

ABSTRACT

Indi Munakurma (2016): “The Effectiveness of Role-Playing Technique in Improving Students’ Vocabulary Mastery (A Quasy-Experimental Study at the first Grade of MTs Ma’arif Cikeruh, Sumedang)”.

Vocabulary learning is an important and indispensable part of any language learning process. Vocabulary becomes the main language element that the students should master because it is the key to understand what they hear and read. Mastering vocabulary continually will help their ability in four main aspects; listening, reading, speaking and writing. There are so many techniques for teaching vocabulary mastery. This paper focuses on role-playing as a technique to improve students’ vocabulary mastery. It is because role-playing is a classroom activity which gives the students the opportunities to practice the language.

The aims of this research are to find out 1) the students’ vocabulary mastery by using role-playing technique 2) the students’ vocabulary mastery without using role-playing technique 3) the significant difference between students’ vocabulary mastery by using role-playing technique and without using role-playing technique.

The method adopted in this research was quantitative method in quasi-experimental design. The population was 69 students of the first grade at MTs Ma’arif Cikeruh, Jatinangor in academic year 2015/2016. Two classes were taken as sample; class VII-B as the sample of experimental class consisting of 34 students and class VII-C as the control class consisting of 35 students. The instruments used in this research were multiple choice and word-search.

The result of this research was in reference to the statistical analysis of the mean of post-test score in both experimental and control classes. It confirmed that role-playing technique could increase students’ vocabulary mastery. This was supported by the post-test mean in the experimental class (84.97) was greater than the control class (63.94). Then, the result of t-test showed the calculated value of t_{count} was 7.88 and t_{table} with significance level 5% was 2.00. It indicated that t_{count} was greater than t_{table} ($7.88 > 2.03 = t_{count} > t_{table}$). Thus, it proved that research hypothesis (H_a) was accepted to mean. There is significant difference between students’ vocabulary mastery by using role-playing as a teaching technique and without using role-playing technique. The further result showed that the N-gain calculation in experimental class (0.64 Dor “average”) was greater than the control class (0.23 or “unsatisfactory”). Based on the results of this research, role-playing technique can be applied as teaching technique of English vocabulary mastery.