAPTER IV

FINDING AND DISCUSSION

A. Research Findings

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

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

Based on the results of the study, the speaking ability of class X9 students of SMA Negeri 1 Gowa experienced changes in terms of vocabulary, accuracy and fluency. The findings of this study can be seen from the results of the pre-test and post-test given using the role play learning model during the treatment and learning has been proven. As shown in the classification table below

Table 4. 1 Classification of Fluency (Pre-test and Post-test)

No.	Classification	Score	Fluency			
			Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage
1.	Excellent	89-100	0	0%	5	16,6%
2.	Good	79-88	0	0%	8	26,6%
3.	Fair	66-78	13	43,3%	17	56,6%
4.	Poor	46-65	17	56,6%	0	0%
5.	Very poor	0-45	0	0%	0	0%
Total			30	100%	30	100%

Table 4.1 shows that there is a good improvement in students' speaking competence in the pre-test of grammar fluency; 0 students obtained a classification of "Good", 13 students obtained a classification of "Fair", and 17 students each obtained a classification of "Poor". The value increased after being given treatment and given a post-test as a final exam using the Role Play learning model, 5 students obtained a classification of Excellent and 8 students obtained a classification of Good. No students obtained a classification of "Very Poor" from both tests (pre-test and post-test).

Table 4. 2 The Mean Score of the Students' Speaking Procedure Text in terms of Fluency

Indicator	Pre-Test	Post-Test	Improvement
Fluency	62,73	78,53	25,18%

The average score of students on the pre-test and post-test increased, as shown in Table 4.2 The average score of speaking was around 62,73 on the pre-test and 78,53 on the post-test with an increase in the results of the post-test. These data indicate that student learning outcomes increased by 25,18% and indicate that the use of the role play learning model can improve students' ability to speak procedural texts.

Table 4. 3 Classification of Accuracy (Pre-test and Post-test)

No.	Classification	Score	Accuracy			
			Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage
1.	Excellent	89-100	0	0%	8	26,6%
2.	Good	79-88	0	0%	9	30%
3.	Fair	66-78	18	60%	13	43,3%
4.	Poor	46-65	12	40%	0	0%
5.	Very poor	0-45	0	0%	0	0%
Total			30	100%	30	100%

Table 4.3 shows that there is a good improvement in students' speaking competence in the pre-test of accuracy; 0 students obtained a classification of "Good", 18 students obtained a classification of "Fair", and 12 students each obtained a classification of "Poor". The value increased after being given treatment and given a post-test as a final exam using the Role Play learning model, 8 students obtained a classification of Excellent, and 9 students obtained a classification of Good. No students obtained a classification of "Very Poor" from both tests (pre-test and post-test).

Table 4. 4 The Mean Score of the Students' Speaking Procedure Text in terms of Accuracy

Indicator	Pre-Test	Post-Test	Improvement
Accuracy	64,53	81,1	25,67%

The average score of students on the pre-test and post-test increased, as shown in Table 4.4 The average score of speaking was around 64,53 on the pre-test and 81,1 on the post-test with an increase in the results of the post-test. These data indicate that

student learning outcomes increased by 25,67% and indicate that the use of the role play learning model can improve students' ability to speak procedural texts.

Table 4. 5 Classification of Vocabulary (Pre-test and Post-test)

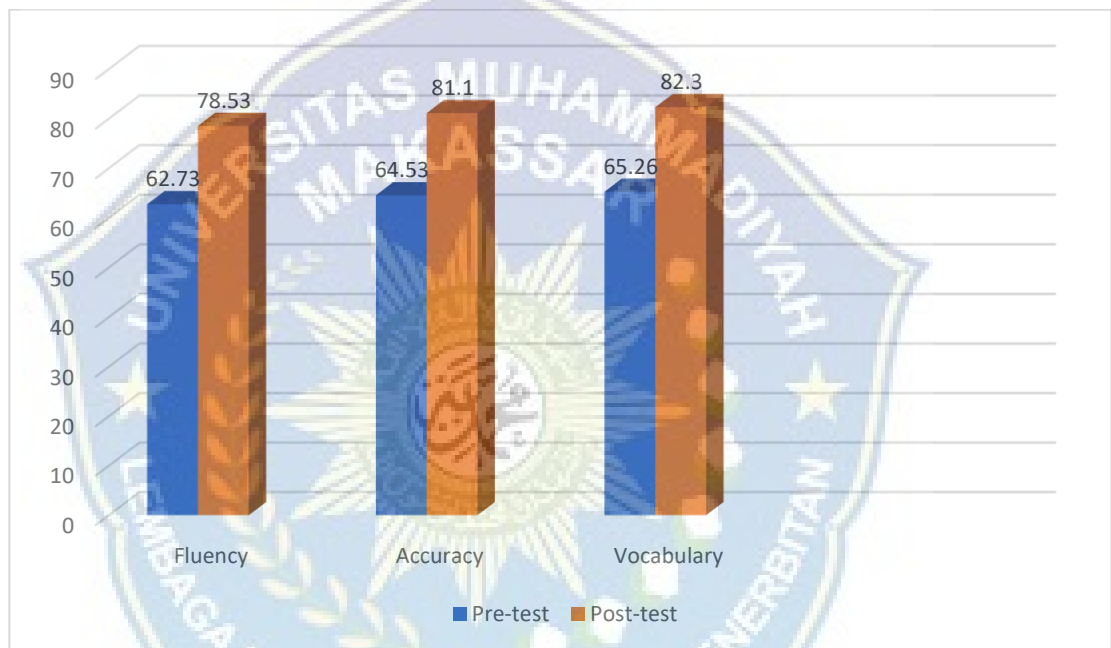
No.	Classification	Score	Vocabulary			
			Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage
1.	Excellent	89-100	0	0%	6	20%
2.	Good	79-88	0	0%	19	63,3%
3.	Fair	66-78	20	66,6%	5	16,6%
4.	Poor	46-65	10	33,3%	0	0%
5.	Very poor	0-45	0	0%	0	0%
Total			30	100%	30	100%

Table 4.5 shows that there is a good improvement in students' speaking competence in the pre-test of accuracy; 0 students obtained a classification of "Good", 20 students obtained a classification of "Fair", and 10 students each obtained a classification of "Poor". The value increased after being given treatment and given a post-test as a final exam using the Role Play learning model, 6 students obtained a classification of Excellent, and 19 students obtained a classification of Good. No students obtained a classification of "Very Poor" from both tests (pre-test and post-test).

Table 4. 6 The Mean Score of the Students' Speaking Procedure Text in terms of Vocabulary

Indicator	Pre-Test	Post-Test	Improvement
Vocabulary	65,26	82,3	26,6%

The average score of students on the pre-test and post-test increased, as shown in Table 4.6 The average score of speaking was around 62,33 on the pre-test and 86,16 on the post-test with an increase in the results of the post-test. These data indicate that student learning outcomes increased by 38,23% and indicate that the use of the role play learning model can improve students' ability to speak procedural texts.



Graphic 4. 1 The Improvement of the Students' Speaking Skills in Experimental Class

Testing Hypothesis

In this study, the researcher highlighted the importance of students' speaking competence in procedural texts in terms of fluency, accuracy, and vocabulary between the pre-test and post-test.

Table 4. 7 The Mean Score and Standard Deviation of the Students' Fluency, Accuracy, and Grammar

Indicator	t-test	t-table	Description
Fluency	12.514	2.048	Significance
Accuracy	20.551	2.048	Significance
Vocabulary	18.684	2.048	Significance

The value of the t-test was greater than the value of the t-table, as show in Table 4.7. Fluency t-test value was higher than the t-table ($12.514 > 2.048$), accuracy t-test value was higher than the t-table ($20.551 > 2.048$), vocabulary t-test value was higher than the t-table ($18.684 > 2.048$). . It was stated that the alternative hypothesis (H1) was accepted whereas the null hypothesis (H0) was rejected. This shows that the quality of students' reading has increased both before and after class X of SMA Negeri 1 Gowa using the Role Play learning model.

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

On students' speaking abilities from the results the students' pre-test showed that the students were still lacking. This is observed by paying attention to students' fluency, accuracy and vocabulary during learning. The categorization results can be seen below:

Table 4. 8 Classification of Fluency (Pre-test and Post-test)

No.	Classification	Score	Fluency			
			Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage
1.	Excellent	89-100	0	0%	2	6,6%
2.	Good	79-88	0	0%	7	23,3%
3.	Fair	66-78	5	16,6%	21	70%
4.	Poor	46-65	25	83,3%	0	0%
5.	Very poor	0-45	0	0%	0	0%
Total			30	100%	30	100%

Table 4.8 shows that there is a good improvement in students' speaking competence in the pre-test of fluency; 0 students obtained a classification of "Good", 5 students obtained a classification of "Fair", and 25 students each obtained a classification of "Poor". The value increased after being given treatment and given a post-test as a final exam using the conventional learning model, 7 students obtained a classification of Good, and 2 students obtained a classification of excellent. No students obtained a classification of poor from both tests (pre-test and post-test).

Table 4. 9 The Mean Score of the Students' Speaking Procedure Text in terms of Fluency

Indicator	Pre-Test	Post-Test	Improvement
Fluency	59,7	76,2	27,63%

The average score of students on the pre-test and post-test increased, as shown in Table 4.9 The average score of speaking was around 59,7% on the pre-test and 76,2% on the post-test with an increase in the results of the post-test. These data indicate that student learning outcomes increased by 27,63% and indicate that the use of the conventional learning model can improve students' ability to speak procedural texts.

Table 4. 10 Classification of Accuracy (Pre-test and Post-test)

No.	Classification	Score	Accuracy			
			Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage
1.	Excellent	89-100	0	0%	1	3,3%
2.	Good	79-88	0	0%	11	36,6%
3.	Fair	66-78	10	33,3%	18	60%
4.	Poor	46-65	20	66,6%	0	0%
5.	Very poor	0-45	0	0%	0	0%
Total			30	100%	30	100%

Table 4.10 shows that there is a good improvement in students' speaking competence in the pre-test of accuracy; 0 students obtained a classification of "Good", 10 students obtained a classification of "Fair", and 20 students each obtained a classification of "Poor". The value increased after being given treatment and given a post-test as a final exam using the conventional learning model, 11 students obtained a

classification of Good, and 18 students obtained a classification of fair. No students obtained a classification of poor from both tests (pre-test and post-test).

Table 4. 11 The Mean Score of the Students' Speaking Procedure Text in terms of Accuracy

Indicator	Pre-Test	Post-Test	Improvement
Accuracy	61,6	73,86	20%

The average score of students on the pre-test and post-test increased, as shown in Table 4.11 The average score of speaking was around 61,6% on the pre-test and 73,86% on the post-test with an increase in the results of the post-test. These data indicate that student learning outcomes increased by 20% and indicate that the use of the conventional learning model can improve students' ability to speak procedural texts.

Table 4. 12 Classification of Vocabulary (Pre-test and Post-test)

No.	Classification	Score	Vocabulary			
			Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage
1.	Excellent	89-100	0	0%	5	16,6%
2.	Good	79-88	0	0%	6	20%
3.	Fair	66-78	18	60%	19	63,3%
4.	Poor	46-65	12	40%	0	0%
5.	Very poor	0-45	0	0%	0	0%
Total			30	100%	30	100%

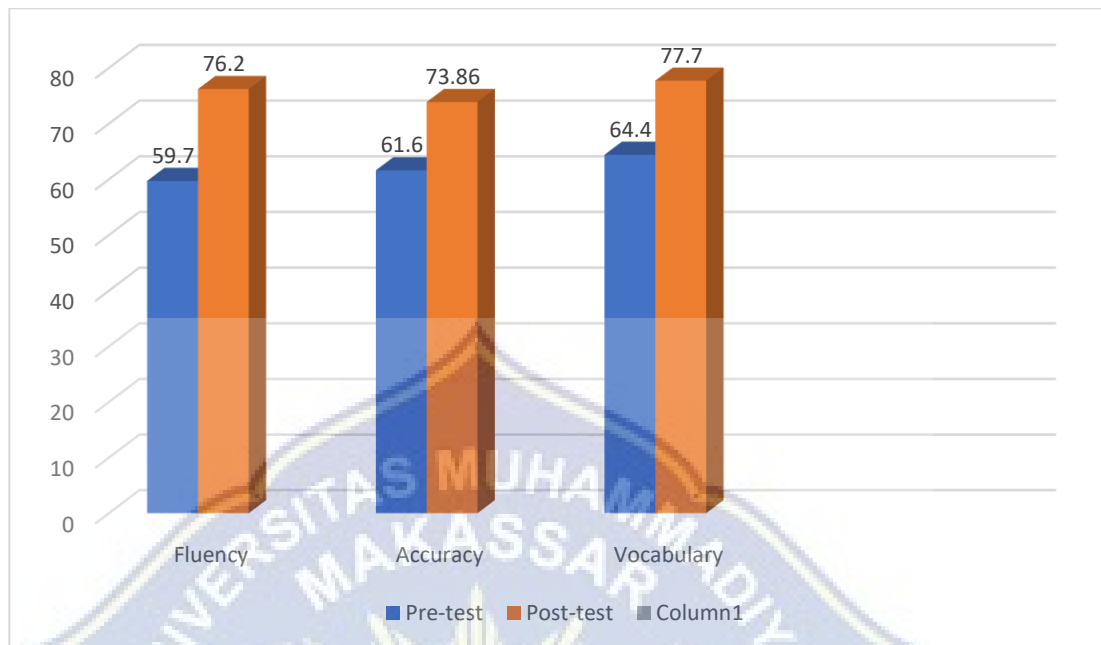
Table 4.12 shows that there is a good improvement in students' speaking competence in the pre-test of vocabulary; 0 students obtained a classification of "Good", 18 students obtained a classification of "Fair", and 12 students each obtained

a classification of "Poor". The value increased after being given treatment and given a post-test as a final exam using the conventional learning model, 6 students obtained a classification of Good, and 5 students obtained a classification of Excellent. No students obtained a classification of poor from both tests (pre-test and post-test).

Table 4. 13 The Mean Score of the Students' Speaking Procedure Text in terms of Vocabulary

Indicator	Pre-Test	Post-Test	Improvement
Vocabulary	64,4	77,7	20,65%

The average score of students on the pre-test and post-test increased, as shown in Table 4.13 The average score of speaking was around 64,4% on the pre-test and 77,7% on the post-test with an increase in the results of the post-test. These data indicate that student learning outcomes increased by 20,65% and indicate that the use of the conventional learning model can improve students' ability to speak procedural texts.



Graphic 4. 2 The Improvement of the Students' Speaking Skills in Control Class

Testing Hypothesis

In this study, the researcher highlighted the importance of students' speaking competence in procedural texts in terms of fluency, accuracy, and vocabulary between the pre-test and post-test.

Table 4. 14 The Mean Score and Standard Deviation of the Students' Fluency, Accuracy, and Grammar

Indicator	t-test	t-table	Description
Fluency	17.029	2.048	Significance
Accuracy	23.064	2.048	Significance
Vocabulary	13.103	2.048	Significance

The value of the t-test was greater than the value of the t-test, as show in Table 4.14 Fluency t-test value was higher than the t-table ($17.029 > 2.048$), accuracy t-test value was higher than the t-table ($24.064 > 2.048$), vocabulary t-test value was higher than the t-table ($13.103 > 2.048$). . It was stated that the alternative hypothesis (H1) was accepted whereas the null hypothesis (H0) was rejected. This shows that the quality of students' reading has increased both before and after class X of SMA Negeri 1 Gowa using the Role Play learning model.

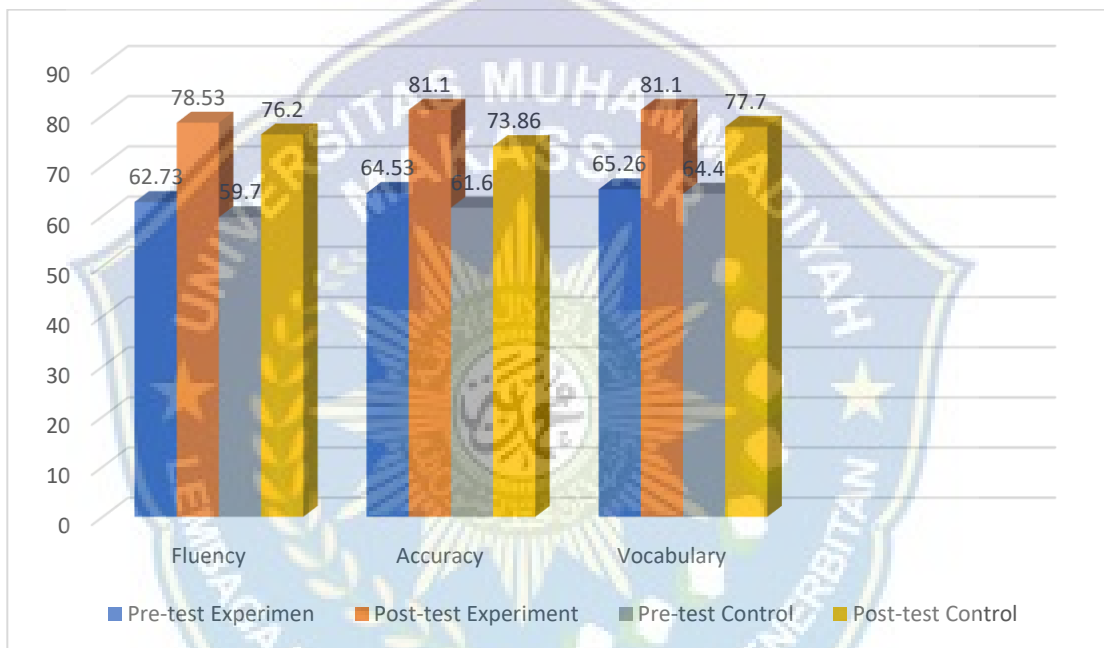
3. The different between students' speaking in the experimental and in the control classes

Table 4. 15 The different between students' speaking in the experimental and control class

Experimental Class						Control Class					
Pre-test			Post-test			Pre-test			Post-test		
Fluency	Accuracy	Vocabulary	Fluency	Accuracy	Vocabulary	Fluency	Accuracy	Vocabulary	Fluency	Accuracy	Vocabulary
62,73	64,53	65,26	78,53	81,1	81,1	59,7	61,6	64,4	76,2	73,86	77,7

Pada table 4.15 differences in students' speaking skills in the experimental class and the control class in the third element there are significant differences seen from the results of the pre-test and post-test obtained by students after being given treatment.

The increase in pre-test to post-test scores of students in the experimental class on Fluency was 62.73 to 78.53, Accuracy 64.53 to 81.1, Vocabulary 65.26 to 81.1. While in the control class the increase in pre-test to post-test scores of students on Fluency was 59,7 to 76,2, Accuracy 61,6 to 73,86, and the last on Vocabulary the student's score from 64,4 increased to 77,7.



Graphic 4. 3 The different between students' in the experimental and control class

Table 4.16 Mean Score of Speaking in Experimental and Control Class

	Mean Score			
	Experimental Class		Control Class	
	Pre-test	Post-test	Pre-test	Post-test
Fluency	62.73	78.53	59.7	76.2
Accuracy	64.53	81.1	61.6	73.86
Vocabulary	65.26	81.1	64.4	77.7
Speaking Score	72.75	80.24	61.9	75.92

Mean Score of Speaking in Experimental and Control Class:

1. The Fluency of students in the experimental class and control class has increased. This can be seen from the results of the increase in students' pre-test to post-test scores. Where Fluency in experimental from 62.73 to 78.53, and control class from 59,7 to 76,2.
2. The Accuracy of students in the experimental class and control class has increased. This can be seen from the results of the increase in students' pre-test to post-test scores. Where accuracy in experimental from 64,53 to 81,1, and control class from 61,6 to 73,86.

3. The Vocabulary of students in the experimental class and control class has increased. This can be seen from the results of the increase in students' pre-test to post-test scores. Where vocabulary in experimental from 65,26 to 81,1, and control class from 64,4 to 77,7.
4. Speaking score of students in the experimental class in pre-test 72,75 and post-test 80,24. Meanwhile speaking score of students in control class in pre-test 61,9 and post-test 75,92.

B. Discussion

This section discusses the results of two different types of findings. In the Experiment class and the control class. Pre-test ability before treatment and post-test after treatment.

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

The findings of the study show that students' speaking ability on text procedures using the Role Play learning model shows an improvement in students' speaking skills in all three elements, including;

a. Fluency

Measuring student achievement between pre-test and post-test on the aspect of fluency, the pre-test results at 62,73% and the post-test results 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. It was supported what Pakula said. According to Pakula, (2019), opinion implies that the concept of fluency is a complex and multifaceted concept. Fluency has been analyzed quantitatively as a temporal phenomenon focusing on automaticity, speech rate, and pause length, but also qualitatively as an increase in the length of linguistic units. Fluency is often seen as a dynamic construct consisting of underlying cognitive mechanisms and the social environment.

b. Accuracy

Measurement of student achievement between pre-test and post-test on the aspect of accuracy, the pre-test results at 64.53% and the post-test results 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. It was supported what Suban said. According to Suban, (2021) opinion when dealing with students' accuracy, it is important to correct pronunciation, vocabulary, and sentence structure, either by interrupting the speaker or noting the error and providing feedback after the speaker has finished. When practicing fluency, it is important to motivate yourself to dare to express the meaning without worrying about making mistakes or errors. The important point is that the meaning is understood.

c. Vocabulary

Measurement of student achievement between pre-test and post-test on the aspect of vocabulary, the pre-test results at 65.26% and the post-test results 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.

It was supported what Quyen said. According to Quyen, (2021) the opinion that students can improve and learn vocabulary in various ways. By studying vocabulary with a number of topics while practicing again with various reviews and exercises. In addition, with the various topics provided, students can build their own vocabulary list, the most important part of learning English.

The results of the study indicate that Role Play can influence students' ability to speak procedural texts. This can be seen from the results of the post-test scores which are higher than the pre-test scores.

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 at 59,7% and the post-test results at 76,2%, 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. The term fluency is associated with the meaning of communication, for example, in a conversation, a learner may make grammatical errors, but

the learner can still pronounce sentences fluently. In addition, learners can speak without searching for words, so that their speech is quickly understood, Albino, (2017).

b. Accuracy

Measurement of student learning outcomes between pre-test and post-test in the aspect of accuracy, the pre-test results at 61,6% and the post-test results at 73,86%, 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. A key aspect of speaking is accuracy. Accuracy is defined as the extent to which a person's spoken language conforms to the norms of the target language. Accuracy is also referred to as "error-free" speech. Therefore, oral accuracy is measured by the accurate use of various aspects of the target language, (Nhac, 2021).

c. Vocabulary

Measurement of student achievement between pre-test and post-test in vocabulary aspect, pre-test result at 64.4% and post-test result is

at 77,7%, 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. According to Arwila, (2022) vocabulary is essential for effective communication, and individuals must acquire and understand a large amount of vocabulary. One gains sufficient understanding of vocabulary while learning a language. Knowledge of vocabulary is essential in gaining proficiency in a foreign language and is essential for language learning. To communicate effectively in a foreign language, it is important to have sufficient vocabulary. Therefore, students must acquire many words and master their proper use.

3. The different between speaking skill in the experimental and in the control classes

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.

In conclusion, the Role Play learning method approach is more effective in helping to improve students' speaking skills compared to conventional methods as seen from each improvement from pre-test to post-test in the three elements, namely fluency, accuracy and vocabulary.

From the discussion above, it can be concluded that the Role Play Learning Model is effective in improving students' speaking skills, especially in the aspects of fluency, accuracy, and vocabulary of the procedural text of class X students of SMA Negeri 1 Gowa. In addition, this study found that after using the Role Play learning model, students had good speaking skills in procedural texts.

CHAPTER V

CONCLUSION AND SUGGESTION

A. 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. Mean score speaking in experimental class is 80,24.
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 59,7 to 76,2, Accuracy from 61,6 to 73,86, and finally in Vocabulary the students' scores from 64.4 increased to 77,7 Mean score in control class is 75,92.
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.

B. Suggestions

Regarding this study, the researcher would like to offer some recommendations.

The researcher hopes that we can all benefit from these recommendations.

1. In order for students to be excited about learning, the teacher must be able to choose an appealing learning paradigm. In addition, teacher must also motivate students about the importance of having good speaking skills. Therefore, the Role Play Model can be applied to the teaching and learning of several subjects, particularly speaking.
2. This study focuses on three components of speaking such as fluency, accuracy and vocabulary. This study can serve as additional reference for researchers looking to use the role play model to improving students' speaking abilities across the board.

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APPENDICES

APPENDIX 1

- 1.1 Instrumen of Pre-Test
- 1.2 Lesson Plan
- 1.3 Instrument of Post-Test



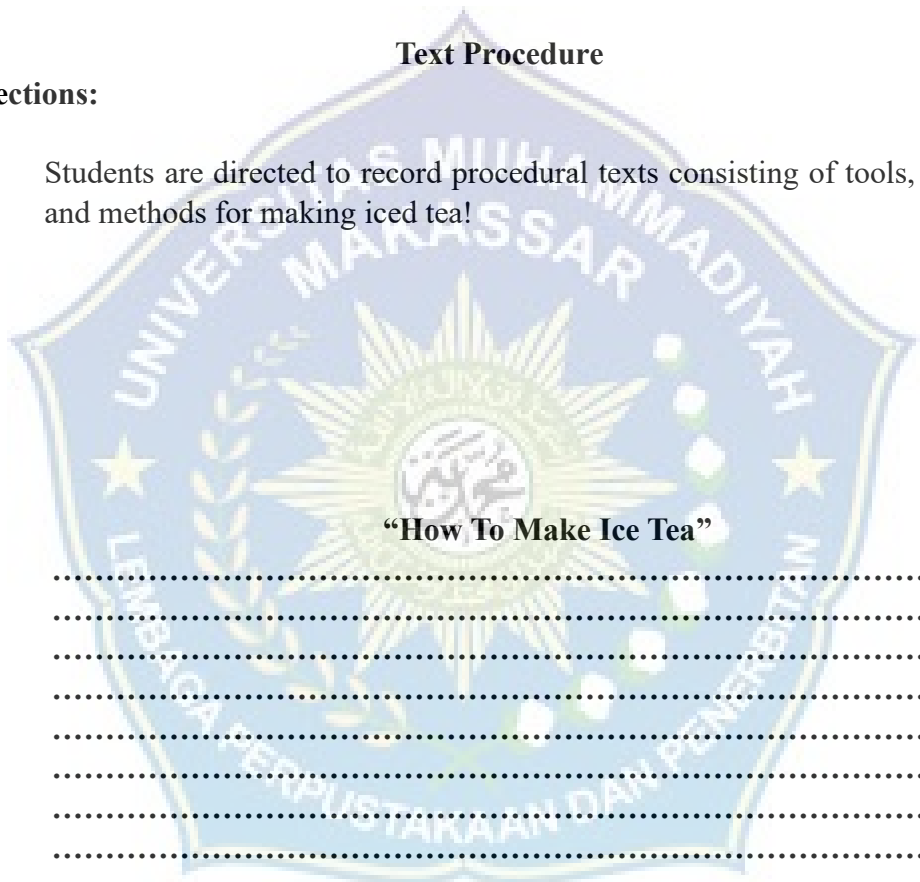
1.1 Instrument of Pre-Test

Name :
No. Absent :
Class :

Text Procedure

Directions:

Students are directed to record procedural texts consisting of tools, materials, and methods for making iced tea!



“How To Make Ice Tea”

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.....
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1.2 Lesson Plan

MODUL AJAR

NAMA	SRI AGUSTINA PRATIWI
SATUAN PENDIDIKAN	SMAN 1 GOWA
KELAS	X
MATA PELAJARAN	BAHASA INGGRIS
ALOKASI WAKTU	8 JP (6 x MEETING)

SARANA DAN PRASARANA	Buku Teks / Internet / Video Pembelajaran / PPT
PROFIL PELAJAR PANCASILA	Mandiri / Bernalar Kritis / Kreatif
TARGET PESERTA DIDIK	Regular / Umum
DOMAIN KONTEN	Speaking
METODE	Menyimak / Diskusi Kelompok / Role – Play / Simulation/ Penugasan Individu dan Kelompok / Presentasi / Tanya Jawab

Capaian Pembelajaran: Peserta didik dapat merencanakan tulisan dari ragam teks narasi, deskripsi, dan recount dengan memperhatikan tujuan dan target pembaca/pemirsa.	Pemahaman Bermakna: Manfaat yang akan diperoleh peserta didik setelah mengikuti pembelajaran adalah memudahkan peserta didik dalam menulis ragam teks prosedur.
Tujuan pembelajaran: 1. Peserta didik mampu menganalisis fungsi sosial, struktur teks dan unsur kebahasaan yang terdapat dalam teks prosedur. 2. Peserta didik dapat menunjukkan struktur (bagian-bagian) dari teks prosedur dengan benar. 3. Peserta didik mampu menulis ragam teks prosedur	Pertanyaan Pemantik: a. What kind of food do you like to eat? b. Do you know the ingrediens of it? c. Do you know the steps to make it?

Langkah-Langkah Kegiatan Pembelajaran (Class Experiment)

1. Pertemuan 1

Kegiatan	Deskripsi Kegiatan	Nilai PPK, Literasi, 4C, HOTs	Waktu
Pendahuluan	Pendahuluan <ul style="list-style-type: none"> • Orientasi Mengucapkan salam dan doa • Memeriksa absensi siswa 	Religious	20 Menit
Inti	Inti <ul style="list-style-type: none"> • Guru menjelaskan tentang prosedur teks secara garis besar • Peneliti memberikan Pre-test (procedure teks “Es teh”) 	Literasi Critical Thinking	40 Menit
Penutup	Penutup <ul style="list-style-type: none"> • Peneliti memberikan penjelasan tentang kegiatan selanjutnya. • Menutup pertemuan dan mengucapkan salam 		30 Menit

2. Pertemuan 2

Kegiatan	Deskripsi Kegiatan	Nilai PPK, Literasi, 4C, HOTs	Waktu
Pendahuluan	Pendahuluan <ul style="list-style-type: none"> • Orientasi Mengucapkan salam dan doa • Memeriksa absensi siswa 	Religious	20 Menit

<p style="text-align: center;">Inti</p>	<p>Latihan bagi peserta proses Role Play:</p> <p>Menyusun skenario role play tentang materi teks prosedur. Kegiatan atau Langkah dalam Role Play ini guru membagi siswa menjadi beberapa kelompok, kemudian didalam kelompok tersebut siswa masing-masing memiliki peran. Peran yang akan dibagikan adalah sebagai penjual dan pembeli dalam sebuah dialog.</p> <p>Menugaskan para peserta dalam Role Play:</p> <ul style="list-style-type: none"> • Memberikan role play pada masing-masing siswa sesuai perannya. • Mencoba latihan secara singkat tentang role play tersebut. • Memberikan soal kepada siswa untuk memaparkan secara lisan Proses pembuatan jus jeruk (teks prosedur) 	<p>Literasi Critical Thinking</p>	<p>40 Menit</p>
<p style="text-align: center;">Penutup</p>	<p>Penutup</p> <ul style="list-style-type: none"> • Peneliti memberikan penjelasan tentang kegiatan selanjutnya. • Menutup pertemuan dan mengucapkan salam 		<p>30 Menit</p>

3. Pertemuan 3

Kegiatan	Deskripsi Kegiatan	Nilai PPK, Literasi, 4C, HOTS	Waktu
Pendahuluan	<p>Pendahuluan</p> <ul style="list-style-type: none"> • Orientasi Mengucapkan salam dan doa • Memeriksa absensi siswa 	Religious	20 Menit
Inti	<p>Latihan bagi peserta proses Role Play:</p> <p>Menyusun skenario role play tentang materi teks prosedur. Kegiatan atau Langkah dalam Role Play ini guru membagi siswa menjadi beberapa kelompok, kemudian didalam kelompok tersebut siswa masing-masing memiliki peran. Peran yang akan dibagikan adalah sebagai penjual dan pembeli dalam sebuah dialog.</p> <p>Menugaskan para peserta dalam Role Play:</p> <ul style="list-style-type: none"> • Memberikan role play pada masing-masing siswa sesuai perannya. • Mencoba latihan secara singkat tentang role play tersebut • Memberikan soal kepada siswa untuk memaparkan secara 	Literasi Critical Thingking	40 Menit

	lisan Proses pembuatan jus mangga (Teks Prosedur)		
Penutup	Penutup <ul style="list-style-type: none"> • Peneliti memberikan penjelasan tentang kegiatan selanjutnya. • Menutup pertemuan dan mengucapkan salam 		30 Menit

4. Pertemuan 4

Kegiatan	Deskripsi Kegiatan	Nilai PPK, Literasi, 4C, HOTS	Waktu
Pendahuluan	Pendahuluan <ul style="list-style-type: none"> • Orientasi Mengucapkan salam dan doa • Memeriksa absensi siswa 	Religious	20 Menit
Inti	Latihan bagi peserta proses Role Play: Menyusun skenario role play tentang materi teks prosedur. Kegiatan atau Langkah dalam Role Play ini guru membagi siswa menjadi beberapa kelompok, kemudian didalam kelompok tersebut siswa masing-masing memiliki peran. Peran yang akan dibagikan adalah sebagai penjual dan pembeli dalam sebuah dialog.	Literasi Critical Thingking	40 Menit

	<p>Menugaskan para peserta dalam Role Play:</p> <ul style="list-style-type: none"> • Memberikan role play pada masing-masing siswa sesuai perannya. • Mencoba latihan secara singkat tentang role play tersebut • Memberikan soal kepada siswa untuk memaparkan secara lisan Proses pembuatan Nasi goreng (Teks Prosedur) 	
Penutup	<p>Penutup</p> <ul style="list-style-type: none"> • Peneliti memberikan penjelasan tentang kegiatan selanjutnya. • Menutup pertemuan dan mengucapkan salam 	30 Menit

5. Pertemuan 5

Kegiatan	Deskripsi Kegiatan	Nilai PPK, Literasi, 4C, HOTs	Waktu
Pendahuluan	<p>Pendahuluan</p> <ul style="list-style-type: none"> • Orientasi • Mengucapkan salam dan doa • Memeriksa absensi siswa 	Religious	20 Menit
Inti	<p>Latihan bagi peserta proses Role Play:</p> <p>Menyusun skenario role play tentang materi teks prosedur. Kegiatan atau Langkah dalam Role</p>	Literasi Critical Thingking	40 Menit

	<p>Play ini guru membagi siswa menjadi beberapa kelompok, kemudian didalam kelompok tersebut siswa masing-masing memiliki peran. Peran yang akan dibagikan adalah sebagai penjual dan pembeli dalam sebuah dialog.</p> <p>Menugaskan para peserta dalam Role Play:</p> <ul style="list-style-type: none"> • Memberikan role play pada masing-masing siswa sesuai perannya. • Mencoba latihan secara singkat tentang role play tersebut • Memberikan soal kepada siswa untuk memaparkan secara lisan Proses pembuatan Keripik pisang balado (Teks Prosedur) 		
Penutup	<p>Penutup</p> <ul style="list-style-type: none"> • Peneliti memberikan penjelasan tentang kegiatan selanjutnya. • Menutup pertemuan dan mengucapkan salam 		30 Menit

6. Pertemuan 6

Kegiatan	Deskripsi Kegiatan	Nilai PPK, Literasi, 4C, HOTS	Waktu
Pendahuluan	<p>Pendahuluan</p> <ul style="list-style-type: none"> • Mengucapkan salam dan berdoa. • Peneliti memberikan pertanyaan tentang hal yang ada kaitannya dengan pembelajaran sebelumnya dan pembelajaran yang akan dilaksanakan. 	Religious	15 Menit
Inti	<p>Pelaksanaan Role Play:</p> <ul style="list-style-type: none"> • Melaksanakan Role Play: Memantau Proses Role Play • Peneliti memberikan post-test (procedure teks “Es teh”) <p>Debriefing</p> <ul style="list-style-type: none"> • Memberikan Komentar, memberikan umpan balik dan evaluasi dari hasil role play yang telah dilakukan oleh siswa • Membandingkan aktivitas role play dengan dunia nyata dan mengkaitkan dengan isi pelajaran • Memberi penguatan atas manfaat 	Literasi Critical Thinking	50 Menit 20 Menit
Penutup	<p>Penutup</p> <ul style="list-style-type: none"> • Menutup pertemuan dan mengucapkan salam. 		5 Menit

Langkah-Langkah Kegiatan Pembelajaran (Class Control)

1. Pertemuan 1

Kegiatan	Deskripsi Kegiatan	Nilai PPK, Literasi, 4C, HOTS	Waktu
Pendahuluan	Pendahuluan <ul style="list-style-type: none"> • Orientasi Mengucapkan salam dan doa • Memeriksa absensi siswa 	Religious	20 Menit
Inti	Inti <ul style="list-style-type: none"> • Guru menjelaskan tentang prosedur teks secara garis besar • Peneliti memberikan Pre-test (procedure teks “Es teh”) 	Literasi Critical Thinking	40 Menit
Penutup	Penutup <ul style="list-style-type: none"> • Peneliti memberikan penjelasan tentang kegiatan selanjutnya. • Menutup pertemuan dan mengucapkan salam 		30 Menit

2. Pertemuan 2

Kegiatan	Deskripsi Kegiatan	Nilai PPK, Literasi, 4C, HOTS	Waktu
Pendahuluan	Pendahuluan <ul style="list-style-type: none"> • Orientasi Mengucapkan salam dan doa • Memeriksa absensi siswa 	Religious	20 Menit
Inti	Latihan bagi peserta didik/siswa:	Literasi Critical Thinking	40 Menit

	<ul style="list-style-type: none"> Menyusun scenario tentang materi teks prosedur <p>Menugaskan para peserta didik/siswa:</p> <ul style="list-style-type: none"> Memberikan pengarahan (metode ceramah) tentang prosedur teks dan contohnya Mencoba latihan secara singkat Memberikan soal kepada siswa untuk memaparkan secara lisan Proses pembuatan jus jeruk (Teks Prosedur) 		
Penutup	<p>Penutup</p> <ul style="list-style-type: none"> Peneliti memberikan penjelasan tentang kegiatan selanjutnya. Menutup pertemuan dan mengucapkan salam 		30 Menit

3. Pertemuan 3

Kegiatan	Deskripsi Kegiatan	Nilai PPK, Literasi, 4C, HOTs	Waktu
Pendahuluan	<p>Pendahuluan</p> <ul style="list-style-type: none"> Orientasi Mengucapkan salam dan doa Memeriksa absepsi siswa 	Religious	20 Menit

Inti	<p>Latihan bagi peserta didik/siswa:</p> <ul style="list-style-type: none"> Menyusun skenario tentang materi yang akan dibawakan <p>Menugaskan para peserta didik/siswa:</p> <ul style="list-style-type: none"> Memberikan pengarahan (metode ceramah) tentang prosedur teks dan contohnya Mencoba latihan secara singkat Memberikan soal kepada siswa untuk memaparkan secara lisan Proses pembuatan jus mangga (Teks Prosedur) 	Literasi Critical Thinking	40 Menit
Penutup	<p>Penutup</p> <ul style="list-style-type: none"> Peneliti memberikan penjelasan tentang kegiatan selanjutnya. Menutup pertemuan dan mengucapkan salam 		30 Menit

4. Pertemuan 4

Kegiatan	Deskripsi Kegiatan	Nilai PPK, Literasi, 4C, HOTs	Waktu
Pendahuluan	<p>Pendahuluan</p> <ul style="list-style-type: none"> Orientasi Mengucapkan salam dan doa Memeriksa absensi siswa 	Religious	20 Menit

Inti	<p>Latihan bagi peserta didik/siswa:</p> <ul style="list-style-type: none"> • Menyusun skenario tentang materi teks prosedur <p>Menugaskan para peserta didik/siswa:</p> <ul style="list-style-type: none"> • Memberikan pengarahan (metode ceramah) tentang prosedur teks dan contohnya • Mencoba latihan secara singkat • Memberikan soal kepada siswa untuk memaparkan secara lisan Proses pembuatan nasi goreng(Teks Prosedur) 	Literasi Critical Thinking	40 Menit
Penutup	<p>Penutup</p> <ul style="list-style-type: none"> • Peneliti memberikan penjelasan tentang kegiatan selanjutnya. • Menutup pertemuan dan mengucapkan salam 		30 Menit

5. Pertemuan 5

Kegiatan	Deskripsi Kegiatan	Nilai PPK, Literasi, 4C, HOTs	Waktu
Pendahuluan	<p>Pendahuluan</p> <ul style="list-style-type: none"> • Orientasi • Mengucapkan salam dan doa • Memeriksa absensi siswa 	Religious	20 Menit

Inti	<p>Latihan bagi peserta didik/siswa:</p> <ul style="list-style-type: none"> • Menyusun skenario tentang materi teks prosedur <p>Menugaskan para peserta didik/siswa:</p> <ul style="list-style-type: none"> • Memberikan pengarahan (metode ceramah) tentang prosedur teks dan contohnya • Mencoba latihan secara singkat • Memberikan soal kepada siswa untuk memaparkan secara lisan Proses pembuatan keripik pisang balado (Teks Prosedur) 	Literasi Critical Thinking	40 Menit
Penutup	<p>Penutup</p> <ul style="list-style-type: none"> • Peneliti memberikan penjelasan tentang kegiatan selanjutnya. • Menutup pertemuan dan mengucapkan salam 		30 Menit

6. Pertemuan 6

Kegiatan	Deskripsi Kegiatan	Nilai PPK, Literasi, 4C, HOTs	Waktu
Pendahuluan	<p>Pendahuluan</p> <ul style="list-style-type: none"> • Mengucapkan salam dan berdoa. • Peneliti memberikan pertanyaan tentang hal yang ada kaitannya dengan pembelajaran 	Religious	15 Menit

	sebelumnya dan pembelajaran yang akan dilaksanakan.		
Inti	<p>Pelaksanaan</p> <ul style="list-style-type: none"> • Peneliti memberikan post-test (procedure teks “Esteh”) <p>Debriefing</p> <ul style="list-style-type: none"> • Memberikan Komentar, memberikan umpan balik dan evaluasi dari hasil yang telah dilakukan oleh siswa • Membandingkan aktivitas metode conventional (ceramah) dengan dunia nyata dan mengkaitkan dengan isi pelajaran • Memberi penguatan atas manfaat 	Literasi Critical Thinking	50 Menit 20 Menit
Penutup	<p>Penutup</p> <ul style="list-style-type: none"> • Menutup pertemuan dan mengucapkan salam. 		6 Menit

Mengetahui,
Kepala SMAN 1 Gowa

Gowa, Juli 2023

Guru Mata Pelajaran,

ISLAMUDDIN, S.Pd., M.Pd
NIP. 196903151992031013

SRI AGUSTINA PRATIWI
NIM. 105351103720

Treatment

Dialogue between seller and buyer about how to make orange ice!

Buyer: Good morning, ma'am, can I have a moment of your time?

Seller: Good morning, yes please.

Buyer: I want to ask about how you make this orange ice. What ingredients are needed to make it?

Seller: Yes, the ingredients needed include oranges, granulated sugar dissolved in hot water, enough ice water, and ice cubes.

Buyer: Okay ma'am, so what are the steps to make it?

Seller: So the first step that must be done is to squeeze the orange using a squeezer or strainer until the water is completely gone. Second, mix the squeezed orange juice with water, sugar, ice and enough ice cubes. Finally, stir enough and don't forget to taste the orange ice according to your taste.

Buyer: It seems like the method of making it is quite easy ma'am, thank you for the opportunity.

Seller: Yes, you're welcome.

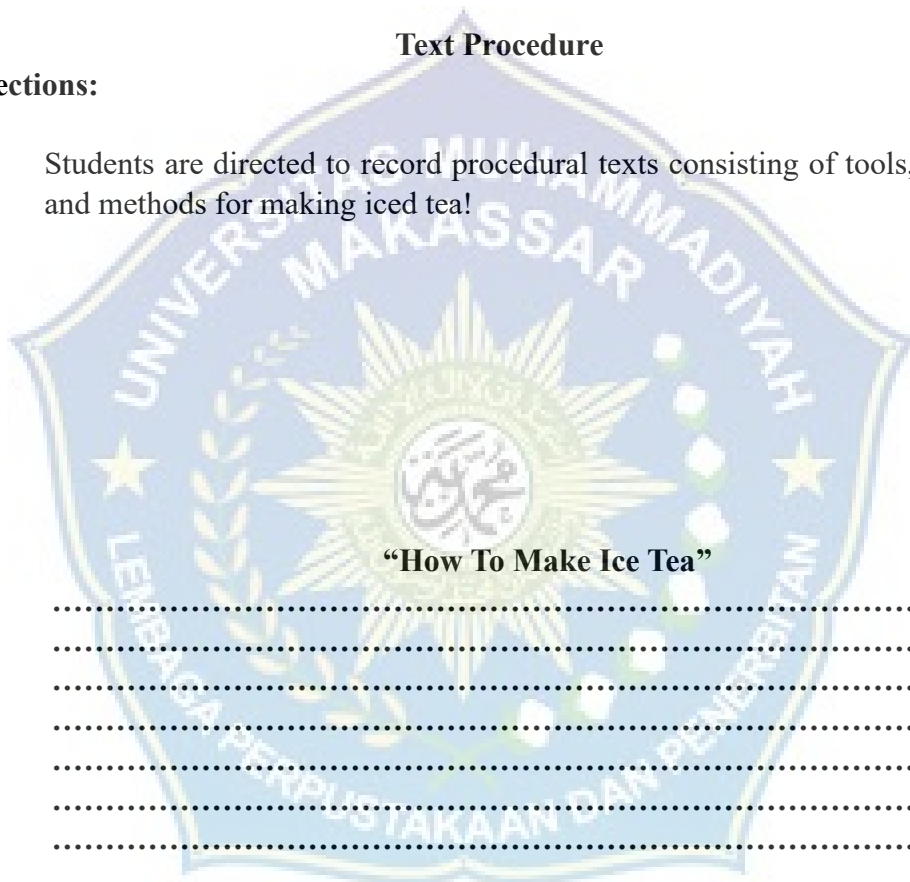
1.2 Instrument of Post-test

Name :
No. Absent :
Class :

Text Procedure

Directions:

Students are directed to record procedural texts consisting of tools, materials, and methods for making iced tea!

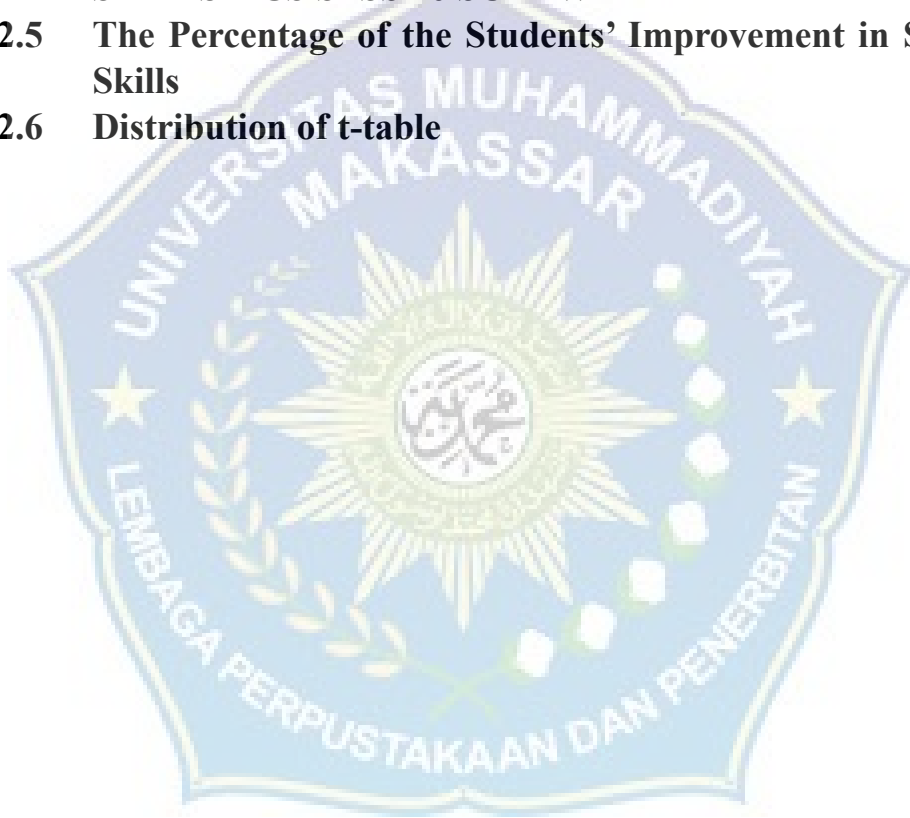


“How To Make Ice Tea”

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APPENDIX 2

- 2.1 List Name of Sample
- 2.2 The Students' Score of Pre-Test and Post-Test in terms of Fluency, Accuracy, and Vocabulary
- 2.3 Classification of Students' Pre-test and Post-test
- 2.4 Data Analysis of the Students' Score Based on IBM STATISTICS SPSS 26 SOFTWARE
- 2.5 The Percentage of the Students' Improvement in Speaking Skills
- 2.6 Distribution of t-table



APPENDIX 2

2.1 List Name of Sample

Experiment Class

No.	Name	Code
1.	AASA	Student 1
2.	AZ	Student 2
3.	AKR	Student 3
4.	AP	Student 4
5.	AF	Student 5
6.	AFA	Student 6
7.	B	Student 7
8.	FFT	Student 8
9.	FFARJ	Student 9
10.	GEB	Student 10
11.	IIA	Student 11
12.	JOS	Student 12
13.	KPP	Student 13
14.	MAZC	Student 14
15.	MINH	Student 15
16.	MASS	Student 16
17.	MARR	Student 17
18.	MAM	Student 18
19.	MAA	Student 19
20.	MAAAA	Student 20
21.	MF	Student 21
22.	MWAL	Student 22
23.	MRN	Student 23
24.	NHR	Student 24
25.	NAA	Student 25
26.	NEA	Student 26
27.	NANS	Student 27
28.	NAR	Student 28
29.	RHPM	Student 29
30.	RSS	Student 30

Control Class

No.	Name	Code
1.	AAK	Student 1
2.	AII	Student 2
3.	ATS	Student 3
4.	AM	Student 4
5.	AM	Student 5
6.	AJE	Student 6
7.	APTB	Student 7
8.	AA	Student 8
9.	AFA	Student 9
10.	AK	Student 10
11.	AN	Student 11
12.	BFP	Student 12
13.	CD	Student 13
14.	GGL	Student 14
15.	LIR	Student 15
16.	MIH	Student 16
17.	MAFR	Student 17
18.	MH	Student 18
19.	MNW	Student 19
20.	MFAAF	Student 20
21.	MRA	Student 21
22.	MRI	Student 22
23.	NAA	Student 23
24.	NA	Student 24
25.	NFS	Student 25
26.	NHA	Student 26
27.	NW	Student 27
28.	NA	Student 28
29.	NAS	Student 29
30.	RAPH	Student 30

2.2 The Students' Score of Pre-Test and Post-Test in terms of Fluency, Accuracy, and Vocabulary

A. Experimental Class

The Students' Score of Pre-Test

Samples	Pre-Test		
	Fluency	Accuracy	Vocabulary
St. 1	58	70	68
St. 2	70	58	70
St. 3	58	68	68
St. 4	58	58	70
St. 5	58	68	68
St. 6	68	58	68
St. 7	58	58	58
St. 8	68	70	70
St. 9	58	70	58
St. 10	68	68	68
St. 11	70	70	58
St. 12	70	68	70
St. 13	68	68	70
St. 14	60	70	68
St. 15	58	58	70
St. 16	68	68	58
St. 17	56	70	68
St. 18	58	68	58
St. 19	68	70	70
St. 20	70	58	58
St. 21	58	68	58
St. 22	70	58	58
St. 23	58	58	68
St. 24	58	68	68
St. 25	58	68	70
St. 26	58	58	58
St. 27	68	70	68
St. 28	58	58	58
St. 29	70	58	70
St. 30	58	58	68
Total	$\sum x = 1882$	$\sum x = 1936$	$\sum x = 1958$
Mean Score (X)	$62,73 = \frac{1882}{30}$	$64,53 = \frac{1936}{30}$	$65,26 = \frac{1958}{30}$

The Students' Score of Post-Test

Samples	Post-Test		
	Fluency	Accuracy	Vocabulary
St. 1	78	90	80
St. 2	90	70	90
St. 3	70	90	85
St. 4	70	70	90
St. 5	78	80	80
St. 6	70	70	80
St. 7	78	78	90
St. 8	70	90	80
St. 9	78	90	78
St. 10	70	85	80
St. 11	90	90	78
St. 12	90	85	90
St. 13	70	85	90
St. 14	85	90	80
St. 15	70	70	85
St. 16	85	85	78
St. 17	70	90	80
St. 18	78	70	80
St. 19	85	85	85
St. 20	85	78	80
St. 21	70	85	78
St. 22	85	78	80
St. 23	70	78	80
St. 24	78	85	80
St. 25	85	80	85
St. 26	85	70	78
St. 27	85	90	80
St. 28	78	78	80
St. 29	90	78	90
St. 30	70	70	80
Total	$\sum x = 2356$	$\sum x = 2433$	$\sum x = 2470$
Mean Score (X)	$78,53 = \frac{2356}{30}$	$81,1 = \frac{2433}{30}$	$82,3 = \frac{2470}{30}$

B. Control Class

The Students' Score of Pre-Test

Samples	Pre-Test		
	Fluency	Accuracy	Vocabulary
St. 1	58	58	68
St. 2	58	58	58
St. 3	58	70	70
St. 4	58	70	68
St. 5	58	68	68
St. 6	58	70	70
St. 7	58	68	58
St. 8	58	70	58
St. 9	58	68	68
St. 10	58	58	58
St. 11	68	58	70
St. 12	58	58	58
St. 13	58	58	68
St. 14	68	58	70
St. 15	70	58	68
St. 16	58	58	68
St. 17	58	58	58
St. 18	68	58	58
St. 19	58	58	58
St. 20	58	58	68
St. 21	58	58	68
St. 22	68	68	68
St. 23	58	68	70
St. 24	58	58	58
St. 25	58	58	58
St. 26	58	68	58
St. 27	58	58	70
St. 28	58	58	68
St. 29	58	58	68
St. 30	58	58	58
Total	$\sum x = 1792$	$\sum x = 1848$	$\sum x = 1932$
Mean Score (X)	$59,7 = \frac{1792}{30}$	$61,6 = \frac{1848}{30}$	$64,4 = \frac{1932}{30}$

The Students' Score of Post-Test

Samples	Post-Test		
	Fluency	Accuracy	Vocabulary
St. 1	70	78	70
St. 2	70	78	70
St. 3	70	85	90
St. 4	70	85	78
St. 5	70	80	78
St. 6	70	90	90
St. 7	70	85	70
St. 8	70	85	70
St. 9	70	85	85
St. 10	70	70	70
St. 11	80	70	90
St. 12	85	70	78
St. 13	80	70	85
St. 14	85	70	80
St. 15	90	70	90
St. 16	78	70	85
St. 17	78	70	70
St. 18	85	70	70
St. 19	78	70	70
St. 20	90	70	80
St. 21	80	78	70
St. 22	85	85	70
St. 23	78	85	90
St. 24	78	80	78
St. 25	78	80	70
St. 26	78	85	70
St. 27	70	70	80
St. 28	70	70	78
St. 29	70	70	78
St. 30	70	70	78
Total	$\sum x = 2286$	$\sum x = 2216$	$\sum x = 2331$
Mean Score (X)	$76,2 = \frac{2286}{30}$	$73,86 = \frac{2216}{30}$	$77,7 = \frac{2331}{30}$

2.3 Classification of Students' Pre-test and Post-test

A. Experimental Class

The Classification of Students' Fluency Score

Code	Fluency			
	Pre-Test	Classification	Post-Test	Classification
St. 1	58	Poor	78	Fair
St. 2	70	Fair	90	Excellent
St. 3	58	Poor	70	Fair
St. 4	58	Poor	70	Fair
St. 5	58	Poor	78	Excellent
St. 6	68	Fair	70	Fair
St. 7	58	Poor	78	Fair
St. 8	68	Fair	70	Fair
St. 9	58	Poor	78	Fair
St. 10	68	Fair	70	Fair
St. 11	70	Fair	90	Excellent
St. 12	70	Fair	90	Excellent
St. 13	68	Fair	70	Fair
St. 14	60	Poor	85	Good
St. 15	58	Poor	70	Fair
St. 16	68	Fair	85	Good
St. 17	56	Poor	70	Fair
St. 18	58	Poor	78	Fair
St. 19	68	Fair	85	Good
St. 20	70	Fair	85	Good
St. 21	58	Poor	70	Fair
St. 22	70	Fair	85	Good
St. 23	58	Poor	70	Fair
St. 24	58	Poor	78	Fair
St. 25	58	Poor	85	Good
St. 26	58	Poor	85	Good
St. 27	68	Fair	85	Good
St. 28	58	Poor	78	Fair
St. 29	70	Fair	90	Excellent
St. 30	58	Poor	70	Fair

The Classification of Students' Accuracy Score

Code	Accuracy			
	Pre-Test	Classification	Post-Test	Classification
St. 1	70	Fair	90	Excellent
St. 2	58	Poor	70	Fair
St. 3	68	Fair	90	Excellent
St. 4	58	Poor	70	Fair
St. 5	68	Fair	80	Good
St. 6	58	Poor	70	Fair
St. 7	58	Poor	78	Fair
St. 8	70	Fair	90	Excellent
St. 9	70	Fair	90	Excellent
St. 10	68	Fair	85	Good
St. 11	70	Fair	90	Excellent
St. 12	68	Fair	85	Good
St. 13	68	Fair	85	Good
St. 14	70	Fair	90	Excellent
St. 15	58	Poor	70	Fair
St. 16	68	Fair	85	Good
St. 17	70	Fair	90	Excellent
St. 18	68	Fair	70	Fair
St. 19	70	Fair	85	Good
St. 20	58	Poor	78	Fair
St. 21	68	Fair	85	Good
St. 22	58	Poor	78	Fair
St. 23	58	Poor	78	Fair
St. 24	68	Fair	85	Good
St. 25	68	Fair	80	Good
St. 26	58	Poor	70	Fair
St. 27	70	Fair	90	Excellent
St. 28	58	Poor	78	Fair
St. 29	58	Poor	78	Fair
St. 30	58	Poor	70	Fair

The Classification of Students' Vocabulary Score

Code	Vocabulary			
	Pre-Test	Classification	Post-Test	Classification
St. 1	68	Fair	80	Good
St. 2	70	Fair	90	Excellent
St. 3	68	Fair	85	Good
St. 4	70	Fair	90	Excellent
St. 5	68	Fair	80	Good
St. 6	68	Fair	80	Good
St. 7	58	Poor	90	Excellent
St. 8	70	Fair	80	Good
St. 9	58	Poor	78	Fair
St. 10	68	Fair	80	Good
St. 11	58	Poor	78	Fair
St. 12	70	Fair	90	Excellent
St. 13	70	Fair	90	Excellent
St. 14	68	Fair	80	Good
St. 15	70	Fair	85	Good
St. 16	58	Poor	78	Fair
St. 17	68	Fair	80	Good
St. 18	58	Poor	80	Good
St. 19	70	Fair	85	Good
St. 20	58	Poor	80	Good
St. 21	58	Poor	78	Fair
St. 22	58	Poor	80	Good
St. 23	68	Fair	80	Good
St. 24	68	Fair	80	Good
St. 25	70	Fair	85	Good
St. 26	58	Poor	78	Fair
St. 27	68	Fair	80	Good
St. 28	58	Poor	80	Good
St. 29	70	Fair	90	Excellent
St. 30	68	Fair	80	Good

B. Control Class

The Classification of Students' Fluency Score

Code	Fluency			
	Pre-Test	Classification	Post-Test	Classification
St. 1	58	Poor	70	Fair
St. 2	58	Poor	70	Fair
St. 3	58	Poor	70	Fair
St. 4	58	Poor	70	Fair
St. 5	58	Poor	70	Fair
St. 6	58	Poor	70	Fair
St. 7	58	Poor	70	Fair
St. 8	58	Poor	70	Fair
St. 9	58	Poor	70	Fair
St. 10	58	Poor	70	Fair
St. 11	68	Fair	80	Good
St. 12	58	Poor	85	Good
St. 13	58	Poor	80	Good
St. 14	68	Fair	85	Good
St. 15	70	Fair	90	Excellent
St. 16	58	Poor	78	Fair
St. 17	58	Poor	78	Fair
St. 18	68	Fair	85	Good
St. 19	58	Poor	78	Fair
St. 20	58	Poor	90	Excellent
St. 21	58	Poor	80	Good
St. 22	68	Fair	85	Good
St. 23	58	Poor	78	Fair
St. 24	58	Poor	78	Fair
St. 25	58	Poor	78	Fair
St. 26	58	Poor	78	Fair
St. 27	58	Poor	70	Fair
St. 28	58	Poor	70	Fair
St. 29	58	Poor	70	Fair
St. 30	58	Poor	70	Fair

The Classification of Students' Accuracy Score

Code	Accuracy			
	Pre-Test	Classification	Post-Test	Classification
St. 1	58	Poor	78	Fair
St. 2	58	Poor	78	Fair
St. 3	70	Fair	85	Good
St. 4	70	Fair	85	Good
St. 5	68	Fair	80	Good
St. 6	70	Fair	90	Excellent
St. 7	68	Fair	85	Good
St. 8	70	Fair	85	Good
St. 9	68	Fair	85	Good
St. 10	58	Poor	70	Fair
St. 11	58	Poor	70	Fair
St. 12	58	Poor	70	Fair
St. 13	58	Poor	70	Fair
St. 14	58	Poor	70	Fair
St. 15	58	Poor	70	Fair
St. 16	58	Poor	70	Fair
St. 17	58	Poor	70	Fair
St. 18	58	Poor	70	Fair
St. 19	58	Poor	70	Fair
St. 20	58	Poor	70	Fair
St. 21	58	Poor	78	Fair
St. 22	68	Fair	85	Good
St. 23	68	Fair	85	Good
St. 24	58	Poor	80	Good
St. 25	58	Poor	80	Good
St. 26	68	Fair	85	Good
St. 27	58	Poor	70	Fair
St. 28	58	Poor	70	Fair
St. 29	58	Poor	70	Fair
St. 30	58	Poor	70	Fair

The Classification of Students' Vocabulary Score

Code	Vocabulary			
	Pre-Test	Classification	Post-Test	Classification
St. 1	68	Fair	70	Fair
St. 2	58	Poor	70	Fair
St. 3	70	Fair	90	Excellent
St. 4	68	Fair	78	Fair
St. 5	68	Fair	78	Fair
St. 6	70	Fair	90	Excellent
St. 7	58	Poor	70	Fair
St. 8	58	Poor	70	Fair
St. 9	68	Fair	85	Good
St. 10	58	Poor	70	Fair
St. 11	70	Fair	90	Excellent
St. 12	58	Poor	78	Fair
St. 13	68	Fair	85	Good
St. 14	70	Fair	80	Good
St. 15	68	Fair	90	Excellent
St. 16	68	Fair	85	Good
St. 17	58	Poor	70	Fair
St. 18	58	Poor	70	Fair
St. 19	58	Poor	70	Fair
St. 20	68	Fair	80	Good
St. 21	68	Fair	70	Fair
St. 22	68	Fair	70	Fair
St. 23	70	Fair	90	Excellent
St. 24	58	Poor	78	Fair
St. 25	58	Poor	70	Fair
St. 26	58	Poor	70	Fair
St. 27	70	Fair	80	Good
St. 28	68	Fair	78	Fair
St. 29	68	Fair	78	Fair
St. 30	58	Poor	78	Fair

2.4 Data Analysis of the Students' Score Based on IBM STATISTICS SPSS 26 SOFTWARE

2.4.1 Experimental Class

a. Fluency

Statistics

		Pre-test	Post-test
N	Valid	30	30
	Missing	0	0
Mean		62.73	78.53
Std. Error of Mean		1.017	1.383
Median		58.00	78.00
Mode		58	70
Std. Deviation		5.570	7.574
Variance		31.030	57.361
Range		14	20
Minimum		56	70
Maximum		70	90
Sum		1882	2356

Frequency

		Pre-test			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	56	1	3.3	3.3	3.3
	58	15	50.0	50.0	53.3

60	1	3.3	3.3	56.7
68	7	23.3	23.3	80.0
70	6	20.0	20.0	100.0
Total	30	100.0	100.0	

Post-test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	11	36.7	36.7	36.7
	78	7	23.3	23.3	60.0
	85	8	26.7	26.7	86.7
	90	4	13.3	13.3	100.0
Total	30	30	100.0	100.0	

b. Accuracy

Statistics

		Pre-test	Post-test
N	Valid	30	30
	Missing	0	0
Mean		64.53	81.10
Std. Error of Mean		1.001	1.382
Median		68.00	82.50
Mode		58	90
Std. Deviation		5.482	7.572

Variance	30.051	57.334
Range	12	20
Minimum	58	70
Maximum	70	90
Sum	1936	2433

Frequency Table

Pre-test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	58	12	40.0	40.0	40.0
	68	10	33.3	33.3	73.3
	70	8	26.7	26.7	100.0
	Total	30	100.0	100.0	

Post-test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	7	23.3	23.3	23.3
	78	6	20.0	20.0	43.3
	80	2	6.7	6.7	50.0
	85	7	23.3	23.3	73.3
	90	8	26.7	26.7	100.0
	Total	30	100.0	100.0	

c. Vocabulary

Statistics

		Pre-test	Post-test
N	Valid	30	30
	Missing	0	0
Mean		65.27	82.33
Std. Error of Mean		.966	.800
Median		68.00	80.00
Std. Deviation		5.291	4.381
Variance		27.995	19.195
Range		12	12
Minimum		58	78
Maximum		70	90
Sum		1958	2470

Frequency Table

		Pre-test			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	58	10	33.3	33.3	33.3
	68	11	36.7	36.7	70.0
	70	9	30.0	30.0	100.0
	Total	30	100.0	100.0	

Post-test

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 78	5	16.7	16.7	16.7
80	15	50.0	50.0	66.7
85	4	13.3	13.3	80.0
90	6	20.0	20.0	100.0
Total	30	100.0	100.0	

2.4.2. Control Class

a. Fluency

Statistics

		Pre-test Control	Post-test Control
N	Valid	30	30
	Missing	0	0
Mean		59.73	76.20
Std. Error of Mean		.722	1.220
Median		58.00	78.00
Mode		58	70
Std. Deviation		3.956	6.682
Variance		15.651	44.648
Range		12	20
Minimum		58	70
Maximum		70	90

Sum	1792	2286
------------	-------------	-------------

Frequency Table

Pre-test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	58	25	83.3	83.3	83.3
	68	4	13.3	13.3	96.7
	70	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Post-test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	14	46.7	46.7	46.7
	78	7	23.3	23.3	70.0
	80	3	10.0	10.0	80.0
	85	4	13.3	13.3	93.3
	90	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

b. Accuracy

Statistics

		Pre-test Control	Post-test Control
N	Valid	30	30
	Missing	0	0
Mean		61.60	76.47
Std. Error of Mean		.951	1.285
Median		58.00	74.00
Mode		58	70
Std. Deviation		5.210	7.040
Variance		27.145	49.568
Range		12	20
Minimum		58	70
Maximum		70	90
Sum		1848	2294

Frequency Table

Pre-test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	58	20	66.7	66.7	66.7
	68	6	20.0	20.0	86.7
	70	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

Post-test

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	15	50.0	50.0
	78	3	10.0	60.0
	80	3	10.0	70.0
	85	8	26.7	96.7
	90	1	3.3	100.0
Total	30	100.0	100.0	

c. Vocabulary

Statistics

	Pre-test Control	Post-test Control
N		
Valid	30	30
Missing	0	0
Mean	64.40	77.70
Std. Error of Mean	.980	1.375
Median	68.00	78.00
Mode	58^a	70
Std. Deviation	5.367	7.530
Variance	28.800	56.700
Range	12	20
Minimum	58	70

Maximum	70	90
Sum	1932	2331

a. Multiple modes exist. The smallest value is shown

Frequency Table

Pre-test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	58	12	40.0	40.0	40.0
	68	12	40.0	40.0	80.0
	70	6	20.0	20.0	100.0
Total	30		100.0	100.0	

Post-test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	12	40.0	40.0	40.0
	78	7	23.3	23.3	63.3
	80	3	10.0	10.0	73.3
	85	3	10.0	10.0	83.3
	90	5	16.7	16.7	100.0
Total	30		100.0	100.0	

2.4.3. Hypothesis

a. Experimental Class

a. Fluency

Paired Samples Test

	Paired Differences						t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1 Pre-test - Post-test	-15.800	6.915	1.263	-18.382	-13.218	-12.514	29	.000	

b. Accuracy

Paired Samples Test

	Paired Differences						t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1 Pre-test - Post-test	-16.567	4.415	.806	-18.215	-14.918	-20.551	29	.000	

c. Vocabulary

Paired Samples Test

	Paired Differences						t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1 Pre-test - Post-test	-17.067	5.003	.913	-18.935	-15.199	-18.684	29	.000	

b. Contol Class

a. Fluency

Paired Samples Test

	Paired Differences							
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pair 1 Pre-test - Post-test	-16.467	5.296	.967	-18.444	-14.489	-17.029	29	.000

b. Accuracy

Paired Samples Test

	Paired Differences							
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pair 1 Pre-test - Post-test	-14.867	3.530	.645	-16.185	-13.548	-23.064	29	.000

c. Vocabulary

Paired Samples Test

	Paired Differences							
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pair 1 Pre-test - Post-test	-13.300	5.559	1.015	-15.376	-11.224	-13.103	29	.000

2.4.4 Speaking skill between student in the experimental and in the control classes

a. Fluency

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test Experimental	-15.800	6.915	1.263	-18.382	-13.218	-12.514	29	.000
	Post-test Experimental								
Pair 2	Pre-test Control	-16.467	5.296	.967	-18.444	-14.489	-17.029	29	.000
	Post-test Control								

b. Accuracy

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test Experimental - Post-test Experimental	-16.567	4.415	.806	-18.215	-14.918	-20.551	29	.000
Pair 2	Pre-test Control - Post-test Control	-14.867	3.530	.645	-16.185	-13.548	-23.064	29	.000

c. Vocabulary

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test Experimental - Post-test Experimental	-17.067	5.003	.913	-18.935	-15.199	-18.684	29	.000
Pair 2	Pre-test Control - Post-test Control	-13.300	5.559	1.015	-15.376	-11.224	-13.103	29	.000

2.5 The Percentage of the Students' Improvement in Speaking Skills

Experimental Class

1. The students' improve in Fluency

Pre-test score is 62,73

Post-test score is 78,53

The improvement of students' score in fluency from pre-test to post-test:

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$

$$P = \frac{78,53 - 62,73}{62,73} \times 100\%$$

$$P = \frac{15,8}{62,73} \times 100\%$$

$$P = 25,18\%$$

The students' improvement from pre-test to post-test is 25,18%

2. The students' improve in Accuracy

Pre-test score is 64,53%

Post-test score is 81,1%

The improvement of students' score in accuracy from pre-test to post-test:

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$

$$P = \frac{81,1 - 64,53}{64,53} \times 100\%$$

$$P = \frac{16,57}{64,53} \times 100\%$$

$$P = 25,67\%$$

The students' improvement from pre-test to post-test is 25,67%

3. The students' improve in Vocabulary

Pre-test score is 65,26%

Post-test score is 82,3%

The improvement of students' score in Vocabulary from pre-test to post-test:

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$

$$P = \frac{82,3 - 65,26}{65,26} \times 100\%$$

$$P = \frac{17,4}{65,26} \times 100\%$$

$$P = 26,6\%$$

The students' improvement from pre-test to post-test is 26,6%

Control Class

1. The students' improve in Fluency

Pre-test score is 59,7%

Post-test score is 76,2%

The improvement of students' score in fluency from pre-test to post-test:

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$

$$P = \frac{76,2 - 59,7}{59,7} \times 100\%$$

$$P = \frac{16,5}{59,7} \times 100\%$$

$$P = 27,63\%$$

The students' improvement from pre-test to post-test is 27,63%

2. The students' improve in Accuracy

Pre-test score is 61,6%

Post-test score is 73,86%

The improvement of students' score in accuracy from pre-test to post-test:

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$

$$P = \frac{73,86 - 61,6}{61,6} \times 100\%$$

$$P = \frac{12,26}{61,6} \times 100\%$$

$$P = 20\%$$

The students' improvement from pre-test to post-test is 20%

3. The students' improve in Vocabulary

Pre-test score is 64,4%

Post-test score is 77,7%

The improvement of students' score in accuracy from pre-test to post-test:

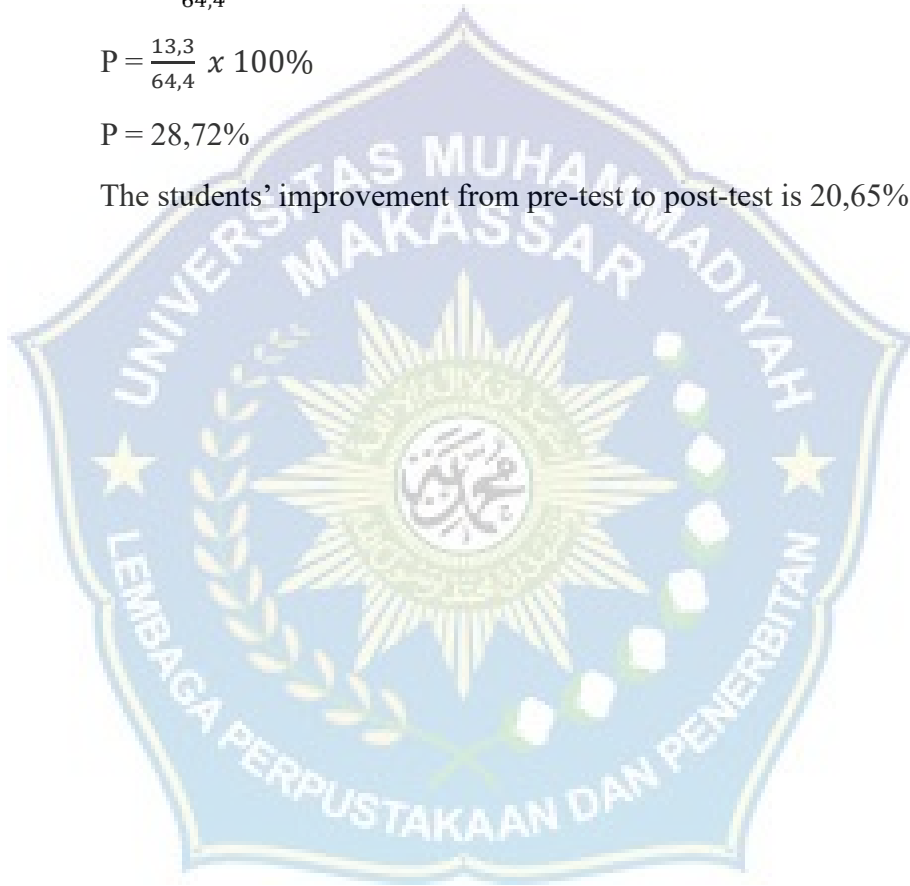
$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$

$$P = \frac{77,7 - 64,4}{64,4} \times 100\%$$

$$P = \frac{13,3}{64,4} \times 100\%$$

$$P = 20,65\%$$

The students' improvement from pre-test to post-test is 20,65%



2.6 Distribution of t-tab

Degree of freedom (df) $N-1 = 30-2 = 28$, t-table = 2.048

The level of significance 0.05

Df	P			
	1.0	0.5	0.1	0.01
1	6.314	12.706	63.357	636.619
2	2.920	4.303	9.326	31.598
3	2.535	4.182	5.841	12.941
4	2.123	2.776	4.604	8.610
5	2.015	2.571	5.032	6.859
6	1.943	2.447	3.707	5.959
7	1.895	2.365	3.499	5.405
8	1.860	2.306	3.355	5.041
9	1.833	2.262	3.250	4.781
10	1.812	2.226	3.169	4.587
11	1.769	2.201	3.106	4.437
12	1.782	2.179	3.055	4.318
13	1.771	2.160	3.120	4.221
14	1.761	2.145	2.977	4.140
15	1.753	2.131	2.947	4.073
16	1.746	2.120	2.921	4.045
17	1.740	2.110	2.898	3.965
18	1.734	2.101	2.878	3.933
19	1.729	2.093	2.861	3.833
20	1.725	2.086	2.845	3.850
21	1.721	2.080	2.832	3.819
22	1.717	2.074	2.819	3.792
23	1.714	2.807	2.807	3.767
24	1.711	2.640	2.797	3.745
25	1.708	2.060	2.787	3.725
26	1.706	2.056	2.779	3.707
27	1.703	2.052	2.771	3.690
28	1.701	2.048	2.763	3.674
29	1.699	2.045	2.756	3.656
30	1.697	2.042	2.750	3.646
40	1.684	2.021	2.704	3.551
60	1.671	2.000	2.660	3.460

APPENDIX 3

- 3.1 Surat Keterangan Bebas Plagiat**
- 3.2 Surat Pengantar Penelitian dari Fakultas**
- 3.3 Surat Pengantar Penelitian dari LP3M**
- 3.4 Surat Keterangan Telah Selesai Meneliti**
- 3.5 Kartu Kontrol Penelitian**



1. Surat Keterangan Bebas Plagiat



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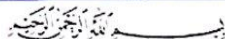


2. Surat Pengantar Penelitian dari Fakultas



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. H. M. Yasin, Makassar
Telp. (0411) 4411111
Faksimil (0411) 4411111
Website: www.umh.ac.id



Nomor : 16631/FKIP/A.4-II/VII/1446/2024
Lampiran : 1 (Satu) Lembar
Perihal : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
Di -
Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : Sri Agustina Pratiwi
Stambuk : 105351103720
Program Studi : Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir : Selayar / 30-08-2002
Alamat : Sultan Alauddin, Bumi Permata Hijau

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: *The Effectiveness Of Role Play Method In Supporting The Implementation Of The Merdeka Curriculum In English Speaking Classes At SMAN 1 Gowa*.

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumulahu Khaeran Katsiraan*.

*Wassalamu Alaikum
Warahmatullahi
Wabarakatuh.*

Makassar, 6 Jumadal Ula 1441 H
12 Juli 2024 M

Dekan



Erwin Akib, M.Pd., Ph.D.
NBM. 860 934

3. Surat Pengantar Penelitian dari LP3M



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
CABANG DINAS PENDIDIKAN WILAYAH II GOWA
Alamat : Jl. Let. Jend. Mappaoddang No. 24 Makassar, Kode Pos. 90223

Makassar, 15 Juli 2024

Nomor : 070/528-CD.WL.II/DISDIK
Lampiran : -
Perihal : Izin Penelitian

Yth. Kepala UPT. SMAN 1 Gowa

Di-
Tempat

Berdasarkan Surat Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Sulawesi Selatan Nomor : 18503/S.01/PTSP/2024, tanggal 03 Juli 2024, perihal Izin Penelitian atas nama :

Nama : SRI AGUSTINA PRATIWI
Nomor Pokok : 105351103720
Program Studi : Pendidikan Bahasa Inggris
Pekerjaan/Lembaga : Mahasiswa (S1)
Alamat : Jl. Sit. Alauddin 259, Makassar

Yang bersangkutan bermaksud untuk melaksanakan penelitian di UPT. SMAN 1 Gowa, dalam rangka penyusunan SKRIPSI, dengan judul:

"The Effectiveness Of Role Play Method In Supporting The Implementation Of The Merdeka Curriculum In English Speaking Classes At SMAN 1 Gowa"

Yang akan dilaksanakan dari : Tgl. 15 Juli s.d 15 September 2024

Sehubungan dengan hal tersebut, pada prinsipnya kami menerima dan menyetujui kegiatan tersebut, sepanjang tidak bertentangan dengan ketentuan peraturan perundang-undangan yang berlaku.

Demikian Izin Penelitian ini dibuat untuk dipergunakan sebagaimana mestinya.

Kepala Cabang,

FIRDAUS, S. Pd., M. Pd., M. M.
Pangkat: Pembina Tk. I
Nip. 19730112 199903 1 007

Tembusan Yth:

3. Kepala Dinas Pendidikan Prov. Sulsel (sebagai laporan) di Makassar;
4. Peninggal.

4. Surat Keterangan Telah Selesai Meneliti



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 1 GOWA
NSS 30119031001/NPSN 40301034

Jalan Andi Mallombasang No. 1A, Pandangpandang, Somba Opu, Gowa 92111
Laman www.sman1gowa.sch.id Pos-el sma.salls159@gmail.com



SURAT KETERANGAN

Nomor: 070/1013-UPT SMAN.1/GOWA/DISDIK

Yang bertanda tangan di bawah ini, Kepala UPT SMAN 1 Gowa Menerangkan bahwa:

Nama : SRI AGUSTINA PRATIWI
NIM : 105351103720
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : "THE EFFECTIVENESS OF ROLE PLAY METHOD IN SUPPORTING THE IMPLEMENTATION OF THE MERDEKA CURRICULUM IN ENGLISH SPEAKING CLASSES AT SMAN 1 GOWA "

Berdasarkan Surat Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Sulawesi Selatan Nomor 18503/S.01/PTSP/2024 tanggal 13 Juli 2024 Perihal Izin Penelitian.

Benar yang bersangkutan telah mengadakan penelitian di SMA Negeri 1 Gowa mulai tanggal 15 Juli s.d. 7 Agustus 2024.

Demikian Surat Keterangan ini dibuat dengan sebenarnya dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Gowa, 7 Agustus 2024
Kepala Sekolah,


Islamuddin, S.Pd., M.Pd.
NIP. 196903151992031013

5. Kartu Kontrol Penelitian



MAJELIS DIKILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodi@pp.umh.ac.id
Web : pp.fkip.umh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Sri Agustina Pratiwi
NIM : 105551103720
Judul Penelitian : "The Effectiveness of Role Play Method in Sustaining the Implementation of the previous curriculum in English Speaking classes of SMA Negeri 1 Gowa"
Tanggal Ujian Proposal : Jumat, 19 - Juni - 2024
Tempat/Lokasi Penelitian : SMA Negeri 1 Gowa

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Senin, 16-07-2024	Pic-test (Class Experiment)	Ahmad Tohalla, S.Pd.	
2	Rabu, 17-07-2024	Pic-test (Class Control)	Ahmad Tohalla, S.Pd.	
3	Senin, 15-07-2024 Selasa, 16-07-2024	Interview (Class Experiment)	Ahmad Tohalla, S.Pd.	
4	Selasa, 16-07-2024 Rabu, 17-07-2024	Interview (Class Control)	Ahmad Tohalla, S.Pd.	
5	06-08-2024	Post-test (Class Experiment)	Ahmad Tohalla, S.Pd.	



MAJELIS DIKILITBANG PP MUHAMMADIYAH
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Telp : 0811 1782101 (Secretary)
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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

6	07-08-2024	Post-test (Class Control)	Ahmad Tohalla, S.Pd.	
7				
8				
9				
10				

Mengetahui,

Ketua Program Studi,
FKIP Unismuh Makassar

Dr. Umni Khaerati Svam, S.Pd., M.Pd.
NBM. 977 807

Pimpinan Kepala Sekolah/Instansi

NIP/ID: 196305191031013
DINAS PENDIDIKAN

..... 07 - Agustus 2024

DOCUMENTATION

A.Experimental Class

Pre-Test



Treatment





Post-Test

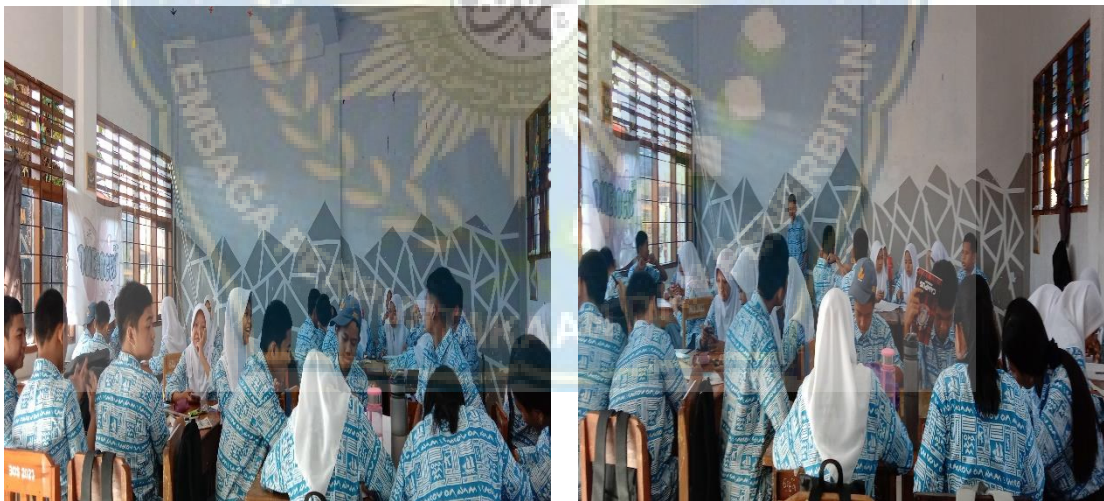


B. Control Class

Pre-Test



Treatment



Post-Test



CURRICULUM VITAE



SRI AGUSTINA PRATIWI was born on August 30, 2002 in Selayar. She is the first child of Albar and Andi Marni. She is the first child of four brothers. In 2007, she started elementary school at SDN Tile-Tile and graduated in 2013. Then, she continued her studies at SMPN 3 Selayar, and graduated in 2016. After that, she continued her high school at SMAN 3 Selayar and graduated in 2020. The following year, she was accepted as a student of the English Department at the Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. At the end of her studies, she was able to complete her thesis in 2023 with the title "The Effectiveness Of Role Play Method In Supporting The Implementation Of The Merdeka Curriculum In English Speaking Classes At SMAN 1 Gowa".