

# **THE EFFECTIVENESS OF ROLEPLAY IN THE CLASSROOM ON STUDENTS' VOCABULARY MASTERY AND WRITING SKILL AN EXPERIMENTAL STUDY IN TEACHING DESCRIPTIVE TEXT AT SEVENTH GRADE SMPN 5 KOTA CIMAHI**

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## **ABSTRACT**

The lack of vocabulary mastery and writing skill is proved to be one of the factors that contribute to the EFL students' failure in learning English. Therefore, it is important to find out the most appropriate teaching strategy to teach English vocabulary especially in EFL classroom. Eager to solve the problem, the research expects the role play may lead to lead. Then this paper is addressed to examine whether the role of vocabulary and writing skill has resulted from the conventional method. The research is quantitative in nature and uses the experimental design as the framework of the whole research design. For the purpose of the research, 80 students from the seventh grade of a junior high school in Cimahi have purposively been taken as the sample. Then the result and also proved to be effective to teach English vocabulary and writing skill. In conclusion, the research suggest that role play will be more valuable, effective and efficient when applied when practicing language skills than in teaching language elements such as structures vocabulary and writing skill. Then the result and also proved to be effective to teach English vocabulary and writing skill. In conclusion, the research suggest that role play will be more valuable, effective and efficient when applied when practicing language skills than in teaching language elements such as structures and vocabulary.

**Keywords:** Roleplay, Vocabulary Mastery, Writing Skill

## **INTRODUCTION**

Mastering vocabulary means able to use and understand the proper word in the proper time and places whether in listening, speaking, reading, writing, and even grasping the meaning it has been proved that vocabulary mastery has a tight

relationship with language skills for listening, speaking, reading and writing ability involve the usage of words.

They should concentrate first on learning the most frequently used and therefore most important English vocabulary for their practical real life needs. Multiple sense English words and synonyms (words with a similar meaning) present special difficulty for foreign learners by Michael Shelby (2008). Other examples of the crucial problem and difficulties with learning and using English vocabulary include fixed word collocations, phrasal verbs, idioms, proverbs and regional differences in vocabulary usage, there are differences in English usage in English-speaking countries in terms of spelling, pronunciation, vocabulary and grammar. I know some specialised books dealing with British and American English differences. English usage can also be formal and informal. Formal English is the language of the mass media, education, business, economy,

The Benefits of research incorporating role-play in narrative text adds variety, a change of pace and opportunities for a lot of language production and also a lot of fun! It can be an integral part of the class and not a 'one-off' event. If the teacher believes that the activity will work and the necessary support is provided, it can be very successful. However, if the teacher isn't convinced about the validity of using role-play the activity "will fall flat on its face just as you expected it to" According to *50 Strategies for Teaching English Language Learners* (p. 98, Herrell & Jordan), "Vocabulary role-play is a strategy used to encourage learners to make connections among their past experiences, the content currently being studied, and vocabulary that is new or being used in an unfamiliar way. Students are introduced to new vocabulary and given an opportunity to discuss and use the vocabulary in context through role-playing." Vocabulary role-play will assist in the students' memorizing each word with their "whole bodies". This dramatization will foster our students' use of these new words in the context of reading and writing as they develop a sense of ownership of them. Regardless of what type of role-play you intend to do, it is imperative that students feel comfortable with the necessary structures and vocabulary. This makes role-plays ideal for the final lesson on a particular topic. If students perform well, move on to the next chapter and if students struggle, address any mistakes in the following lesson. The feedback given in any role-play lesson should be primarily positive and focus on pronunciation, acting, and creativity. Role-plays are about encouraging your students and building their self confidence.

The importance of vocabulary learning in a language has been considered. As well as concerning roleplay, many researches have been examined, via these ones, role-play, as an efficient technique, has been known in second language learning. Now, the researcher of this study focuses her attention on memorization, as one of the traditional technique, in second language learning. It goes without saying that like vocabulary and role-play, there have been various studies in the field of learning vocabulary. Here, the researcher mentions some of them.

Referring to those empirical fact, the research is focused on role playing in the classroom to motivate students in increasing their vocabulary mastery. Based on the aims of role playing, it could be a good attempt to endeavor in exposing students to English vocabulary in the real environment that provides the conducive situation in understanding and memorizing English words.

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## **THEORETICAL FRAMEWORK**

### **Description of Conceptual**

Vocabulary learning and its retention in learners' mind is very momentous. So, it should be taught in a way that learners will be capable of recalling them easily, knowing how to use and when to use words. Based on these mentioned particular cases, the researcher in this study intends to investigate a technique in order to learn vocabulary better. Apparently there are many operative vocabulary learning techniques such as concept-mapping, matching, roleplay, semantic-mapping, dictionary use, learning vocabulary through the context, and many others. Among these, role-play, as a technique, has been chosen by the researcher. sees role-play "as a class activity which provides the students to practice the language aspects of role-behavior, the actual roles they may need outside the classroom." Concerning the importance of role-play, Ladousse(2004), (cited in Huang(2008)), said these following tips:

1. It brings about developing interaction.
2. As a result of interaction, step by step, learners learn to speak fluently.
3. Role-play causes to augment learner's incentive and words.
4. Through role-play, learners talk to each other, so, they are working cooperatively not individually.

### **Writing**

According to Sokolik (2003) in Linse (2005:98) “writing is combination of process and product.” The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers. Lines also states that writing is done in steps which are as important as the steps necessary to cook something. In the other hand, Ploeger (2000:3) states that writing is one of those skill that many people, and especially students, feel so be done easily and quickly, without extend and effort. Based on Oshima and Hogue (1999::2) they have definition about writing “writing is progressive activity. It means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. Then after you have finished writing, you read over what you have written and make changes and corrections.” In addition, Cristina and Robert (2002:7) state that writing is usefully described as a process; something which shows continues change in time like growth in organic nature. Different things happen at different stages in the process putting thoughts into words and words onto paper.

### **Role Play**

Role-play as a class activity which provides the students to practice the language aspects of role-behavior, the actual roles they may need outside the classroom Livingstone(1983).

#### The Historical Background of Role Play

Role play involves speaking activity when you put yourself into somebody else’s shoes, or when you stay in your own shoes but put yourself into imaginary people of situations (British Council, 2004). According to Brown (cited in Huang, 2008) role play requires at least one or more participants and an assignment. It is also a classroom activity for EFL students that can invite them to be more active in using English orally.

Basically role play is a derivative from sociodrama which is used in education as a method for exploring the issues involved in complex social situation (Blatner, 1995). The term role play refers to the role theory and proves to be the original term generated in 1920s by the social scientist that creates the science of sociometry, the method of sociodrama, group work in psychotherapy name Jacob Levy Moreno. His ideas were formed from the realization toward the nature of creativity and spontaneity which he believes possessed by everyone else and even children use in their daily play.

The result of his works are psychodrama, sociometry, group psychoterapy, sociatry and sociodrama that led him in constructing the role concept with a dimension of actual methodology which enables people to reflect on the way they were playing the various roles in their lives called role play. Though there were others who thought about the role yet Moreno's role concept was the most passable with a direct and insistent message that "Life is not like the theater; life is theater" (Johnson and Emunah 2009:65). Moreno's role concept was elaborated and classified by several people and according to Landy (cited in Johnson and Emunah, 2006) there are two primary types of role play; the presentational which take the more abstract from removed from the trappings of real-life speech and action and the representational which is the more reality-based form.

The research intends to investigate how role play helps student in acquiring English vocabulary and the effectiveness of using role play as language learning activity in EFL classroom.

### **Hyphotesis**

1. (Ha) : There is significant effect of role play toward students' writing skill and vocabulary mastery in teaching descriptive text to the seventh grade students of Junior High School in Cimahi.
2. (Ho) : There is no significant effect of role play toward students' writing skill and vocabulary mastery in te aching descriptive text to the seventh grade students of Junior High School in Cimahi.

### **Site and schedule of research**

The researcher conducted the research at SMPN 5 Cimahi second semester of academic year 2017/2018. Then, the research conducted in two weeks which consisted of six meetings; they were pre-test, four treatments and post-test. The experimental group consisted of 40 students while the control group has 40 students.

### **THE RESEARCH METHOD**

The research employs quantitative approach as the framework for the overall design. This study aims to test and verify the influence of inquiry learning model on students' vocabulary representation ability and problem solving of students' writing skills. This research is done by quantitative approach, using experimental research method. This study helps students' representational in writing skills (Y<sub>1</sub>) and vocabulary mastery (Y<sub>2</sub>) problem solving as a criterion / bound variable. The

learning method (A) as the treatment-free variable consists of two models, the role play method (A1) and the conventional method of learning (A2). This experiment uses a one-factor  $1 \times 2$  Multivariate Analysis of Variance (MANOVA) design which can be seen on the following table:

**Table 1. Research Design**

A			
A <sub>1</sub>		A <sub>2</sub>	
Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>1</sub>	Y <sub>2</sub>
Y <sub>1</sub> A <sub>1</sub>	Y <sub>2</sub> A <sub>1</sub>	Y <sub>1</sub> A <sub>2</sub>	Y <sub>2</sub> A <sub>2</sub>

Description:

A : Learning methods

A<sub>1</sub> : Role Play method

A<sub>2</sub> : Conventional methods

Y<sub>1</sub> : Students' writing skill

Y<sub>2</sub> : Vocabulary mastery

Y<sub>1</sub>A<sub>1</sub> : students' writing skills that are given learning by using role play method.

Y<sub>1</sub>A<sub>2</sub> : students' writing skills that are given learning using conventional methods.

Y<sub>2</sub>A<sub>1</sub> : vocabulary mastery that's given learning by using role play learning method.

Y<sub>2</sub>A<sub>2</sub> : vocabulary mastery that's given learning by using conventional learning method

The population consisted of nine classes, with 40 students each, so the total is 360 students. Thus, the sample of this research is two classes taken from the population. The first class is I A as the experimental group and the second class is I E as the control group, each class consists of about 40 students. So the total number is about 80 students.

## OVERALL DATA RESULT

The overall data analyzed in this research is the recapitulation of Students' Writing Skill and Vocabulary Mastery data in Learning method group. Furthermore, the recapitulation data are grouped into four groups by dividing learning method into learning method using role play and conventional learning method 1) role play method to Students' Writing Skill (A1Y1) 2) role play method to Vocabulary Mastery (A1Y2) 3) conventional method to Students' Writing Skill (A2Y1); 4) conventional method against Vocabulary Mastery (A2Y2).

Based on factorial design of research and collected data, research data can be presented and seen in the following table:

Table 2 .Data Statistics Descriptive Students' Writing Skill and Vocabulary Mastery Based on Learning Method

	Instructional Media	Mean	Std. Deviation	N
Students' Writing Skill	Facebook	79,63	7,284	40
	Konvensional	72,00	5,970	40
	Total	75,81	7,649	80
Vocabulary Mastery	Roleplay	78,88	6,043	40
	Konvensional	70,75	6,258	40
	Total	74,81	7,354	80

Based on the data in the table above can be concluded that the learning with the media images and media Interactive CD in this study as a whole can be described as follows:

1. Media up the average value of Students' Writing Skill for 79.63 with standard deviation of 7.284 and counted as many as 40 students.
2. Role play method average value of Vocabulary Mastery of 78.88 with standard deviation of 6,043 and counted as many as 40 students;
3. Conventional method average score of Students' Writing Skill is 72,00 with standard deviation 5,970 and counted data counted 40 student;
4. Conventional method value of Vocabulary Mastery average 70,75 with standard deviation 6,258 and counting data counted 40 student;



### Description of Students' Writing Skill Data In Role play method (A1Y1)

Data Students' Writing Skill on students who use the role play method that has been tested Validity and Reliability. Data Students' Writing Skill obtained as much (n) = 40 with the lowest data = 70; highest data = 95; average = 79.63; standard deviation (SD) = 7,284. The data presentation is classified into class intervals with range (R) = 25, many classes (k) =  $1 + 3.3 \log n = 6$  and class width (i) =  $R / k = 4.16$  are rounded to 4. From the calculation results can be made tables and graphs as follows:

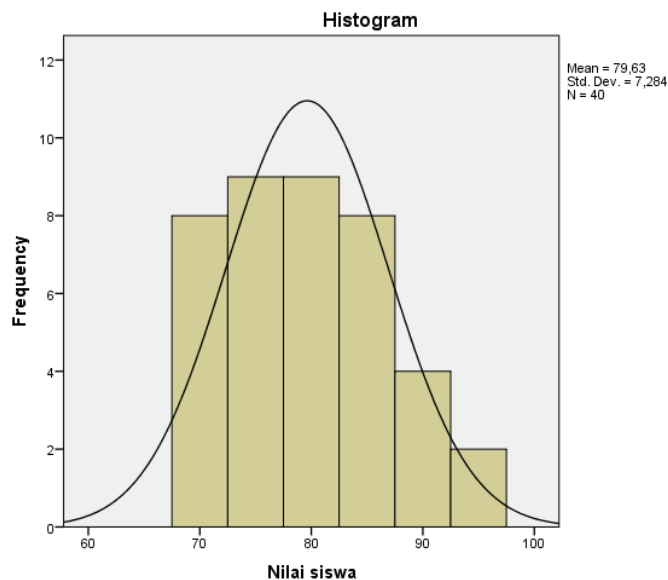
Table 3. Frequency Distribution Table Students' Writing Skill Using roleplay method

	Frequenc y	Percent	Valid Percent	Cumulative Percent
70-73	8	20,0	20,0	20,0
74-77	9	22,5	22,5	42,5
78-81	9	22,5	22,5	65,0
Valid 82-85	8	20,0	20,0	85,0
90-93	4	10,0	10,0	95,0
94-97	2	5,0	5,0	100,0
Total	40	100,0	100,0	

Source: data analysis processed with SPSS version 20.

In Students' Writing Skill variable using role play method, at interval 70-73 the number of students is 8 persons (20%), at intervals of 74-77 the number of students is 9 people (22.5%), at interval 78-81 number of students as many as 9 people (22.5%), at the interval of 82-85 the number of students as many as 18 people (20%), at the interval of 90-93 the number of students as many as 4 people (10%) and interval 94-97 the number of students as much as 2 people 5%). Means that the highest interval is at 74-77 and 78 - 81 (22.5%) From the data in the above frequency distribution table can be presented into the bar graph as shown below:

Picture 1. Histogram Students' Writing Skill Using the role play method



## Conclusion

Based on the results of analysis and hypothesis testing on the results of research influence the use of facebook against the Students' Writing Skill and Vocabulary Mastery multivariate obtained the following conclusion :

1. There is a very significant influence of the use of role play against the Students' Writing Skill and Vocabulary Mastery students. This is evidenced by sig = 0,000 < 0.05 and the value Fcount = 19.643.
2. There is a significant influence between the use of role play on Students' Writing Skill. This is evidenced by the value of sig = 0,000 < 0.05 Fcount = 26.216,
3. There is a significant influence on the use of role play Vocabulary Mastery. This is evidenced by the sig = 0,000 < 0.005 and Fcount = 34,888.

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