

THE EFFECTIVENESS OF TEACHING ENGLISH BY USING ROLE PLAY IN VOCABULARY MASTERY

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Abstract

This study is generally to know the effectiveness of teaching English by using role play in vocabulary mastery at junior high school Wahidiyah Kediri for second grade 2017/2018. The researcher use quasi-experimental study applied in 8C and 8D class. This study had been done in eight meeting, the first meeting is for pre-test, six meeting is the treatment and the last meeting is post-test. As the quantitative method, the researcher analyzed the data by using t-test. The result shows that there is significance different between who are taught by using role play and who are taught by flash card. The Data analysis shows that $t_{count} > t_{table}$ ($2,224 > 1,666$), So H_a is accepted. In the pre-test, the average score of 8 C (control class) and 8 D (experiment class) class, control class 77,763, while in the post-test the average score is 80,131 and experiment class, The pretest score is 77,297 while in the post-test the average score is 88,378. The result shows that the posttest score of experiment class is higher than the control class.

Key word : Vocabulary, Role play

INTRODUCTION

The basic of teaching and learning English is concerned with the student's abilities to use four language skills. In using language skills, they need lots of vocabularies because they have important role in language learning. Without having vocabulary, it is impossible to build communication using words. Vocabulary is list of words it means that all words can be identified into vocabulary.

Richard and Renandya (2002) state that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them.

Leaver, Ehrman & Shekhtman (2005) argue that vocabulary has been claimed as the most important prerequisite in acquiring a language by the Natural Approach teaching practitioners and it has been regarded as the building blocks of language learning.

This reveals that it is pertinent for the second and foreign language learners to acquire sufficient vocabulary knowledge to enable them to acquire their target language. Hence, there is a dire need for educators to help and train learners to use effective vocabulary learning strategy to acquire ample amount of vocabulary size. Apparently, literature shows that there is a contradiction of opinions on how learners can best acquire vocabulary.

According to Webster's Ninth collegiate dictionary, vocabulary is a list or collection of words and phrase usually alphabetically arranged and explained or defined. The second definition vocabulary is a sum or stock of knowledge. The last definition vocabulary is a list or collection of terms or codes available for use.

From Webster dictionary definition above it shows that vocabulary is a component of language and number of words used by a person, class, profession generally in the communication and every aspect such as in trade, education and so on.

Especially in education, besides mastering grammar the English learners must have the save of many vocabularies because the amount of vocabulary had by the learner influence the ability to produce in English sentence, having more vocabulary easier to create a large English sentence than poor of vocabulary.

Coady (1997) says, "vocabulary is central to language and of critical important to the typical language learner." It means that vocabulary is very crucial thing in student language types.

It is the same with Byrne (1986) says, to make the communication more effective the students need to master not only the grammar but also the vocabulary of the target language. It is important students to understand when they hear and read the sentence. In this case vocabulary is very needed to understand a language. In English language there are two kinds of vocabularies.

According to Jeremy (1991), In the language test, there are two kinds of vocabularies, active vocabulary and passive vocabulary. Active vocabulary means the stock of words that a person actually uses in his own speech or writing.

It is used in oral or written expression by the students while passive vocabulary means the words that the students recognize and understand them when they occur in a context or students need someone to say something that help them recall the word meanings.

The students usually find passive vocabulary in listening or reading materials. They will find the meaning of the word when they read the words in a text and will know the meaning of the unknown word, on the text.

Those two kinds of vocabularies is needed particularly in junior high school, they need it for doing oral communication with their friend or teacher when they ask a question or even sometime doing task from the teacher in written language.

Based on the definition above it can be concluded that Vocabulary mastery is the capability of the student's memorization of vocabularies. The researcher hopes the student will have two kinds stock of vocabularies, they are passive and active. Student will not achieve the target language if they don't have enough vocabulary. Notheworthy, vocabulary mastery of junior high school is very needed.

Students hopefully have 1500 vocabularies minimum, if the junior high school doesn't have 1500 vocabularies it can be called by lacking vocabularies. They will not be able to doing assignment, homework and task from the teacher moreover they will not understand what teacher explains if they have no sufficient vocabulary.

In order to make the student get the target of vocabulary mastery they need more motivation from the teacher. To build the spiritness, to throw all the bored feeling in student's studying the researcher needs the interesting method. Among several interesting method in education world, the researcher chooses role play method.

In order to get the goals of English teaching learning process, it needs suitable technique to make a good condition or good feeling between the teacher and the student while they are in teaching learning process. Here the researcher uses the Role-play.

Paul (1996) defines, "role is a person whom an actor represent in a film or play, while Roleplay is a method of acting out particular ways of behaving or pretending to be other people who deal with new situations. It is used in training courses language learning and psychotherapy".

Based on definition above, role play is a technique that allows students to explore realistic or imaginary situations by interacting with other people in a managed

way in order to develop experience and trial different strategies in a supported environment.

As Bruce (2009) says, "In role playing, students explore human relations problems by enacting problem situations and then discussing the enactments." in this case student will encounter the problem and solution about drama of some stories. They will become actors of the stories' characters. Although, not all students have enough self-confident but it will make other student stimulated to be confident and more active in their class.

By the role play technique the researcher hopes the English teaching learning is effective and more alive. It is not different with Laddouse (2002) says, Role play helps many unconfident students by providing them with a mask. These students are liberated and more confident in their study by using role play without anything implicated.

Finally, Role play is one of communicative techniques which develop fluency in language students, promotes interaction in the classroom and which increase motivation. Not only encouraged by it but also the sharing between teacher and student of the responsibility for the learning process.

Role play is perhaps the most flexible technique in the range and teacher who have it at their finger-tips are able to meet and infinite variety of need with suitable and effective role play exercise."

Finally, Role play is one of a whole gamut of communicative techniques which develop fluency in language students, promotes interaction in the classroom and which increase motivation. Not only encouraged by it but also the sharing between teacher and student of the responsibility for the learning process.

Role play is perhaps the most flexible technique in the range and teacher who have it at their finger-tips are able to meet and infinite variety of need with suitable and effective role play exercise.

Based on definitions above, it can be concluded that Role-play is a technique that allows students to explore realistic or imaginary situations by interacting with other people in a managed way in order to develop experience and trial different strategies in a supported environment. Imagine someone for doing action or drama.

Having conversation or talking to other people by setting of place and situation. It is using English language in order to make the study of English lesson running fun.

In case of role play activities, according to Donn Byrne, role play can be grouped in to two forms, scripted and unscripted role play. In details, those types of role play activities described as follows, the first is Scripted Role Play, this type involves interpreting either the textbook dialogue or reading text, it is to convey the meaning of language items in a memorably way the second type is

Unscripted Role Play, this type doesn't depend on textbooks.

It is known as a free role play or improvisation. The students themselves have to decide what language to use and how the conversation should develop. In order to do this activity, good preparation from teacher and student is really necessary.

In the unscripted text, Susan House (1997) explained that there are several procedures in using Role play,

1. Students read and familiarize themselves with the example dialogue.
2. Divide the class in pairs, A and B roles from the dialogues.
3. Let students act out their role play, not just say them but students should read it loudly.
4. Walk around correcting and checking.
5. Students swap roles and repeat, those whose finish first can be asked to make up their own role play, using different words to fill the gaps.

Surely, those procedures above do not mean an exact to be used but it is flexible, researcher can create or develop the procedures which are appropriate and suitable with the condition of class. According all experts above the researcher take further conclusion about Role play.

Role play is one of effective method to make the teaching learning running well, having happy condition and situation, making all student feel comfortable in studying, especially in teaching English. The researcher want to find the effectiveness the role play technique in teaching English for manipulating the vocabulary mastery in second grade junior high school.

METHOD

The research design of this study used experimental research this study employs quasi-experimental design with quantitative approach. This research intended to investigate the effectiveness of Role play technique in teaching English vocabulary for the student's Wahidiyah Junior High School Kediri.

The research design used by the researcher was quasi-experimental design in the form of two-groups, pretest-posttest design. The researcher would use pre-test and post-test for two classes they are experimental group and control group. Ary (2010). Design 9: Nonrandomized Control Group, Pretest-Posttest Design

Table 1. Group Pretest Independent Variable Posttest

<i>Experiment</i>	<i>Y1</i>	<i>X</i>	<i>Y2</i>
<i>Control</i>	<i>Y1</i>	-	<i>Y2</i>

The researcher wants to know the student vocabulary mastery by giving them pre-test (Y_1). So, the researcher

would get the result of pre-test. After that the researcher would make the experiment or treatment (X). In treatment, the students will be independent to manage their learning project. It will be done by giving 8 meetings. After the researcher feels sure that the subject study understands and has been doing Role-play technique.

The researcher will take the last action by giving post-test (Y_2) to the students. It aims to know how about the result of students' vocabulary mastery after getting treatment.

FINDING AND DISCUSSION

Before doing treatment, the researcher observed the condition of the students' vocabulary mastery by using pretest. The result of pretest showed that their vocabularies were so poor. They were difficult to answer the multiple choice questions by the correct answer. The reason was those because the teacher never tried to teach vocabulary by using Role play.

After getting the result of pretest, the researcher gave treatment to all students. The treatment was teaching English vocabulary by using Role play technique. When teaching and learning process by using role play was ongoing, the students were very happy and got new spirit to learn English.

Although the media were so simple and cheap, the students were enjoyed and interested. It happened because they became actor of some stories that they have chosen before.

After doing treatment, the researcher gave posttest to all students. Posttest was used to know the students vocabulary mastery after taught by using role play. The researcher wanted to know how far the students understand and remember about some words that given when treatment process was done. Apparently, the result of the test showed that the students' vocabulary mastery improved or higher significantly.

As mentioned previously, the researcher wanted to know whether any significant different result between the students whom were taught by using role play and student whom were taught by using flash-card. In this research, the researcher shows the test result of score criteria, mean of result test, and percentage of the test from students. To know the students get good test result or not, the researcher gave criteria as follow:

Table 2. Table of the Score's Criteria

No.	Score	Criteria	Criteria
1.	91-100	A	Very good
2.	81-90	B	Good
3.	71 – 80	C	Enough
4.	61-70	D	Less
5.	51-60	E	Bad/Low

Before the researcher give criteria of the students in pre-test and post-test the researcher give data of the result test. The result of the test about the student achievement before using role play and after by using role play and percentage score in pre-test and post-test will be presented as follow:

1. The student's achievement before treatment

The numbers of the test given were 20 questions for 75 students. The pretest was done before treatment process (teaching vocabulary by using role-play).

This test was given to know the basic competence for all students and to know their earlier knowledge before they get treatment. The table shows the mean of pre-test by dividing all of score in pre-test with number of class, so the mean of pre-test score for C class was $\bar{X} = \frac{\sum X}{N}$

$$= \frac{2955}{38} = 77,763 \text{ and for D class was } \bar{X} = \frac{\sum X}{N} = \frac{2860}{37} =$$

77,297

2. The percentage score in pre-test

Based on the data in above table, it is known that there is 15 it means 39,5 % students get bad score , 4 students get less score, it means that 10,5% get less score, no student get enough score. 3 students get good score, it means that 7,8 % get good score, and 16 students get very good score, it means that 42,2% students get very good score. So, the mean of pre-test $\bar{X} = \frac{\sum X}{N} = \frac{2955}{38} =$

77,763was enough.

Table 3. The C class Students' Mastery on Vocabulary

No.	Score (x)	Frequency (f)	Percentage (p)
1.	91-100	16	42,2 %
2.	81-90	3	7,8%
3.	71 – 80	0	0 %
4.	61-70	4	10,5 %
5.	51-60	15	39,5 %
	Total	$\sum n = 38$	$\sum p = 100\%$

Based on the data in above table , it was known that there was 2 students get bad score, it means that 5,4 % students get bad score, 15 students get less score, it means that 40,5%get less score, 3 students get enough/fair score, it means that 8,1%students get enough/fair score, 16 students get good score, it means that 43,2 %get good score, and 1 students get very good score, it means that 2,7%students get very good score. So, the mean of pre-test $\bar{X} = \frac{\sum X}{N} = \frac{2860}{37} = 77,297$ was enough.

Table 4. The D class Students' Mastery on Vocabulary

No.	Score (x)	Frequency (f)	Percentage (p)
1.	91-100	1	2,7%
2.	81-90	16	43,2%
3.	71 – 80	3	8,1%
4.	61-70	15	40,5%
5.	51-60	2	5,4%
	Total	$\sum n = 37$	$\sum p = 100\%$

3. The students' achievement after having treatment

Based on the data in table 5, it was known that there were 4 students get bad score,it means 5,4% get bad score.8 students get less score, it means that 21,1 % students get less score, 9 students get enough/fair score, it means that 23,7 % students get enough/fair score, 9 students get good score, it means that 23,7 %students get good score, and 8 students get very good score. It means that 21,1 % students get very good score. So, the mean of post-test $\bar{X} = \frac{\sum X}{N} = \frac{3045}{38} =$ 80,131 was enough / fair.

Table 5. The Students' Mastery on Vocabulary in post test (8 C / Control class)

No.	Score (x)	Frequency (f)	Percentage (p)
1.	91-100	8	21,1 %
2.	81-90	9	23,7 %
3.	71 – 80	9	23,7 %
4.	61-70	8	21,1 %
5.	51-60	4	5,4%
	Total	$\sum n = 37$	$\sum p = 100\%$

Table 6. The Students' Mastery on Vocabulary in post test (8 D / Experiment Class)

No.	Score (x)	Frequency (f)	Percentage (p)
1.	91-100	20	54,1%
2.	81-90	7	18,9%
3.	71 – 80	4	10,8%
4.	61-70	4	10,8%
5.	51-60	2	5,4%
	Total	$\sum n = 37$	$\sum p = 100\%$

Based on the data in table 6, it was known that there were 2 students get bad score,it means 5,4% get bad score.4 students get less score, it means that 10,8% students get less score, 4 students get enough/fair score, it means that 10,8 % students get enough/fair score, 7 students get good score, it means that 18,9% students get good score, and 20 students get very good score.

It means that 54,1% students get very good score. So, the mean of post-test $\bar{X} = \frac{\sum X}{N} = \frac{3270}{37} = 88,378$ was good.

4. The result of pre-test and post-test to the significance test for this design.

Table 6. Post-test of Experiment Class(8D)

Nilai	fi	xi	fi.xi	xi ²	fi.xi ²	(fi.xi) ²
51-60	2	55,5	111	3080,25	6160,5	12321
61-70	4	66,5	266	4422,25	17689	70756
71-80	4	75,5	302	5700,25	22801	91204
81-90	7	85,5	598,5	7310,25	51171,75	358202,3
91-100	20	95,5	1910	9120,25	182405	3648100
total	37	378,5	3187,5	29633,25	280227,3	4180583

Table 7. Post-test of Experiment Class(8C)

Nilai	fi	Xi	fi.xi	xi ²	fi.xi ²	(fi.xi) ²
51-60	4	55,5	222	3080,25	12321	49284
61-70	8	66,5	532	4422,25	35378	283024
71-80	9	75,5	679,5	5700,25	51302,25	461720,3
81-90	9	85,5	769,5	7310,25	65792,25	592130,3
91-100	8	95,5	764	9120,25	72962	583696
	38	378,5	2967	29633,25	237755,5	1969855

The significance test for this design is:

$$SA^2 = \frac{\sum fi.xi - \frac{(fi.xi)^2}{n}}{n-1}$$

$$SA^2 = \frac{280227,3 - \frac{4180583}{37}}{37-1}$$

$$SA^2 = \frac{280227,3 - 112988,729}{36}$$

$$SA^2 = \frac{167238,570}{36}$$

$$SA^2 = 4645,515$$

$$SA^2 = 68,158$$

$$Sb^2 = \frac{\sum fi.xi - \frac{(fi.xi)^2}{n}}{n-1}$$

$$Sb^2 = \frac{237755,5 - \frac{1969855}{38}}{38-1}$$

$$Sb^2 = \frac{\sqrt{237755,5 - 51838,289}}{37}$$

$$Sb^2 = \frac{\sqrt{185917,21}}{37}$$

$$Sb^2 = \sqrt{5024,789}$$

$$Sb^2 = 70,885$$

$$t_{test} = \frac{\bar{x}_A - \bar{x}_B}{\sqrt{\frac{S^2_A}{na} + \frac{S^2_B}{nb}}}$$

$$t = \frac{88,378 - 80,131}{\sqrt{\frac{68,158}{37} + \frac{70,885}{38}}}$$

$$t = \frac{8,247}{1,842 + 1,869}$$

$$t = \frac{8,247}{3,707}$$

$$t = 2,224$$

After getting the result of t_{count} , so t_{count} was consulted to t_{table} .

$$db = N - 1$$

$$= 75 - 1 = 74$$

It is found that t_{table} for $t_{0,05} = 1,666$

if $t_{count} > t_{table}$, $2,224 > 1,66$ it means there was any significant different between the students who are taught by role play and the students who are taught by flashcard.

The purpose of this study was to know did the students' vocabulary mastery who are taught by using role play technique is higher than student vocabulary mastery who are taught by using flash-card technique in junior High School Wahidiyah Kediri for second grade 2017/2018?

The used of role play was significant if $t_{count} > t_{table}$

Data analysis above shows that $t_{count} > t_{table}$ ($2,224 > 1,666$), so H_a was accepted. In the pre-test, the average score of 8 C (control class) and 8 D (experiment class) class, control class 77,763, while in the post-test the average score was 80,131 and experiment class pretest score was 77,297 while in the post-test the average score is 88,378.

The pretest score was homogen, but the posttest score was slight difference between the two means, the result showed that the posttest score of experiment class was higher than the control class.

To analyze the significant effect of the treatment, the researcher analyzed by using t-test formula. The result of the t-test is 2,224. The researcher consulted the critical value on the t-table using the 5 % (0,05) alpha level of significance and the 74 degree of freedom which was 1,666. Since the obtained t-value was higher than the

critical value on the table ($2,224 > 1,666$), the difference was statistically significant.

The result, H_a was accepted. It means that there was any significant different between the students' vocabulary mastery who are taught by using role play technique and the students' vocabulary mastery who are taught by using flash-card technique. It can be concluded that the students get good achievement in mastering vocabulary after taught by using roleplay.

The students' vocabulary mastery whom were taught by using role play technique was higher than student vocabulary mastery whom are taught by using flash-card technique, so teaching english on vocabulary mastery by using roleplay is effective.

CONCLUSION AND SUGGESTION

Based on the explanation of the previous chapter, the researcher concludes that The significant difference between students' vocabulary mastery after taught by using Roleplay and students vocabulary mastery after taught by by using flash-card is significant different.

The researcher analyzed by using t-test formula. The result of the t-test is 2,224. The researcher consulted the critical value on the t-table using the 5 % (0,05) alpha level of significance and the 74 degree of freedom is 1,666. Since the obtained t-count is higher than the critical value on the table ($2,224 > 1,666$), it is statistically significant different. The result, H_a is accepted.

It means there is any significant different between the students' vocabulary mastery who are taught by using role play technique and the students' vocabulary mastery who are taught by using flash-card technique.

So the 8D (Experimental Class) students' vocabulary mastery is higher than 8C (Control Class) student's vocabulary mastery. in other words, Role play is effective in teaching English vocabulary for second grade students of Junior High school of Wahidiyah Kediri (2018). Here, the researcher tries to give some suggestion for teacher, Students and other researchers

As the English teachers, they should give interesting method to the students, so, his students will enjoy and be more interest to learn English. By using interesting method, they will be fun in studying English. Teachers can use role play as an alternative method to teach English especially on vocabulary mastery. It can help his/her students easier in memorizing vocabulary.

As the students, they must improve their English understood, especially on mastering vocabulary. It is very important because they will get many difficulties when they find new words, in other hand, The students will easier to understand the English lesson if they have many vocabularies.

For the other researchers This study offers a good way to teach English especially on vocabulary by using role play method. Thus, this study helps the other researchers to teach vocabulary effectively.

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