AN UNDERGRADUATE THESIS

THE USE OF ROLE-PLAYING IN INCREASING STUDENTS'
VOCABULARY MASTERY AT SMPN 4 MAJENE

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ABSTRACT

Nur Isa Hasriani, 2024. The Use of Role-Playing in Increasing Students' Vocabulary Mastery at SMPN 4 Majene**. Thesis, Majene: Faculty of Teacher Training and Education, Universitas Sulawesi Barat, 2024.**

This study aims to determine whether there is a difference in students' vocabulary mastery between the use of the role-playing method and the conventional method and if the use of role-playing method can increase students vocabulary mastery at SMPN 4 Majene. The approach used in this study is quantitative and the research design is a quasi-experimental method. The research sample consisted of two classes, namely the experimental class using the role-playing method and the control class using the conventional method. Data were collected through a vocabulary mastery test given before (pre-test) and after (post-test) the treatment. The results of the study showed that the average pre-test score of the experimental class was 68.77 and the post-test was 77.59, while the average pre-test score of the control class was 64.64 and the post-test was 69.86. Based on the results of the independent sample t-test, a significance value of $0.007 < 0.05$ was obtained, which indicates that there was a significant increase in vocabulary mastery in the experimental class. The results of the paired sample t-test showed a significance value of $0.000 < 0.05$, which indicates that there is a significant difference between the experimental class and the control class. This means that the method can be applied to increase students' vocabulary mastery.

Keywords: Role-Playing, Vocabulary Mastery, Test

CHAPTER I

INTRODUCTION

A. Background

Language plays a vital role in human communication, serving as the primary means of expressing thoughts emotions, and ideas. In addition, language is also a fundamental aspect in learning and intellectual development. In the context of education, language proficiency, especially English as a foreign language, is a essential for students to succeed in a variety of academic and social situations. As an international language, English language skills open up wider opportunities in education, career development, and global interaction. Research by Pesiwarissa et al. (2023) emphasized that good language proficiency allows students to understand texts more comprehensively and express their thoughts more effectively.

Vocabulary mastery is one of the key components in language learning. Without adequate vocabulary, students may have difficulty understanding spoken and written texts, which can hinder their ability to communicate effectively. Vocabulary plays a significant role in the four language skills of listening, speaking , reading, and writing. A study by Lia Russanti (2022) found that there was a significant correlation between vocabulary mastery and speaking ability of eight grade students at SMP Negeri 07 Seluma. This shows that a strong vocabulary foundation allows students to understand texts better, express ideas clearly, and engage in meaningful conversations.

Teaching vocabulary requires an effective method so that students can understand and remember new words well. One method that has been proven effective is role-playing. Through this method, students can practice using vocabulary in realistic contexts, making it easier for them to understand and remember the words. Amalia (2020) stated that role-playing is a language learning technique that asks students to play a certain role in a given situations, using the target language being studied. Language skill that can be develop through role-playing are speaking, especially vocabulary knowledge that will increase. Research by Wening et al. (2023) at MAN 9 East Jakarta showed that role-playing methods are effective in improving students' vocabulary mastery.

The results of the study showed that the use of role-playing methods significantly increased students' vocabulary mastery.

Previous studies have indicated that high school students face significant challenges in mastering English vocabulary. Several factors contribute to these difficulties such as daily English assessment results revealed that many students struggle with vocabulary mastery. Additionally, interviews with students highlight several reasons for this issue. Most students perceive English as one of the most difficult languages to learn, which makes them hesitant to express their thoughts. They fear making mistakes, as they worry about being ridiculed by their peers. Furthermore, memorizing vocabulary is considered challenging due to differences in pronunciation and spelling, which require substantial effort and practice.

Based on the results of observations carried out by the researcher at SMP Negeri 4 Majene, a problem was found, namely that students had difficulty understanding reading texts that use vocabulary that is unfamiliar to them, and students also have difficulty expressing ideas orally or in writing due to limited vocabulary. They often repeat the same words or cannot find the right words to convey their thoughts. Apart from that, students also have difficulty understanding the instructions given, they become confused and misinterpret the instructions given because of their lack of vocabulary.

English teachers must find a solution by creating effective and efficient vocabulary teaching methods. In addition, teachers should create conditions that allow the teaching of vocabulary to occur naturally. Language learners have used various methods to learn English. Currently, the researcher tries to bring up a method in teaching or studying vocabulary, namely through role playing as an oral process. According to Rusman et al. (2020), role-playing is an instructional method where students act out roles in specific scenarios to simulate real-life situations, thereby enhancing their understanding and retention of the subject matter.

Using role-playing to improve vocabulary is highly effective because this method creates a relaxing and enjoyable learning environment. Unlike traditional vocabulary learning methods that often rely on memorization, role-playing encourages active participation, making the learning process more

engaging and meaningful. The researcher aims to make vocabulary learning more interesting for students through games, as games are widely enjoyed by children and can enhance motivation in language acquisition.

One of the key advantages of role-playing is its ability to simulate real-life situations, allowing students to use vocabulary in context rather than in isolation. This approach helps students retain words better and improves their ability to understand and construct sentences naturally. Furthermore, role-playing promotes collaborative learning, as students interact with peers, practice communication skills, and build confidence in using new vocabulary without fear of making mistakes.

However, there is a research gap in the application of role-playing for vocabulary mastery, particularly in junior high school settings. While many studies focus on role-playing to enhance speaking skills, fewer explore its specific impact on vocabulary mastery. Additionally, previous research has not extensively examined how role-playing can address students' difficulties in memorizing and pronouncing new words, especially in schools where English is a foreign language.

Based on the statement above, the researcher would like to conduct a research under the title, " THE USE OF ROLE-PLAYING IN INCREASING STUDENTS' VOCABULARY MASTERY AT SMPN 4 MAJENE".

B. Problem Identification

Through this research, the writer formulates the following problem formulation:

1. The students of SMPN 4 Majene lack of vocabulary mastery.
2. The students of SMPN 4 Majene cannot write down the 20 vocabulary words they know in 5 minutes.

C. Problem Limitation

Based on the above problem identification, one of the main difficulties students face in learning English is vocabulary. Because they have little knowledge of vocabulary, they struggle to understand reading texts with complicated or unfamiliar words. This research focuses on the use of role playing on increasing students' vocabulary mastery at SMPN 4 Majene.

D. Problem Formulation

1. Is there any difference of students' vocabulary mastery at SMPN 4 Majene by using role playing and conventional method?

2. Can the use of role playing increase the students' vocabulary mastery at SMPN 4 Majene?

E. Research Objective

1. To find out whether there is a difference of students' vocabulary mastery by using role play and conventional methods.

2. To find out whether the use of role playing can increase the students' vocabulary mastery at SMPN 4 Majene.

F. Research Benefits

The benefits of this research are :

1. By implementing role playing in vocabulary learning, this research can contribute to language teaching theory regarding the effectiveness of this method in increasing students' vocabulary mastery.

2. Through role playing, students can be directly involved in using new vocabulary in relevant contexts. This can help them to practically expand their vocabulary.

CHAPTER II

LITERATUR REVIEW

This chapter discusses the literature review related to previous research, theoritical famework, hypothesis.

A. Previous Related Studies

Munthe et al. (2023) with the title "The Effect of Role Play Strategy in Teaching Vocabulary at the Eight Grade of SMP Negeri 5 Pematang Siantar", The effectiveness of role-playing methods in vocabulary training for eighth-grade students at SMP Negeri 5 Pematang Siantar is examined in this study. Using a quantitative methodology with a pre-test and post-test framework and a quasi-experimental design, the study seeks to ascertain if role-playing may help eighth grade pupils learn vocabulary. The sample consisted of two classes. The findings suggest that role play strategies can enhance students' vocabulary acquisition. Vocabulary classes boost student involvement, creativity, and originality in the classroom, according to this study (T-test > T-table, 3.9 > 1.671, 5% significance level). (Ha) is approved, but (Ho) is denied. Students' increased engagement, curiosity, and interest in the learning process are what make this study novel.

Hidayah (2019) with the title "Improving Students' Vocabulary Mastery by Using Role Play at SMP Muhammadiyah 12 Binjai the Academic Year 2019/2020", This research aimed to examine the improvement of students' vocabulary proficiency via the application of role play. Students in the seventh grade took part in this research. 21 students participated in the study, which was carried out in a single class. This research was carried out through classroom action. The application of data analysis techniques was employed in the examination of this research. The assessments was administered to the students through a pre-test, followed by a post-test in the initial cycle, and another post-test in the subsequent cycle, resulting in a total of four sessions. The pretest mean was 63.95. After completing the first cycle throu gh role- playing, students' average score improved to 72.73 points. Then, when researcher did the second cycle of repairs after reflecting on the first cycle, the students' average score improved to 83.19. In other words, students" vocabulary mastery

is improved. After conducting interviews, reviewing observation sheets, and analyzing photographs, it became evident that the students' expressions and level of excitement had also witnessed improvement.

Abdullah et al. (2022) with the title "Development of Learning Material Design of Basic English Vocabulary Based on Role Playing for Junior High School Students in Makassar", This research involves a thorough investigation of the needs of the students, followed by the creation of a product that is precisely designed to meet those needs. This research is a development project with the goal of creating a basic English vocabulary instructional model and curriculum for junior high school students in Makassar via role-playing. The approach of research design and development used by Borg & Gall (1983) was followed in the creation of instructional design. This research uses a comprehensive approach to look at student needs. Experts in English and educational resources, English teachers, and junior high school students at SMPN2 Makassar are the topic of this study. The research findings demonstrate that the creation of instructional materials for junior high school pupils' basic vocabulary in English was well-organized and suitable for use in the classroom. Related to the previous related studies above, the researcher agrees that the implementation of role playing is effective in encouraging students to actively talk, listen, and interact with each other. This activity makes learning more dynamic and interesting, so that students remember new vocabulary more easily. Including role play in teaching and learning activities provides a variety of learning methods that make students less bored and more motivated to learn. When students find learning relevant and enjoyable, they are more motivated to participate and learn more. Role playing offers a different learning experience from traditional methods that tend to be monotonous. Role playing fosters a lively, interactive, and relevant learning environment, and encouraging students to actively participate in the language learning process.

In addition, this approach promotes teamwork and collaboration, as students must work together to create and perform their roles effectively. This cooperative aspect fosters better communication skills and helps students build confidence in using the language.

B. Theoritical Framework

1. Vocabulary

   a. The Definition of Vocabulary

   The list of terms that a person or group knows and uses in a particular language is called their vocabulary. Both words we understand (receptive vocabulary) and words we use in writing and speaking (productive vocabulary) make up this category. Vocabulary is essential for efficient communication and understanding because it allows people to communicate ideas, thoughts and feelings accurately and to understand others. Increasing vocabulary can improve language skills, reading comprehension and general communication skills. Vocabulary is the collection of words required to express concepts and articulate the speaker's intention, according to Alqahtani (2015:25). The collection of all words that a person understands or is likely to use while creating new sentences is known as their vocabulary. According to Alizadeh (2016:22), the vocabulary is more complex than what is currently defined. Many people believe that a person's large vocabulary is a sign of their intelligence or level of education. Because of this, a lot of standardized tests, including the SAT, include vocabulary-testing questions.

   b. Kinds of Vocabulary

   Vocabulary, for example, is an essential component of linguistic proficiency. According to Harmer (1991:159), there are two types of vocabulary: active and passive.

   1) Active vocabulary is the term used to describe words that pupils have learned or been taught and are expected to be able to utilize.

   2) Words that pupils will likely be unable to produce but will know when they encounter them are referred to as passive vocabulary.

   English vocabulary is classified as etiher active or passive depending on how it is used in language skills. Words that the speaker can understand, pronounce correctly, and employ constructionally are referred to as active vocabulary, whereas passive vocabulary is defined as words

that the speaker recognises and understands in context but cannot produce effectively in speaking and writing. Hatch & Brown (1995), referenced in Susanto (2017: 185), make a distinction between receptive and productive vocabulary. Receptive vocabulary refers to the capacity to identify words and remember their meaning, whereas productive vocabulary refers to the capacity to do the same tasks. The ability to write or talk at the right time is another use for the latter.

a) The term "receptive vocabulary" refers to any words that we can comprehend, whether they be spoken, written, or signed. Receptive vocabulary often exists because it grows before expressive vocabulary does at the start of language development and because it is larger than expressive vocabulary. But childhood language development is more complicated, and the development of expressive vocabulary can occasionally surpass that of receptive vocabulary, and vice versa.

b) Productive vocabulary refers to terms that pupils comprehend, utilize constructively in writing and speaking, and pronounce appropriately. Productive vocabulary involves students actively creating and communicating their thoughts. Requirements include a receptive vocabulary, writing skills, and timely communication.

Based on the preceding description, the author concludes that the more vocabulary learners process, the easier it will be for them to learn English as a foreign language overall and to improve their four skills (speaking, reading, writing, and listening).

Donoghue (1990) cited in Risdiana (1997) states that are four categories of vocabulary:

a) Listening Vocabulary

Context and voice intonation aid in the expansion of hearing vocabulary, which includes all words that children can recognize and understand when they hear them spoken aloud.

b) Speaking Vocabulary

All of the terms that kids use in their daily speech are included in spoken vocabulary. It serves as the foundation for vocabulary development in both writing and reading.

c) Reading Vocabulary

All of the words that kids identify and comprehend in writing make up their reading vocabulary. When they first start school, pupils typically have a restricted vocabulary. Their regarding vocabulary surpasses their oral vocabulary by the time they are in the upper grades and have reached reading maturity. Students" reading vocabulary grows as they read more.

d) Writing Vocabulary

Writing vocabulary refers to the terms children can empoy in written compositions and is strongly related to spelling teaching.

According to Eckersley (1960), there are some indicators to learn vocabulary based on class word:

1) Noun

A noun is a term that is associated with the names of objects, persons, or locations. Accordingly, a noun is likely to have one or more of the following characteristics:

a) They can have a plural form: table/tables, tree/trees.

b) They can be the subject of sentence: the tree had fallen across the road.

c) They may appear at a noun phrase"s head: my kind, eccentric, uncle. Example noun: house, iron, London, book, pencil, etc.

2) Pronoun

The word that readers to people or thing without really naming and being compelled to repeat the name frequently.

a) Pronouns operate as substitutes for nouns or noun phrases. For instance; the man strolled carefully into town, but the wind uprooted the blue California pine trees.

b) Substituting a pronoun into a phrase, clause, or sentence results in a less specific meaning than using a noun.

c) Pronouns are a crucial component in preserving textual coherence, nevertheless, and are typically employed when the context makes it obvious to the reader what the pronoun is referring to. Example: I, you,

them.

3) Adjective

Adjectives are words that add information about a noun or pronoun; they are said to modify the noun. They can either come before the noun or pronoun (the red book) or after it (the book is red). Adjectives can be compared as tall, taller, or tallest. While most adjectives can do either, a small number do not, like utter (you can say "utter rubbish" but not "the rubbish is utter"). These adjectives are called peripheral adjectives. Example: a bad egg, a blue dress, the new books.

4) Verb

All sentences, with the exception of minor sentences, contain a verb, which is the most sufficient to distinguish between a finite verb and a noun-finite verb. Thus, the verb to walk inflects to indicate changes in tense (you walk, you walked), changes in number (he walks, they walk), and changes in person (I walk, she walk). The verb is arguably the most important word class because it is frequently the grammatical driving force in a sentence. Example: boys played football, he is hungry.

5) Adverb

The adverb is arguably the most adaptable and flexible word class in the English language. It can appear practically anywhere in a phrase, with the exception of just before a noun:

a) Adverbs can modify verbs (walked rapidly), adjectives (deliciously soft), pronouns (nearly everyone), and other adverbs (he moved stupidly slowly);

b) Adverbs are often produced by adding –ly to an adjective, such as "happily, furiously, romantically, or ardently";

c) The following is a list of additional often used adverbs: soon, later, frequently, never, once, twice, yesterday, today, tomorrow, nearly, almost, just, only, and quite;

d) A number of new suffixes that produce adverbs have also been introduced in modern English. Many of these terms have now become

part of our language as single words, but occasionally they are hyphenated to signify that they are new coinages. Like, wise, style, and ways are some of these new suffixes. Here are some examples of adverbs created with these suffixes: American-style, sideways, school-wise, businesslike, and workmanlike. Example: he run quickly, I saw him yesterday.

6) Preposition

The preposition expresses the link between two words or units in a sentence, typically between a noun and other parts.

a) Often this relationship relates to space or position on, in, under, beneath, over, behind;

b) In other instances relationship relates to time at, after or possession egg of;

c) There are some preposition which consist of more than one word. They include: instead of, due to, because of, in spite of.

Common example of preposition: about against, among, at, before, behind, between, down, except, from, in, near, of, outside, over, pats, than, to, under, up, without, etc.

7) Conjunction

Many sentences would be quite short without conjunctions, which are words that unite clauses or tiny phrase units together:

a) Conjunctions are often thought of as the links in syntactic chains, which is why some people refer to them as connectives.

b) Common conjunction includes: and, but, because, that, when, if, or.

c) Common conjunctions include: firstly, likewise, furthermore, eventually, otherwise, in that case, rather, on the other hand, although, incidentally, meanwhile, and so on.

8) Interjection

A word or phrase that conveys a strong emotion, like surprise, pleasure, or anger, is called an interjection. Exclamations frequently stand alone, but when written down, they are typically followed by an interjection mark rather than a full stop:

How

wonderful!

Oh! That hurt!

Interjection can also be used to greet or congratulate someone, such as "Hello! Or Well done, boys!

Based on statements above, it can be summarized that there are eight kind of vocabulary in word classes. They are included in part of speech. They are: noun, pronoun, verb, adverb, adjective, preposition, conjunction and interjection.

c. The Importance of Vocabulary

The collection of words that make up a language is called vocabulary, and it is crucial for reading comprehension. Children who lack a solid working vocabulary will find it difficult to comprehend spoken and written language. By reading to and conversing with children, parents and teachers can support the development of a solid working vocabulary. For second language learners, vocabulary knowledge is frequently regarded as an essential skill since effective communication is impeded by a limited vocabulary in a second language. Schmitt (2000) highlights the significance of vocabulary acquisition, emphasizing that "The development of a second language and communicative competence depend heavily on lexical knowledge".

In addition, Allen (1997:149) emphasizes the importance of vocabulary in language learning, stating that it helps students master the four skills of English by conveying ideas, emotions, and efficiently. Without a strong vocabulary, it is difficult to communicate effectively. Nation (2001) goes on to explain the complimentary nature of the relationship between language use and vocabulary knowledge: Language usage is made possible by vocabulary knowledge, and vocabulary knowledge increases as a result of language use.

In order to teach vocabulary effectively, students must emphasize its significance. Educators may highlight the importance of vocabulary at an early age and provide opportunities for students to improve their word abilities. One strategy is to pre-teach key terms in every discipline. This approach helps students grasp concepts including new words. Focusing on

root words, prefixes, and suffixes aids pupils in performing morphemic analysis, which is the process of figuring out new word meanings by fusing context and knowledge. Mastering vocabulary improves fluency, understanding, achievement, thinking, and communication skills.

d. Teaching Vocabulary

   Teaching English vocabulary first is more effective than teaching other aspects of the language, such as grammar, speaking, reading, and writing. While some may argue that teaching vocabulary is a waste of time due to the vastness of the language, mastering vocabulary allows students to move on to other aspects of learning English more easily. For second language learners, vocabulary is crucial since it allows them to communicate their thoughts clearly both in writing and when speaking. In order to boost their enthusiasm in studying the language, kids need therefore know how to expand their vocabulary. Therefore, in order for pupils to succeed in their vocabulary development, language teachers need to be very knowledgeable about how to run an engaging classroom.

   Wallace (1982) cited in Masita (2020) argues that a number of aspects should be taken into account when teaching vocabulary:

1) Aims

   The teacher must be clear about his objectives and choose which terms his students should acquire during the teaching and learning process.

2) Quantity

   The number of new words in a lesson must be determined by the teacher, as it varies depending on the class and learner. To11o many new words can cause confusion, discouragement, and frustration.

3) Need

   The teacher must select the vocabulary that his students will need to communicate. The pupils ought to be placed in a scenario that requires them to communicate and obtain the necessary vocabulary.

4) Frequent exposure and repetition

   In this situation, the teacher should let the pupils to use the target terms in both writing and speaking, as well as give them plenty of practice and

repetition to make sure they thoroughly understand them.

5) Meaningful presentation

The target words should be presented by the teacher in a way that makes their meanings obvious and unmistakable. As a result, rather than being used alone, the new terms should be provided in context.

6) Situation and presentation

Reaching the target language is one of the concepts of teaching vocabulary, and the teacher should explain to the students that they must use the words appropriately, depending on the context and the individuals they are speaking to.

2. Role-Playing

a. Definition of Role-Playing

The researcher discusses how to define role playing in this part. The reseracher thinks that role-playing can be defined in a variety of ways. Role-playing is an educational method where students take part in the dramatization.

According to Amalia (2020), role-playing allows students to actively engage with new vocabulary, creating meaningful connections and enhancing retention. According to Larsen Freeman (2000), the role-playing method is crucial for communicative learning as it allows learners to practice communicating in many social circumstances and roles. According to Ladousse (1995), role-playing helps students use language in real context, increase their confidence, and enrich their vocabulary through interactive learning experiences.

According to the Oxford Dictionary (2015), role-playing is the act of assuming the part of a certain person or character, such as in psychotherapy or training. Additionally, role-playing is a method where students must act out particular roles by sharing, saying, and doing. (Altun, 2015 cited in Alabsi; 2016).

Besides, Livingstone (1983) states students can practice language, role-behavior components, and real-word roles that they might need outside of the classroom through role-playing, a classroom exercise. Moreover, Dananjaya

(2011) cited in (Handayani; 2014) states that Role- Playing is a describing of one condition/particular paradigm in society. A role is the character that an actor plays in a play or film, according to the Cambridge International Dictionary of English. Role-playing is a method used in language learning programs and psychotherapy to act out particular behaviors or to pretend to be other people who deal with unfamiliar situations. Role-playing is a common practice that people hardly notice. When someone dreams of being a news reporter, they could try to change their point of view and act to make themselves look like a real news reporter. But it would be different when we discuss improving our English skills in school. The role play method is important to students" growth in understanding real- life illustrations. Anis (2020) asserts that the role-playing method is advantageous for kids' cognitive, physical, social, and emotional growth. In terms of teaching English as a second language, it is also the most successful method. The applicability of role play as a teaching and learning method can reinforce learning and enhance knowledge retention among students in the classroom (Jiatong-liverpool, 2020). Role playing has been used since the twenty-first century and is one of the teaching techniques that has already drawn a lot of attention from the educational system (Obijiofor, 2020). Since the 21st century, the educational system has paid considerable attention to and employed role-playing as one of the teaching strategies. He furthermore explains that the recent change in the curriculum also adds role play into pedagogy to improve students" interest in learning English.

Based on the explanation above, writer may draw the conclusion that role play is the act of assuming a different identity in the classroom, which is necessary for instructional strategies.

b. The Importance of Role-Playing

The employment of role-playing techniques in the teaching and learning process is recommended since they can boost student enjoyment and the classroom environment. So, the writer concerns on Uzun cited in Jafre (2012:260), Brown & Yule (1995) cited in Jafre (2012, p260) and Freeman (1986).

According to Uzun cited in Jafre (2012:260) role-playing techniques increase students" interest and involvement in the classroom not only with regard to the teaching content but also with regard to putting the knowledge they have learned into practice. Furthermore, the primary motivating idea of role-playing is that students feel better, get less tired, and become more motivated when they enjoy doing this in the classroom environment, such as playing games (Brown & Yule (1995) cited in Jafre (2012, p260).

According to Freeman (1986), the reason role-playing is crucial is because it allows students to practice speaking in many social situations and positions. It is hoped that role-playing exercises conducted in groups or pairs will force students to compromise on meaning both during the presentation and throughout the discussion.

It is clear from the previous description that using role-playing techniques can help pupils enjoy the teaching and learning process. In order to study and practice directly, the pupils also require an active procedure, such as role-playing. It concerns how crucial role-playing method.

c. The Benefits of Role-Playing

There are several unique reasons to use role-playing, but these are the main ones:

1) Role-playing can introduce a variety of experiences into the classroom;

2) Role-playing forces students to use and develop the phatic forms of language that are so essential in lubricating the works of social relationships;

3) Many students believe that language is only used to convey specific information from one person to another; consequently, they have very little small talk and, as a result, often appear needlessly abrupt and brusque. Students who have very few social skills can benefit from role-playing.

4) Role play helps a lot of shy pupils because it provides them with a mask. The first-hand experiences of some more reticent group members may make it very difficult for them to engage in self-talk and other activities.

These pupils feel liberated by role-playing because they no longer perceive that their personalities are being implicated.

5) Despite the lack of scientific evidence, the majority of language instructors would likely concur that, for the great majority of average people, enjoyment inevitably leads to improved learning. Perhaps the most important argument in favor of doing role play is that it's fun. Students really like using their imaginations once they know what is expected of them.

Finally, role play is one of a wide range of communication strategies that help students learn more, interact with others in the classroom, and become more motivated. It also encourages peer learning and the sharing of responsibility for the learning process between students and teachers. Role play is also possibly the most adaptable strategy in the range, and teachers who have it at their fingertips can meet an endless number of needs with appropriate and successful role-play exercise.

d. Types of Role-Playing

Bokja Cho (2015) asserts that there are three distinct types of role-playing: fully scripted role-play (SRP), semi-scripted role-play (SSRP), and non-scripted role-play (NSRP).

Given how highly structured the SRP type is, this kind of role play might be appropriate for lower level students who might not be familiar with the background. In a full SRP, all of the words are provided and participants only need to read or memorize the lines (Harper-Whalen & Moris,2005 cited in Bokja Cho, 2015). This style involves paraphrasing a model dialogue from a textbook, with the dialogue''s primary goal being to effectively and remember transmit the meaning of the linguistic parts (Byrne, 1986 cited in Bokja Cho, 2015).

Students can choose phrases that are relevant to their circumstances to fill in the spaces in a model dialogue and alter the original dialogue to some degree. Because the teacher or textbook supplies the language input, this kind of role play can be categorized as semi-controlled or SSRP. But it's also

expected of students to select the material using a framework that allows them to construct a genuine discourse (Harper-Whalen & Moris, 2005 cited in Bokja Cho, 2015). Because SSRP is less regulated and controlled than SRP, learners with basic to semi-advanced skills that are comfortable with fundamental procedures and wish to progress to more difficult tasks can use this sort of SSRP.

Non-scripted role-play (NSRP) is the third type of role-play. According to Harper- Whalen & Moris (2005:3) cited in Bokja Cho (2015), NSRP provides an increadible opportunity to use ideas or skills in a setting. Davies (1990:94) emphasizes that students can use their thoughts and feelings, and create dialect in their spontaneous acts, making individuals and connections by acting out circumstances without a biased arrange. NSRP can be pertinent to for middle of the road to progressed level learners as NSRP is unreservedly and in some case needs problem-solving aptitudes.

The study updated the original role-playing language to reflect the tasks performed by learners in two trials (Studies I and II). In study I, students utilized SSRP to create their own scripts based on a book or teacher-provided materials. In study II, participants engaged in both semi-scripted and unscripted rol-plays (SSRP-NSRP). The first phase was similar to study I, however the second phase involved small groups of 3-4 persons working on dialogue prompts without a script.

e. The Procedure of Using Role-Playing Method

Based on Ngalimun (2012) cited in Handayani (2014), the step of role-playing method is divided into five steps. The first is the teacher prepares the scenario of learning process. Then, the teacher, choose some of students to learn the scenario. The third step is the students should make groups. The fourth is group presentation. And the last is reflection and guidance from the teacher. In order, Crow (2015) states that the step of role play has nine steps:

1) Prepare group of people
2) Choose individuals
3) Arrange the scene
4) Get the observes ready

5) Put into action

6) Talk about and assess

7) Act out

8) Talk about and assess

9) Exchange impression and make conclusions.

From those explanations, the pupils had to adhere to the procedures that have been given by the teacher for the action in the class. Here is example script by Livingstone (1983):

(Students will act as a shopkeeper and buyer)

Shopkeeper : hello, can I help you?

Buyer : I'd like tea.

Shopkeeper : how much tea?

Buyer : a pound.

Shopkeeper : this tea or this one?

Buyer : this tea.

Shopkeeper : here you are. Anything else?

Buyer : a pound of coffee.

Shopkeeper : here you are… (He hesitates, it seem he has said „anything else". He tries something new)… and more?

Buyer : no, thank you, how much is that?

Shopkeeper : $.60

Buyer : here you are, good bye.

Shopkeeper : thank you. Goodbye.

From the example above, the actor should act as real as shopkeeper and buyer. Especially shopkeeper, he should do experiment a bit when he say "this tea or this one".

In short, the writer may conclude that procedures of role-playing technique have different opinion. So, the greatest and most efficient one should therefore be selected by the instructor to be utilized in the classroom. Therefore, role-playing technique has advantages and disadvantages.

f. The Advantages and Disadvantages of Role-Playing

After knowing the procedures of role-playing method, the researcher needs to move to this final sub-chapter. It is isolated into two tittle; the advantages and disadvantages of role playing method.

1) The advantages of role – playing method

The benefits of role-playing methods are explained by numerous researcher. In this sub-chapter, the researcher concerns on Livingstone (1983), and Dangerfield (1991) cited in Nirwansyah (2014).

According to Livingstone (1983, p.25), the use of role-playing methods in the teaching and learning process has three benefits. Firstly, maximum student activity. Secondly, relevance, interest and discipline. And lastly, mixed ability groups. Maximum student activity means that students are active 100% of the time. If the actor forgets his lines after performing the role in front of the class, the teacher simply asks the other students to complete the lines, so the students stay focused on the role-play. The second advantage is that it is evident how relevant the role-play is, having been selected based on the needs, interests, and experiences of the students. Additionally, it allows students to utilize the language without direct teacher supervision. After then, the pupils receive discipline. The final option is a mixed ability group, which means that students have an equal opportunity to speak up – even if they are doing poorly, they should still speak up.

Regarding the advantages of role-playing, Dangerfield (1991) cited in Nirwansyah (2014), believes that role-playing is a way to maximize students" speaking time and ensure that students speak the optimal amount in a limited amount of time. Practice during class time. Furthermore, role-playing games provide students with an opportunity to improve their communication skills and creativity. One communication strategy that enhances students" language proficiency, fosters classroom engagement, and boosts motivation is role-playing.

In short, using role-playing method has the advantages of allowing students to practice optimally, making learning more enjoyable, etc.

2) The disadvantages of role-playing method

According Nirwansyah (2014), role- playing has two disadvantages when used for teaching and learning. Those are organization and time. The first disadvantage is organization. This means that role-playing games are difficult from a purely practical point of view. It makes no sense to suggest that role-playing groups be in separate rooms. Furthermore, the noise level during lessons makes it very difficult to concentrate. The second factor is time, this indicates that preparation and follow-up time for role-playing consume a large portion of class time.

On the other hand, Handayani (2014) lists five disadvantages of role-playing. First, if the teacher does not understand how role-playing works, the process may fail. Second, it takes a very long time. Third, some students may not role-play and become inactive. And fourth, it requires a large space. And finally, this activity will disrupt the rest of the class. Moreover, the role-playing technique may not be suitable for all teaching and learning situations, as it is subject-specific.

It is clear from the explanation above that role-playing games require proper planning and more time for students to master role-playing techniques. Also, they cannot be used for all learning topics. Furthermore, since role- playing techniques can solve the issue of inactive students, they ought to be employed in the teaching-learning process. And this technique supports the practice of vocabulary during any performance.

3. Students' Vocabulary Mastery
 a. Definition of Vocabulary Mastery

Vocabulary mastery refers to a students' ability to recognize, understand, and use words effectively in communication. It is a crucial component of language learning, as vocabulary forms the foundation for listening, speaking, reading, and writing skills (Nation, 2001). Without an adequate vocabulary, students may struggle to comprehend texts, engage in conversations, and express their idea clearly.

According to Chorena (2024), vocabulary mastery involves several aspects:

1) Breadth of Vocabulary Knowledge: the number of words a learner knows.

2) Depth of Vocabulary Knowledge: the extent to which a learner understands the meanings and uses of words in different contexts.

3) Receptive and Productive Vocabulary : receptive vocabulary includes words that learners recognize when listening or reading, whereas productive vocabulary consists of words they can actively use in speaking and writing.

Lestari, M (2022) emphasized that vocabulary mastery is not only about knowing words but also about understanding how words function within grammatical structures and collocations. Students must be able to use words appropriately in various situations to communicate effectively.

b. The Importance of Vocabulary Mastery in Language Learning

Vocabulary plays a vital role in language acquisition. Wilkins (1972) famously stated, *"Without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed."* This highlights the significance of vocabulary in communication.

Students with a strong vocabulary can:

1) Comprehend texts more easily.

2) Express thoughts and ideas clearly.

3) Participate actively in conversations.

4) Improve their overall language proficiency.

According Russanti et al. (2022), vocabulary knowledge is one of the key factors determining a students' success in language learning. Limited vocabulary can lead to difficulties in understanding spoken and written texts, which can negatively affect students' academic performance.

c. Challenges in Vocabulary Mastery

   Many students face difficulties in mastering vocabulary due to several factors, including:

   1) Lack of Exposure

      Students may not be exposed to enough English words in their daily environment. According to research by Telaumbanua et aal. (2024), many students rarely use English in their daily lives, which hinders their vocabulary development.

   2) Limited Practice

      Vocabulary retention requires consistent practice through reading, listening, and speaking activities. Kusumawati et. Al (2024) found that lack of English speaking activities and limited learning resources contributed to students' difficulties in mastering vocabulary.

   3) Memorization Issues

      Traditional rote learning methods may not be effective in helping students retain new words.Telaumbanua et al. (2024) noted that laziness in memorizing words is a significant factor that hinders students' vocabulary development.

   4) Low Motivation

      Students who lack interest in learning English may struggle with vocabulary acquisition. Kusumawati et al. (2024) identified a lack of interest in learning English as an internal factor that causes students' difficulties in mastering vocabulary.

   These challenges highlight the need for effective teaching methods that engage students and enhance their vocabulary learning process. One such method is role-playing. Lestari (2020) stated that students who engaged in role-playing exercises retained vocabulary better than those who learned through traditional memorization techniques.

d. Implications for Teaching Vocabulary through Role-Playing

   Given the findings from previous research, role-playing can be considered an effective method for enhancing students' vocabulary mastery. According to Soori et al. (2023), some of the benefits of role-playing include:

1) Contextual Learning

Students learn words in meaningful situations, making them easier to remember.

2) Increased Motivation

Engaging activities help sustain students' interest in learning.

3) Enhanced Retention

Active participation leads to better vocabulary retention.
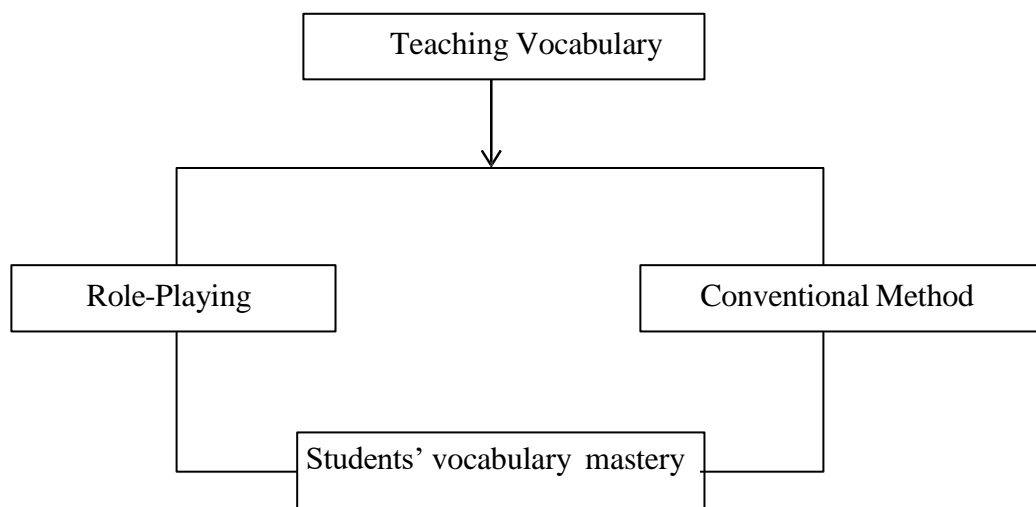
4) Improved Communicatoion Skills

Students practice using new words in conversations.

Teachers should integrate role-playing into vocabulary lessons by designing scenarios that encourage students to use target vocabulary naturally. For instance, role-playing activities such as shopping simulations, job interviews, or storytelling can provide opportunities for students to apply newly learned words in relevant contexts.

C. Conceptual Framework

The four language skills can be supported by vocabulary, which is one of the most crucial aspects of learning English. When reading a text, a reader can read and understand the text well if he or she has sufficient vocabulary. Vocabulary is part of English lessons in school. Presenting vocabulary through role-playing aids students in utilizing a foreign language, which is in line with the spirit of foreign language instruction. They can learn the meaning of a given word and how it is used in context. Besides, the students can train their language skills. For example : reading, listening and speaking. Productive and active vocabulary was used in this study. Vocabulary lessons should be interesting, through and repetitive. Role-playing games as a proposed teaching material have a great appeal for students. They are interested in learning the meanings and forms of the words they have learned.

The following diagram displays the conceptual framework that underpins this research:

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        ┌─────────────────────────┐
        │   Teaching Vocabulary   │
        └─────────────────────────┘
                     │
                     ▼
   ┌─────────────────────────────────────────┐
   │                                         │
┌──────────────────┐              ┌──────────────────────┐
│   Role-Playing   │              │  Conventional Method │
└──────────────────┘              └──────────────────────┘
   │                                         │
   │      ┌──────────────────────────┐       │
   └──────│ Students' vocabulary mastery │───┘
          └──────────────────────────┘
```

Figure 2.1. Conceptual Framework

In order to teach vocabulary, the researcher in this study employed role-playing, and the research methodology was a quasi-experiment. Creswell (2012) defines a quasi-experiment as an experimental design in which participants are assigned to groups by the researcher, but not at random because the experimenter cannot create groups for the experiment artificially. Three stages were taken by the researcher in this procedure. A pre-test is first administered by the researcher to the experimental and control groups. The pre-test is intended to evaluate students' English vocabulary before they receive role-playing treatment. Subsequently, the researcher administers the treatment to it. Third, a post-test is administered by the researcher to both the experimental and control groups. Although they are administered at separate periods, the pre-test and post-test have significance. Finding out if the pupils" vocabulary mastery has improved following treatment is the goal of the post-test. After do the method above, there is the result (influence) of using role-playing in teaching English vocabulary mastery.

D. Hypothesis

The hypothesis of this research is formulates as follows :

a. Null Hypothesis (H_0) : The use of role-playing technique does not significantly increase the students" vocabulary mastery.

b. Alternative Hypothesis (H_1) : The use of role-playing technique significantly increase students" vocabulary mastery.

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