The Influence Of Role-Playing Learning And Learning Interest On Conceptual Understanding Of English Subjects

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ABSTRAK: Tujuan penelitian ini adalah ingin mengetahui adanya Pemahaman Konseptual Mata Pelajaran Bahasa Inggris kelas VIII di kota Surabaya antara yang diajar menggunakan metode Role-Playing dan yang diajar dengan menggunakan metode Simulasi dan dan Minat Belajar. Penelitian yang bersifat eksperimen ini dilaksanakan menggunakan rancangan faktorial design 2x2. Subjek dalam penelitian ini adalah siswa kelas VIII di kota Surabaya yang terdiri empat kelas dengan 133. Subyek yang menjadi fokus eksperimen diambil acak klasikal, yaitu empat kelas VIII. Hipotesis penelitian ini diuji menggunakan uji statistika *Analysis of Variant* (Anova). Simpulan yang dapat diambil dari penelitian ini adalah: (1) Ada perbedaan Pemahaman Konseptual Mata Pelajaran Bahasa Inggris kelas VIII di kota Surabaya antara yang diajar menggunakan metode Role-Playing dan yang diajar dengan menggunakan metode Simulasi. ditemukan harga F hitung sebesar 24,858 dan probabilitas sebesar 0,000 lebih kecil dari taraf nyata 0,05 sehingga Ho ditolak, (2) Ada perbedaan Pemahaman Konseptual Mata Pelajaran Bahasa Inggris kelas VIII di kota Surabaya antara yang memiliki minat belajar tinggi dan yang memiliki minat belajar rendah. Ditemukan harga F hitung sebesar 231.698 dan probabilitas sebesar 0,000 lebih kecil dari taraf nyata 0,05 sehingga Ho ditolak, dan (3) Ada interaksi antara penggunaan metode pembelajaran dengan minat belajar terhadap Pemahaman Konseptual Mata Pelajaran Bahasa Inggris kelas VIII di kota Surabaya. Ditemukan harga F hitung sebesar 18,017 dan probabilitas sebesar 0,000 lebih kecil dari taraf nyata 0,05 sehingga Ho ditolak, jadi ada interaksi antara penggunaan metode pembelajaran dengan minat belajar terhadap Pemahaman Konseptual Mata Pelajaran Bahasa Inggris kelas VIII di kota Surabaya.
Kata Kunci: Metode Role Playing; Minat Belajar; Pemahaman Konseptual; Bahasa Inggris

ABSTRACT: *The aim of this research is to find out the Conceptual Understanding of Class VIII English Subjects in the city of Surabaya between those taught using the Role-playing method and those taught using the Simulation and Interest in Learning method. This experimental research was carried out using a 2x2 factorial design. The subjects in this research were class VIII students in the city of Surabaya, consisting of four classes with 133. The subjects who were the focus of the experiment were taken at random, namely four classes VIII. This research hypothesis was tested using the Analysis of Variant (Anova) statistical test. The conclusions that can be drawn from this research are: (1) There is a difference in Conceptual Understanding of Class VIII English Subjects in the city of Surabaya between those taught using the Role-Playing method and those taught using the Simulation method. it was found that the calculated F value was 24.858 and the probability of 0.000 was smaller than the real level of 0.05 so that Ho was rejected, (2) There was a difference in Conceptual Understanding of Class VIII English Subjects in the city of Surabaya between those who had high interest in learning and those who had low interest in learning. . It was found that the calculated F value was 231,698 and the probability of 0.000 was smaller than the real level of 0.05 so that Ho was rejected, and (3) There was an interaction between the use of learning methods and interest in learning towards Conceptual Understanding of English Subjects for class VIII in the city of Surabaya. It was found that the calculated F value was 18.017 and the probability of 0.000 was smaller than the real level of 0.05 so that Ho was rejected, so there was an interaction between the use of learning methods and interest in learning towards Conceptual Understanding of Class VIII English Subjects in the city of Surabaya.*
Keywords: Role-Playing Method; Interest to Learn; Conceptual Understanding; English

INTRODUCTION

The English subject is a subject that focuses on mastering international languages, understanding and being able to communicate and answer future challenges, especially in the 5.0 era. Therefore, education is needed that is in line with the curriculum and oriented towards life skills. This education is known as Life Skills Education, namely education that equips students with the ability and courage to face life problems, then proactively and creatively seek and find solutions to overcome them.

Currently, the Indonesian government is carrying out development in all fields, especially in the field of education, which is directed at the demands of community needs and current developments. Renewing teaching models and improving teaching models is an absolute requirement to achieve the goals outlined. One interesting innovation that accompanied this paradigm shift was the discovery and implementation of cooperative learning methods. Teaching models are basically the methods used by teachers to convey material to students.

This ability requires thinking, including systematic, logical, critical thinking which can be developed through learning English, so that students can think systematically, logically, think abstractly, use English learning in problem solving, and communicate using symbols, tables, graphs and diagrams developed through gradual and continuous learning.

During this time, learning English has been considered boring by students. Students have difficulty understanding English learning in class. As a result, students do not appreciate or understand English material, and students have difficulty applying English material in everyday life. English learning in the classroom emphasizes the relationship between concepts and children's everyday experiences. Apart from that, it is very important to re-apply the concepts of English material that children already have in everyday life or in other areas.

Based on the results of preliminary observations, it was found that during the learning process, most of the students did not understand the concept of English material, errors occurred, students were less active, they would be active when given assignments, did not pay attention to the teacher's explanation, many students did not finish working on the questions according to the time allotted. determined. Students also seem uninterested in studying Conceptual Understanding of English Subjects. So, teachers need to always try to foster students' interest in learning in interest in learning lessons. Interest in learning is one of the factors that determines the effectiveness of learning (Rizal et al., 2022; Solihah et al., 2021; Zahroh et al., 2022).

One component that is thought to influence Conceptual Understanding of English Subjects is students' interest in learning. Basically, interest in learning can help in understanding and explaining individual behavior, including the behavior of individuals who are learning (Budiwati et al., 2019; Damayanti, 2022; Taufiq et al., 2021). There are several important roles of learning interest, including (a) determining things

that can be used as reinforcement for learning, (b) clarifying the learning goals to be achieved, (c) determining the variety of controls on learning stimuli, (d) determining learning persistence. Interest in learning can play a role in strengthening learning if students who are studying are faced with a problem that requires a solution, and can only be solved with the help of things they have experienced. For example, a student will solve mathematics material with the help of a logarithm table. Without the help of the table, the student cannot complete the mathematics assignment, so the student tries to find a mathematics table book. Efforts to look for mathematical tables are the role of interest in learning which can lead to reinforcement of learning (Alawiya et al., 2022; Sari et al., 2020; Susiloningsih, 2019).

From the incident above, it can be understood that something can be a learning enhancer for someone, if he or she really has an interest in learning to learn something (Aulia & Masniladevi, 2021; Chairiyah et al., 2021; Isral et al., 2023). In other words, interest in learning determines what things in the student's environment can strengthen learning actions. A teacher needs to understand this, so that he can help his students in choosing factors or conditions that exist in the student's environment as learning reinforcement materials.

The role of learning interest in clarifying learning goals is closely related to the meaningfulness of learning. Students will be interested in learning something, if what they learn can at least be known or the benefits for students can be enjoyed. For example, students will have an interest in learning English because the aim of learning English is to develop their abilities in the field of English. A student who has an interest in learning something will try to study it well and diligently, with the hope of getting good results. It appears that interest in learning causes someone to be diligent in studying, conversely if someone lacks or has no interest in learning, then he or she cannot stand studying for long or is easily tempted to do other things instead of studying. This shows that interest in learning greatly influences resilience and persistence in learning (Afendi et al., 2023; Hartati & Jimmy Copriadi, 2023; Osin et al., 2023).

English is considered difficult by students, and when learning English students tend to be less interested in learning, so teachers must make efforts to make learning easier by using appropriate methods. According to (Saija & Beay, 2022; Setyani et al., 2022) ease of learning is provided through a combination of individual personal learning with field experience. Based on this idea, researchers want to know the effect of using Role-Playing and Simulation learning methods and interest in learning on Conceptual Understanding of English for class VIII in the city of Surabaya.

Solihin, (2023) stated that the results data based on teacher activities obtained in cycle I obtained a score of 11 with an average of 2.75 (good), cycle II obtained a score of 15 with an average value of 3.75 (very good). Based on the data obtained each cycle, teacher skills increase each cycle. The improvement has met the predetermined success indicator categories. Conclusion: Learning Indonesian through the Role-Playing method

can improve teacher skills in all aspects. The results of Lestari, (2023) also show that the results of classroom action research at the pre-cycle stage show that only 19.3% of students completed the KKM scores, while 80.7% had not completed the KKM scores. However, in cycle I using the Role-Playing method, 30% of students succeeded in achieving the KKM score, while 70% had not yet completed the KKM score. Meanwhile, in cycle II, the learning outcomes obtained increased to 100% because improvements had been made. The conclusion of this research is that the Role-Playing method can increase the learning outcomes of class III students in PPKn content. Meishaparina et al., (2023) The results of research on student activities experienced an increase from cycle I to a percentage of 72.20% in the medium category and in cycle II a percentage of 86.10% was obtained in the high category. Speaking ability in cycle I obtained a percentage of 40% in the low category and increased to 80% in the high category. Based on the problems that have been explained, it can be said that the application of the Role-Playing method can improve the speaking skills of class II students at SDN 013 Pasir Kaliki.

Based on the description above, it is necessary to conduct a literature study by reviewing several articles. This review has never been carried out before so it is deemed necessary to study further the application of the Role-Playing learning method to Conceptual Understanding of English, in terms of students' learning interests. This review aims to examine the literature on the application of the Role-Playing learning method to Conceptual Understanding of English which can provide useful information that this Role-Playing learning method can improve Conceptual Understanding of English at a maximum level.

RESEARCH METHODS

Research is an activity or activities carried out systematically, planned and following scientific concepts to get something objective and rational about something. Looking at the title of this research, namely: "The Influence of the Use of Role-Playing and Simulation Learning Methods and interest in learning on Conceptual Understanding of Class VIII English Subjects in the city of Surabaya". So, this research is intended to analyze and describe the impact of interest in learning and the use of learning methods using Conceptual Understanding of Class VIII English Subjects in the city of Surabaya. So, the research design is as follows:

Table 1 Research Design

Variables		(X_1)	
		(X_{1-1})	(X_{1-1})
(X_2)	(X_{2-1})	Y_1	Y_2
	(X_{2-1})	Y_3	Y_4

Keterangan:
X_1 : Independent Variable
X_2 : Moderator Variable
X_{1-1} : Role Playing Method
X_{1-2} : Simulation Method
X_{2-1} : High interest in learning
X_{2-2} : Low interest in learning
Y_1 : Students' conceptual understanding of English subjects using the role-playing method and high interest in learning
Y_2 : Conceptual understanding of English subjects using simulation methods and high interest in learning
Y_3 : Conceptual Understanding of English Subjects in the Role-Playing Method and Low interest in learning
Y_4 : Students' conceptual understanding of English subjects in the simulation method and low interest in learning

Population is a group or collection of subjects or objects that will be subject to generalization of research results, while the sample is part of the population that will be researched (Sugiyono, 2019).

Table 2 Research Population and Sample

Population	Sample	Use of Learning Methods	Sampling Techniques
State Middle School in the city of Surabaya class VIII	36 students VIII A 30 students VIII B	Role-Playing Method	*cluster random sampling*
	29 students VIII C 38 students VIII D	*Simulation Method*	*cluster random sampling*
	133 students		

In this research, the instruments used were: a test instrument for Conceptual Understanding of English Subjects, as well as a learning interest questionnaire. Before data analysis was carried out, normality tests and data homogeneity tests were carried out. This data is used as a prerequisite test for the hypothesis. After the normality and homogeneity tests are carried out, the hypothesis test is carried out. Data analysis techniques are used to answer existing hypotheses, so data analysis used includes normality test, homogeneity test, hypothesis 1 test, hypothesis 2 test and hypothesis 3 test using two-way ANOVA. Multiple classification or two-way analysis of variance is a parametric inferential statistical technique used to test comparative hypotheses for more than two samples simultaneously if each sample consists of two or more categories (Sugiyono, 2019).

RESEARCH RESULT

The number of students involved as research subjects was 133 students. A total of 66 students were included in the experimental class which was taught using the Role-Playing method and 67 students were included in the control class which was taught using the simulation method. The number of students who have a high interest in learning is 116 students, while students who have a low interest in learning. The distribution of subjects is 17 students. Research based on treatment groups and learning interests is presented in full in Table 1. As follows:

Between-Subjects Factors

		Value Label	N
METHOD	1.00	ROLE PLAYING METHOD	66
	2.00	SIMULATION METHOD	67
INTEREST IN LEARNING	1.00	HIGH	116
	2.00	LOW	17

Descriptive Statistics

Dependent Variable: CONCEPTUAL LEARNING

METHOD	INTEREST IN LEARNING	Mean	Std. Deviation	N
ROLE PLAYING METHOD	HIGH	76.4035	4.30473	57
	LOW	80.0000	.00000	9
	Total	76.8939	4.18469	66
SIMULATION METHOD	HIGH	61.2203	2.08499	59
	LOW	51.8750	2.64237	8
	Total	60.1045	3.72597	67
Total	HIGH	68.6810	8.32659	116
	LOW	66.7647	14.57536	17
	Total	68.4361	9.30408	133

From the table above it can be explained that Conceptual Understanding of English Subjects using the Role-Playing Method has an average (mean) of 76.8939 and a standard deviation (Standard deviation) of 4.18469 with a total of 66 students. Learning discipline for expository learning methods from 66 students. 57 students have high interest in learning and 9 students have low interest in learning. The average (mean) of students who have a high interest in learning is 76.4035 with a standard deviation of 4.30473, while students with a low interest in learning have an average of 80.0000 with a standard deviation of 00000.

From the table above it can be explained that Conceptual Understanding of English Subjects with method simulation has an average (mean) of 60.1045 and a standard deviation (Standard deviation) of 3.72597 with a total of 67 students. Meanwhile, the learning discipline for the brainstorming learning method of 67 students, 59 students had high discipline and 8 students had low discipline. The average (mean) for students who have high discipline is 60.1045 with a standard deviation of 2.64237, while the average for students with low discipline is 51.8750 with a standard deviation of 3.72597.

Tests of Between-Subjects Effects

Dependent Variable: CONCEPTUAL LEARNING

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	10087.977[a]	3	3362.659	324.026	.000
Intercept	268398.087	1	268398.087	25862.837	.000
METHOD	6931.149	1	6931.149	667.885	.000
INTEREST_IN_LEARNING	122.131	1	122.131	11.769	.001
METHOD * INTEREST_IN_LEARNING	618.952	1	618.952	59.642	.000
Error	1338.730	129	10.378		
Total	634332.000	133			
Corrected Total	11426.707	132			

a. R Squared = .883 (Adjusted R Squared = .880)

Hypothesis test: (1) From the results of the F calculation in table 2, it shows that the calculated F is 667,885 with an Asymp Sig value. = 0.000 < 0.05. So H0 is rejected, meaning that there is a difference in Conceptual Understanding of Class VIII English Subjects in the city of Surabaya, (2) From the results of the F calculation in table 2, the calculated F is 11.769 with an Asymp Sig value. = 0.000 < 0.01. So H0 is rejected, meaning that there is a difference in Conceptual Understanding of Class VIII English Subjects in the city of Surabaya and interest in learning, and (3) From the results of the F calculation in table 2, the calculated F is 618.952 with an Asymp Sig value. = 0.000 < 0.05. So H0 is accepted, meaning there is an interaction effect between learning using the Role-Playing method on Conceptual Understanding of Class VIII English Subjects in the city of Surabaya.
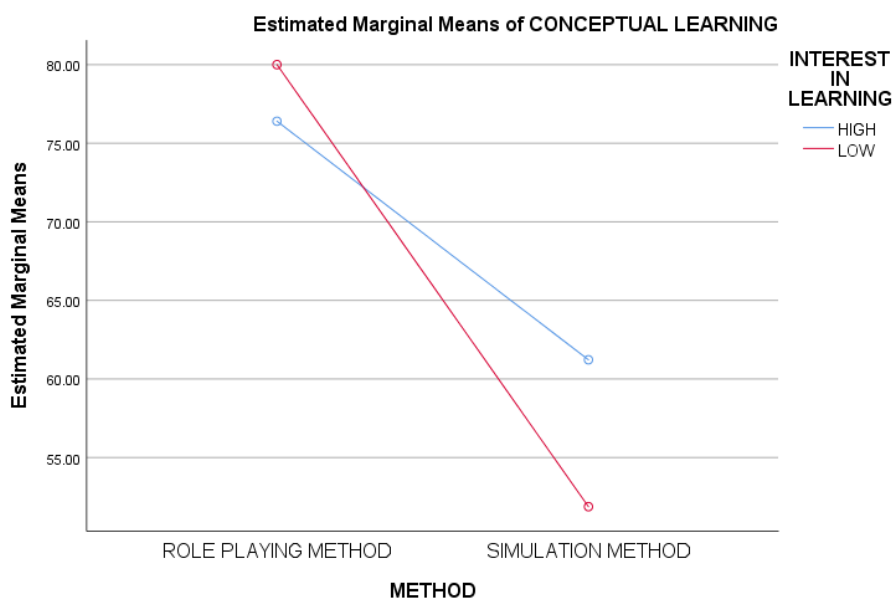
The results of data analysis on the effect of interaction show that the Conceptual Understanding of English Subjects of students who have high interest in learning and follow learning using the Role-Playing method is better than the Conceptual Understanding of English Subjects of the group of students who have low interest in learning and follow simulation method learning.

DISCUSSION

A. The First Hypothesis

The first hypothesis of this thesis states that there is a difference in Conceptual Understanding of Class VIII English Subjects in the city of Surabaya between those who use the Role-Playing method and those who use the Simulation method, then a statistical test is carried out. From the results of statistical analysis using two-way ANOVA in SPSS, it was found that the calculated F value was 24.858 and the probability of 0.000 was smaller than the real level of 0.05 so that Ho was rejected, so there was a difference in the Conceptual Understanding of Class VIII English Subjects in the city of Surabaya between those taught using Role-Playing method and taught using the Simulation method.

The difference in conceptual understanding of class VIII English subjects in the city of Surabaya between those taught using the Role-Playing method and those taught using the Simulation method is because learning using the Role-Playing Method is a way of mastering lesson materials through developing students' imagination and appreciation. Students develop imagination and appreciation by acting as living characters or inanimate objects. This method involves a lot of students and makes students enjoy learning and this method has added value, namely: (a) it can guarantee the participation of all students and provide equal opportunities to demonstrate their ability to work together to achieve success, and b) the game is a fun experience for students (Gunawan et al., 2019; Hakim et al., 2022; Pnevmatikos et al., 2023).

Play is often associated with children's activities that are carried out spontaneously and in a happy atmosphere. By playing in groups, children will have an assessment of themselves about their strengths so that they can help form a positive self-concept, good emotional management, have a high sense of empathy, have good self-control, and have a high sense of responsibility. Seeing the great benefits of play for children's lives, innovations can be made using play as a learning method. Because playing can help students understand the subject matter more deeply by playing games about the subject matter presented. The learning innovation that has been carried out is known as the role-playing learning method or Role-Playing Method (Hardinata et al., 2023; Ratna, 2023; Sampath, 2023)

B. The Second Hypothesis

The second hypothesis of this thesis states that there is a difference in Conceptual Understanding of Class VIII English Subjects in the city of Surabaya between those who have high interest in learning and those who have low interest in learning.

From the results of statistical analysis using two-way ANOVA in SPSS, it was found that the calculated F value was 231.698 and the probability of 0.000 was smaller than the real level of 0.05 so that Ho was rejected, so there was a difference in Conceptual Understanding of Class VIII English Subjects in the city of Surabaya between those who were interested. high learning and those with low interest in learning. The group of students with high interest in learning had a better average score for Conceptual Understanding of English Subjects than the group of students with low interest in learning. This difference is because interest in learning is closely related to ability, so people say there are abilities contained in the person of a person who is full of interest in learning (Dores et al., 2023; IMRON, 2023; Natalia Upa Fernandez, 2023).

The difference in conceptual understanding of class VIII English subjects in the city of Surabaya between those who have high interest in learning and those who have low interest in learning is because interest in learning is a driving or pulling force that causes behavior towards a certain goal. With interest in learning, there will be an urge to do something in relation to achieving goals. A person will do something if he has a goal for his actions, and because there is a clear goal, there will be an urge to achieve it. Interest in learning will cause a change in the energy that exists in humans, both regarding the soul, feelings and emotions, so that they can then act or do something to achieve the goal (Alamsyah et al., 2023; Haidir et al., 2023; Lubis & Syafriani, 2023).

Interest in learning is one of the factors that can improve the quality of learning, because students will study seriously if they have a high interest in learning (Agung Widayat, 2023; Hutauruk & Thamrin, 2023; Siagian et al., 2023). Every teacher should be curious about why and how children learn and adapt themselves to the learning conditions in their environment. This will increase the teacher's understanding and insight, thereby enabling the learning process to take place more effectively and optimally, because knowledge about children's psychology related to educational problems can be used as a basis for learning so that students are willing and able to learn as well as possible.

To achieve success in the learning process, the factor of interest in learning is the main key. A teacher must know exactly why a student has various motives in learning. There are four categories that a good teacher needs to know related to learning interest "why students learn", namely (1) learning interest (students learn because they are interested in the tasks given), (2) learning interest (students learn because they will receiving consequences: reward or punishment), (3) interest in learning (students learn because their ideas and thoughts want to be appreciated), and (4) interest in learning (students learn because they want to show others that they are capable of carrying out the

tasks given by their teacher) (Dian Puji Lestari, 2023; Munawaroh et al., 2023; Syahfitri & Panjaitan, 2023). Interest in learning can be interpreted as the driving force that exists within a person to carry out certain activities in order to achieve a goal, namely success in learning. Even interest in learning can be interpreted as an internal condition (preparedness). Interest in learning is a change in energy within a person which is characterized by the emergence of "feelings" and is preceded by a response to a goal. From this definition, there are three main elements/characteristics of interest in learning, namely that interest in learning initiates a change in energy, is characterized by feelings, and is stimulated by a goal. However, in essence, interest in learning is a psychological condition that encourages someone to do something. In learning activities, learning interest can be said to be the overall driving force within students which creates, ensures continuity and provides direction to learning activities, so that it is hoped that goals can be achieved. In learning activities, interest in learning is very necessary, because someone who does not have an interest in learning will not be able to carry out learning activities. This type of interest in learning arises as a result of influence from outside the individual, whether due to invitations, orders, or coercion from other people so that under these circumstances students want to do something or learn. For students who always pay attention to the lesson material provided, it is not a problem for the teacher. Because within the student there is an interest in learning, namely an intrinsic interest in learning. Such students usually consciously pay attention to the teacher's explanation. They are more curious about the subject matter provided. The various distractions around him are less able to influence him to distract him. It's different for students who have no interest in learning within themselves, so extrinsic learning interest, which is encouragement from outside themselves, is absolutely necessary. Here the teacher's task is to arouse students' interest in learning so that they want to learn.

C. The Third Hypothesis

The third hypothesis of this thesis states that there is an interaction between the use of learning methods and interest in learning towards Conceptual Understanding of English Language Subjects for class VIII in the city of Surabaya, then a statistical test is carried out. From the results of statistical analysis using two-way ANOVA in SPSS, it was found that the calculated F value was 18.017 and the probability of 0.000 was smaller than the real level of 0.05 so that Ho was rejected, so there was an interaction between the use of learning methods and interest in learning towards Conceptual Understanding of Class English Subjects. VIII in the city of Surabaya.

This interaction is because there are many factors that influence the Conceptual Understanding of English Subjects. Conceptual Understanding of English Subjects can be interpreted as the results achieved by individuals after experiencing a learning process within a certain period of time. Conceptual Understanding of English Subjects is also defined as the maximum ability achieved by a person in an endeavour that produces

knowledge or skill values. Conceptual Understanding of English Subjects can also be called actual skills that a person obtains after learning, potential skills, namely basic abilities in the form of dispositions possessed by individuals to achieve Conceptual Understanding of English Subjects. These actual skills and potential skills can be put into a more general term, namely ability (Gunawan et al., 2019; Hakim et al., 2022; Pnevmatikos et al., 2023).

From the definition above, it can be concluded that Conceptual Understanding of English Subjects can be interpreted as the results achieved by students after the students concerned are meant in this research as actual skills, not potential skills. Students' conceptual understanding of English subjects in the subject is influenced by factors within the students who are studying which include IQ, interest, motivation, talent, health and external factors of students who are studying which include teachers, teaching materials, exercises, student learning facilities, places at school or at home as well as in students' social environments (Izzah & Fitriyani, 2019; Rizal et al., 2022).

Conceptual Understanding of English Subjects is a term to indicate an achievement of a level of success regarding a goal because an effort has been made by someone. Conceptual Understanding of English Subjects is a result that shows the level of success a person achieves because they have made optimal learning efforts. Based on the description above, Conceptual Understanding of English Subjects in this research is the result achieved by students after learning activities. Measuring the results achieved after the learning process is through evaluation using good quality measuring instruments. The measuring tool is a test of Conceptual Understanding of English Subjects which refers to the cognitive domain in written form. Based on the research findings above, it can be said that there are many factors that influence Conceptual Understanding of English Subjects. However, this research is only limited to interest in learning and learning using the Role-Playing method and Simulation method. Therefore, it is necessary to reveal again whether students who have a high interest in learning will have a high Conceptual Understanding of English Subjects, and students who have a high interest in learning and learning using the Role-Playing method will also have a high Conceptual Understanding of English Subjects (Alcon Andrades & Tordo, 2023; Babichenko et al., 2023; Tusysyahidah et al., 2023).

From the table above it can be seen that the average score of students in the learning treatment using the Role-Playing Method is better than the average score of students in the learning treatment using the Simulation method, both in the group of students who have a high interest in learning and the group of students who have an interest in learning low. So, learning using the Role-Playing method is expected to provide a better conceptual understanding of English subjects. Meanwhile, the average score of students who have a high interest in learning in learning using the Simulation method is 75.36. The average score of students who have low interest in learning in learning using the Role-Playing method is 65.00. So, for students with high interest in learning, learning

using the Simulation method provides better results than students with low interest in learning using the Role-Playing method. So, for students who have a high interest in learning, learning using the Simulation method is sufficient, but for students who have a low interest in learning, they need to use the Role-Playing method.

CONCLUSION

The conclusions that can be drawn from this research are: (1) There is a difference in Conceptual Understanding of Class VIII English Subjects in the city of Surabaya between those taught using the Role-Playing method and those taught using the Simulation method. it was found that the calculated F value was 24.858 and the probability of 0.000 was smaller than the real level of 0.05 so that Ho was rejected, (2) There was a difference in Conceptual Understanding of Class VIII English Subjects in the city of Surabaya between those who had high interest in learning and those who had low interest in learning. . It was found that the calculated F value was 231,698 and the probability of 0.000 was smaller than the real level of 0.05 so that Ho was rejected, and (3) There was an interaction between the use of learning methods and interest in learning towards Conceptual Understanding of English Subjects for class VIII in the city of Surabaya. It was found that the calculated F value was 18.017 and the probability of 0.000 was smaller than the real level of 0.05 so that Ho was rejected, so there was an interaction between the use of learning methods and interest in learning towards Conceptual Understanding of Class VIII English Subjects in the city of Surabaya.

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