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THE USE OF ROLE PLAYS IN IMPROVING STUDENTS' VOCABULARY MASTERY AT GRADE ELEVEN OF PERSADA SENIOR HIGH SCHOOL

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Abstract

This research aimed to know how role play in improving the students' vocabulary mastery at SMA Persada Bandar Lampung. Role play is applied in order to persuade the students to create connection between vocabularies, understanding and the content that is studied by them. This research will use qualitative research. The researcher would understand that world from the perspective of the people in that place; add the perspective from the student opinion. The researcher would be done at grade eleven of Persada Senior High School Bandar Lampung. The data would be gathered by observing the students in the class, providing them questionnaire in the end of the researcher study. The result from combination between two instruments above was in the form of table and it was explained by some sentence that interpreted the table. The result indicated that the role play technique gave the improvement for the students especially in improving their vocabulary mastery. And their pronunciation better than before, therefore it is recommended that the students are required to improve their vocabulary as well as understanding through using role play technique. The result showed that role play technique was effective to improve the students' vocabulary. Besides, the technique could also enhance their interest and confidence in their English study.

Keywords: Role-play, vocabulary

1. INTRODUCTION

In Indonesia, English teaching process is more concern on conventional grammar teaching that stresses on remembering the linguistic rules. Even though the curriculum has so many changes in Indonesia (Depdiknas, 2006) as cited in Gustine (2011:2), this kind of paradigm carries on overcoming in almost English classroom in Indonesia. This kind of English language teaching has some disadvantages for students. However, despite the fact that the students have a good competence in grammar, but still they lack of vocabulary, they used the similar vocabulary when they did an assignment from the teacher.

Vocabulary is one of language components that are regarded as essential for language mastery. As stated by Wehmeler, et al. (2005:1707) as cited in Cahyono and Widiati (2008:1), vocabulary is all of the words in a specific language,

while in vocabulary teaching, as Furneaux (1999:367) as cited in Cahyono and Widiati (2008:1) stated that it concerns with "the selection and presentation of word (lexis) for learners". Vocabulary teaching has a purpose to make the students comprehend the unfamiliar words, acquire some new words, and use it successfully for communication with others. So, good vocabulary will help people to master each of the language skills, both receptive (listening and reading) and productive (speaking and writing). For example, in the big number of vocabulary have an effect on their comprehension of reading text (Nuttal, 1989) as cited in Cahyono and Widiati (2008:2), then in writing, role-play adds the success in writing products increases to 20% of the achievement level (Hartfiel, et al., 1985) as cited in Cahyono and Widiati (2008:2). There are so many techniques that can increase students' ability in vocabulary; one of them is applying the role-play to them in the class.

Role play is a famous strategy that supports students to make them familiar with a new situation. It is in a line with Shankar et al (2012) as cited in Alabsi (2016:227) statement "Role plays early in the course can expose students to different situations they are likely to face in their future career". Furthermore, role plays are regarded as real situations practice for EFL learners. The result of a study that is done by Sadeghi&Sharifi (2013), it was explained by comparing different pre- and post-teaching activities, the participants had better vocabulary attainment when the role play technique is applied (Alabsi, 2016:227). Therefore, the researcher would have a research entitled "The use of Role play in improving students' Vocabulary mastery."

2. LITERATURE REVIEW

Burns (1972) as cited in Al Qahtani (2015:24) defines vocabulary as "the stock of words which is used by a person, class or profession." The repertory of words is vocabulary (Rahmawati & Sidabalok, 2016) From the explanations above, it can be assumed that vocabulary is the words that are required to converse ideas and convey the speakers' meaning to others. So, it is a must to learn vocabulary.

Some experts separate vocabulary into two types: active and passive vocabulary. Harmer (1991) as cited in Al Qahtani (2015:24) differentiates between these two types of vocabulary. The first one is active, it is the one that the students have been taught by the teacher and that they are expected to use it in communication. Then, the second one is passive, it is the words that the students will be familiar with when they meet them, but maybe they are not able to pronounce it.

Teaching vocabulary may have some problems because many teachers do not feel confident about what they should

implement in vocabulary teaching and have no idea where to begin to create a method in word learning (Berne &Blachowicz, 2008) as cited in Al Qahtani (2015:24). Teaching vocabulary is one of the most discussed components of teaching English as a foreign language (TEFL) when teaching and learning process is going on, the problems would appear then. The problem is how to teach students in order to get the good result. The teacher should organize the appropriate techniques that will be applied to the students. Because in learning vocabulary, the students not only know many words but also should remember the words (Rahmawati & Sidabalok, 2016). A good teacher should prepare himself or herself with many techniques that are up-to-date. Teacher should be able to comprehend the material in order to be mastered by students, and make them feel interested and happy in the classroom.

There are vocabulary learning strategies that teachers can apply in the class. They can guide their students to implement these strategies. Schmitt and McCarthy (1997) as cited in Al Qahtani (2015:30) recommended strategies to study vocabulary as follows: (1) presuming from circumstance, (2) using word elements and mnemonic techniques to memorize words, and (3) using vocabulary cards to keep in mind foreign language-first language word pairs. Based on the techniques that are applied for showing new vocabulary and vocabulary learning strategies, the experts advised more techniques that are declared to be useful for students to study vocabulary easily.

Read (2000:7-8) stated that conservative vocabulary tests are used by teachers for assessing process in vocabulary learning. Other users who have with interest in how learners build up their knowledge and ability to use the target-language words

are researchers. They tend to be more focused with test designs that evaluate learners' achievement or proficiency on a wider scale. There are three dimensions of vocabulary assessment according to Read (2000:9-13): Discrete-Embedded, Selective-comprehensive, Context-independent and Context-dependent.

Altun (2015) as cited in Alabsi (2016:228), role-play is a strategy that assigned the students to perform definite roles by saying, doing and sharing. Role play is applied in order to persuade students to create connection between vocabulary, understanding and the content that is studied by them. The students are showed novel vocabularies, and then they are given the chance to use the words in situation through role-play. The process of role-playing the words can assist to improve the students' perceptive of the words and how to use the words in a real world situation.

Confidence is really needed for the students to be able to master a skill. As stated by Bandura (1997) as cited in Telbis that confidence or self-efficacy is one of big factor for students' psychology in completing their work. If the students do not have it, they will have no spirit to do something, and the result is they will be outperformed by them who have high self-efficiency and good preparation. Interest is one of the motivational factors that is able to give influence in students' learning result. However, as stated by Subramaniam (2009:11) that although interest as the one of the key to success learning process for students, the teachers still do not have a clear idea about their part of boosting or developing the students. The teacher tends to think that they just teach the students without realizing their role as the students' moodbooster in the class. Then, as stated by Xiang et al. (2005) as cited in Subramaniam (2009:12) that the interest of each person has a big role in

triggering students' preference in the class, such as activities.

Teacher have to think about how to creating a good learning situation for getting involved in students' development of interest. This is in a line with Hidi and Anderson (1992) as cited in Subramaniam (2009:12) that the interest that happened situational can be individual interest if the students have

3. METHODOLOGY

This research used qualitative research. In doing this qualitative research, the researcher would find the meaning of certain phenomenon happening in the society in the forms of their behaviour when they engaged in a certain activity. (Creswell, 2014:48) The researcher used descriptive qualitative method to make the explanation truthfully, precisely, and well-organized. There were three ways in conducting this research. First, the researcher would observe the class and the students, and then recorded them as the researcher main data. Finally, all of the data would be analyzed and described based on the problems of the research.

The research was done at eleven grade of SMA Persada Bandar Lampung. The reason why the researcher did the research here was the researcher had been familiar with the teaching and learning situation here, including the problem that the students faced in learning English with the teacher. There were eleven sciences and eleven social in that school, so would take one of that class as the participant of the researcher research.

Yin (2011:130) explained data is the smallest unit that is an effect from experiences, observation, or other situation. The data was gathered by observing the students in the class, providing them questionnaire in the end of the researcher observation and then

analyzing the data from the questionnaire. Firstly, the researcher observed how the ongoing learning-teaching process. The result of this observation became the baseline in making the questionnaire. It has been distributed at the end of the observation. The researcher used closed-ended question in producing the questionnaire, five-point Likert scale used in it. The purpose of giving the questionnaire to the students was to know the perspective of role play from the students' side, and then it would be combined with the observation that has done before in making the result of this research.

After the all of the data were gathered, the researcher combined the result in forms of several paragraphs. For the observation part, the researcher would write the result in full version. For the questionnaire, the researcher would use the significant result to be discussed; it would be analyzed by using five-point Likert scale or in other words the result that could influence the entire research. The result from combination between two instruments above was in the form of table and it was explained by some sentences that interpreted the table. In this analysis, the researcher had some codings that would help the researcher in analysis the data.

4. DISCUSSION

Students' Vocabulary Improvement

In the first meeting of observation the researcher concluded that the students understanding about the vocabulary of the material were still less, so the researcher tried to find solution to enrich their vocabulary by giving role-play.

The result of the second observation, there were improvements of the students in understanding the vocabulary. When they showed the role play in front of the class, they looked as if they understood the scenario even though there were some

students looked confused, but in the researcher opinion it was reasonable, at least there was an effort from the students to come in front of the class. The researcher concluded that there was improvement of students' vocabulary in the second meeting of observation.

The third observation that the researcher did, there were improvements of the students in understanding the vocabulary from the students' assignment. When the researcher corrected students' assignment, the researcher saw there were a lot of improvements such as in understanding vocabulary and they could speak fluently.

Then, from the video and test in the class, the researcher could say that there was an improvement of students' vocabulary mastery. In the first meeting the students were given a text by the researcher, and there were some problems appeared during the first meeting such as there were some vocabularies that students did not know the meanings like *brought, thief, cloth, bracelet, perforce, obligation, certainly, steal, pocket, accuse, throw, lie*. the researcher asked the students to make role play by using the vocabularies in the first meeting, asked them to develop the role play and memorized it at home. In the second meeting the students showed their role-play, and the result showed that there were new vocabularies. It means that by using role-play the students were challenged to develop their vocabulary.

Based on the results of the questionnaire, the researcher provided three statements with improvement as indicator. The questions about improvement were represented in number 13-15 which showed the average of mean score 4.58. Based on Rahman's interpretation (2013) that the average of 4.58 means very satisfactory. It means that their

improvement in learning English vocabulary was very satisfying.

Students' Interest

Based on the first meeting, the researcher saw that the students' interest was still low. They looked unmotivated to follow the teacher learning process. Therefore, the researcher gave the students example the text of mini-drama.

The second observation, the researcher saw that the students' interest was increased. They looked so enthusiastic and enjoy coming to the front of the class because at the first meeting the researcher told them that their conversation activity would be scored. third observation that the researcher did there was an increase of the students' interest from the assignment that the students made by themselves. They enjoy and relax to do it their assignment and do it good enough without looking at dictionaries or mobile phone, and they wrote a lot of vocabulary that they have known before.

Based on the result of the questionnaire, the researcher provided six statements related to the indicator of the interest. The questions about interest were represented in number 7-12 which showed the average of mean score 4.37. Based on the criteria which are stated by Rahman (2013) that the average of 4.37 means very satisfactory. It means that their interest of learning English vocabulary was satisfying.

From the result of the observation in the first meeting, second meeting, the third meeting, and questionnaire, it could be concluded that the implementation of role-play technique could increase the students' interest to get better achievement in comprehending vocabulary.

Students' Confidence

Based on the result of the first observation, the confidences of the students' were still low. It could be seen when they were having conversation in the class. The researcher saw most of them still confused to speak English, because their vocabulary mastery was less, and they were often stuck and silent suddenly. They looked unconfident, and distracted.

In the second observation, the confidences of the students' were improved. The researcher could know the improvement of the students when they demonstrated their scenario in front of the class. Then, third observation, the researcher saw the improvement of the students confidence from the assignment that the students made by themselves.

Based on the result of questionnaire, the researcher provided six statements related to the indicator of the confidence. The questions about confidence were represented in number 1-6 which showed the average of mean score 4.20. Based on the criteria from Rahman (2013) that the average of 4.20 means satisfactory. It means that their confidence of learning English especially vocabulary was satisfied.

From the result of observation in the first meeting, the second meeting, the third meeting and questionnaire, it might be concluded that the implementation of role-play technique could improve the students' confidence.

5. CONCLUSION

Based on the finding and discussion previously, it can be concluded that role play technique can improve the students' vocabulary mastery. The improvement can be seen by analyzing the data taken.

The students' vocabulary was improved after conducting role play technique. The researcher saw that there was differentiation before conducting role play and after conducting role play.

In the first meeting the students only knew vocabulary from the text given by the teacher. Then the researcher helped them to translate the meaning and how to pronounce those difficult vocabularies. After that the researcher asked the students to make role play using those difficult words and developed them. In the second meeting the students could perform well in the class with several of the words because they have developed the vocabulary in the first meeting. Based on the instruments result, it can be seen that mostly positive feedbacks are obtained by the students. Therefore, if this technique is used well by the students to enhance their vocabulary mastery, the researcher believes their vocabulary mastery became better in the future.

The researcher also showed that students' motivation in learning vocabulary through role play was increased. It can be seen from the first observation till the end of the observation there was increased in motivating. In the first meeting the students looked unmotivated to follow the teaching learning process. In the second meeting after conducting role play the students' motivation was increased. Because the researcher asked them to do role play in front of the class, that means they need to show their role play as best as they could. It means they need to elaborate and develop their vocabulary in order to get good role play.

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