

# CHAPTER I

## INTRODUCTION

### 1.1. BACKGROUND

Nowadays, English has an important position in education. Now it becomes a required subject from the (some) Elementary to the University levels. The goal of teaching English as second or foreign language is focused on developing students' capability in four language skills: Listening, Speaking, Reading and Writing (Tarigan, 1985, p2).

The basis of those skills is vocabulary. Read (2000, p1) stated "it is necessary in the sense that words are the basic building blocks of language, sentences, paragraphs and whole texts are formed". The writer believes that vocabulary is very vital of a language because it has an important role in communication. So, without vocabulary, everyone cannot do anything to increase those four skills.

Nevertheless, most students in junior high school face the difficulties of learning process in vocabulary. Some of them know the meaning of the word, but they are not sure enough. Moreover, some of them do not know the meaning of the word at all. So, the teacher should use the effective teaching technique to improve students' mastering vocabulary, such as role-playing technique.

Teaching and learning process has many techniques. Role playing is one of them. According to Harmer (1998), cited in Duong (2014, p83) role-playing stimulates the real world in the same way, but the students are given different roles. The students are told who they are and what they think about a certain subject. They have to talk and act with their new characters.

The reason why the writer chooses role-playing as a technique is because the technique is easier to be remembered. It is also based on the writer's experience when he taught in junior high school that vocabulary is still the problem for many students. They were hard to speak fluently because of it. So, teaching mastering

vocabulary through role playing technique hopefully works well in learning process of mastering vocabulary to the students.

Therefore, the writer concerns to do a research on: **The Effectiveness of Role-Playing Technique in Improving Students' Vocabulary Mastery** (A Quasy-experimental study at the first grade of MTs Ma'arif Cikeruh, Jatinangor, Sumedang).

## **1.2. RESEARCH QUESTIONS**

Based on the background that the writer has explained above, so the research questions are:

1. How effective is the teaching mastering vocabulary by using role-playing technique in improving students' vocabulary mastery?
2. How effective is the teaching mastering vocabulary without using role-playing technique in improving students' vocabulary mastery?
3. How are differences of students' vocabulary mastery between the students who are taught using role-playing technique and the students who are not taught through role-playing technique?

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## **1.3. RESEARCH PURPOSE AND SIGNIFICANCE**

### **1. The purposes of the research are as follows:**

1. To identify the effectiveness of role-playing technique in improving students' vocabulary mastery;
2. To seek the effectiveness of non-role-playing technique in improving students' vocabulary mastery;

3. To find out the differences of students' vocabulary mastery between the students who are taught using role-playing technique and the students who are not taught through role-playing technique.

## **2. The significance of research is as follows:**

The result of the research is expected to be able to give some advantages to anyone who reads and relates to this research. This research significance is divided into two points as follows:

### **a. Theoretical Significance**

The result of this research is expected to be able to be used as references for anyone who wants to make research about mastering vocabulary by using role-playing technique. The process of teaching and learning is hoped to make the students more understand about the material itself, so it can get some improvements quickly.

### **b. Practical Significance**

It is expected that the research is able to solve the problem by giving the best solution in teaching vocabulary. This research is also used to give the ideas of empirical evidence about using role-playing technique in teaching vocabulary. Moreover, this research is regarded as one of ways for the writer to widen his knowledge about teaching vocabulary by using role-playing technique.

## **1.4. RATIONALE**

Vocabulary is one of the important aspects in teaching language. It is very important for the students because they can develop and learn language well. According to Oxford Dictionary (2011) "Vocabulary is that all the words that a person knows and uses".

According to Stahl and Nagy (2006) cited in Reza (2012, p187), Vocabulary learning is a difficult process because the students need to motivate themselves in

vocabulary learning, engage in vocabulary instruction, meet vocabulary learning standards to pursue the required accomplishment.

Based on the explanation above, the writer believes that the students need the interest technique of teaching and learning vocabulary. Here, there are many techniques that can be used by the teacher, such as by using role playing technique. Role playing is the techniques that can make the students enjoy learning process and the atmosphere of learning in the class increases.

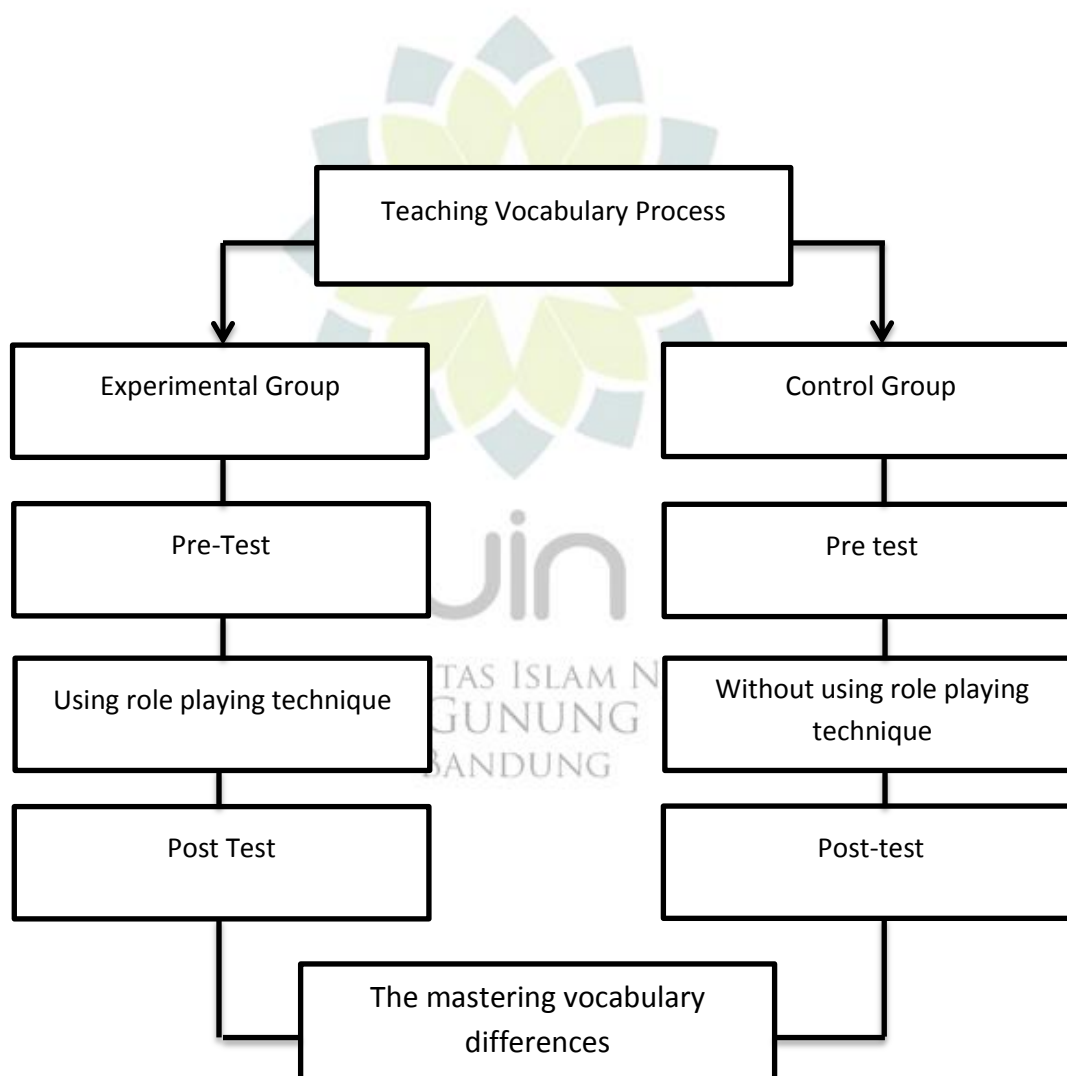
Role-playing technique is a technique of learning in which the students play a role in the dramatization of social problems. According to Dananjaya (2011) cited in Handayani (2014, p18), "Role-Playing technique is a learning technique that describes a condition or specific paradigm to something that happened in the community".

Role playing technique helps in improving students' vocabulary easily because the students have to memorize the whole text that will be performed in the class. So, the mind-set of the students towards the learning process will change, from difficult to easy. As the result, the students will have fun in learning English vocabulary, and it can be as the problem solving for the teacher how to improve students' vocabulary mastery.

Lajooee and Barimani (2013, p16) conclude in their journal that "this study has shown that teaching vocabulary through "role-playing" enhances vocabulary learning among EFL female learners over the traditional technique, that is, "memorization". So, teachers should encourage learners to use such helpful technique". In this study, role-playing can be applied by the teacher in order to teach vocabulary. Furthermore, role playing technique is a technique which can improve students' mastering vocabulary.

Based on the explanation above, the writer makes this study into two classes as a sample. The first class is VII-B class as the experimental group. And the second

class is VII-C class as the control group. For more detail, here is the following schema from rationale:



**Figure 1.1 Frame of Research**

The writer uses quantitative method in this research. The specification of this method is quasi-experimental study. Firstly, both groups are given pre-test. Then, experimental group is given a treatment by using role-playing technique. On contrary, control group is given a treatment without using role-playing technique. After that, both groups are given post-test.

## 1.5. HYPOTHESIS

The word hypothesis is generally used in a more restricted sense in research. It refers to conjectures that can be used to explain observation. Hypothesis is a temporary answer on the problem that still must be proven (UIN SGD, 2009, p17). According to Arikunto (2002, p66), hypothesis is divided into two kinds. The first is work hypothesis ( $H_a$ ) that shows relationship or comparison between X and Y variables. The second is null hypothesis ( $H_0$ ) that shows there is no relationship or comparison between X and Y variables.

From the explanation above, it can be formulated a hypothesis of the significances of using role playing technique in improving students' mastering vocabulary. The writer hopes that the students' mastering vocabulary can be improved.

This research has two variables in which role playing technique as X variable and mastering vocabulary as Y variable.

1. Alternative hypothesis ( $H_a$ ): There is significant difference between the result of improving students' mastering vocabulary by using role playing and without role playing technique.
2. Null hypothesis ( $H_0$ ): there is no significant difference between the result of improving students' mastering vocabulary by using role playing and without role playing technique.

## 1.6. RESEARC METHODOLOGY

Research methodology is defined by Leedy & Ormrod (2001) cited in William (2007, p66) as the general approach the researcher takes in carrying out the research project. To get the result of the effectiveness of role-playing technique in improving students' vocabulary mastery, the writer uses quantitative research approach in this study. Quantitative research involves the collection of data so that information can be quantified and subjected to statistical treatment in order to support or refute "alternate knowledge claims" (Creswell: 2003, p153).

### 1. Research Design

The writer uses a quasy-experimental design. According to Cresswell (2012, p21), *quasy-experimental designs* (also called intervention studies or group comparison studies) are procedures in quantitative research in which the investigator determines whether an activity or materials make a difference in results for participants.

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**Table 1.1**

**Research Design in MTs Ma'arif Cikeruh Jatinangor**

Class	Pre-test	Treatment	Post-test
Experimental class	It is given in the first meeting to measure the ability of vocabulary before they receive a treatment	a. Giving treatment teaching mastering vocabulary by using role-playing technique	It is given in the last meeting to measure the ability of vocabulary after they receive a treatment
Control class	It is given in the first meeting to measure the ability of vocabulary before they receive	b. Giving treatment Teaching mastering vocabulary	It is given in the last meeting to measure the ability of

	a treatment	without using role-playing technique	vocabulary after they receive a treatment
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## 2. Research Subject

### a. Research site

The writer chooses the research in MTs Ma'arif Cikeruh Jatinangor Sumedang. The reason is because the students of MTs Ma'arif are still low in vocabulary mastery, so that the writer would like to help them to improve their vocabulary mastery.

### b. Population and Sample

According to Arikunto (2010), "A population is a set or collection of all elements possessing one or more attributes of interest". The population of this research are the students of the first grade of Mts Ma'arif Cikeruh, Jatinangor Sumedang, which the first grade has seven classes, VII A – VII G, and every class has 45-50 students.

Sample is part of the population which will be investigated (Djarwanto, 1994:43). A good sample is a sample that can represent the characteristics of the population. The writer takes two classes from the population as a sample for this research (VII-B and VII-C).

## 3. Techniques of Collecting Data

The technique of collecting data uses test. Based on Arifin (2009, p118), Test is a technique used to carry out the activities of measurement, in which there is a variety of questions, statements, or a series of tasks that must be done or answered by the students to measure the aspects of students' vocabulary. It means that the test is needed to measure students' ability.



To collect the data, the writer uses pre-test and post-test, multiple choices and words search. Those are applied as a test for pre-test and post-test. It is intended to measure students' vocabulary mastery before and after they receive the treatment.

#### **4. Process of Experimental Study**

The process of experimental study is divided into three points:

##### **a. Pre-test**

Pre-test is conducted to reveal the ability of the students in vocabulary mastery before the treatment. According to Creswell (2003, p297) "a pre-test provides a measure on some attribute or characteristic that you assess for participants in an experiment before they receive a treatment."

The form of pre-test is multiple choices (number 1-10) and words search (11-20). It is to measure their acknowledgement about the vocabulary. The students are given 20 minutes to answer 20 questions of the test. The data is collected by giving written text and it is conducted twice, pre-test and post-test. (*for the detail, see appendix 2*)

##### **b. Applying the treatment by using role-playing technique**

The teaching learning process of both classes is conducted in the classroom. There are four meeting in each class in order to know the students' difficulties, the problems during teaching learning process, and to know the significant achievement of students' learning.

The steps of role playing technique in the classroom, Ngalimun cited in Handayani (2014, p22) states that the step of role-playing technique divided into 5 steps. The first is the teacher prepares the scenario of learning process. Then, the teacher chooses some students to learn the scenario. The third step is the students are guided to make groups. The fourth is group presentation. And the last is reflection and guidance from the teacher.

##### **c. Post-test**

Post-test is conducted to reveal the ability of the students in mastering vocabulary. Based on Creswell (2003, p297) A post-test is a measure on some attribute or characteristic that is assessed for the participants in an experiment *after* a treatment.

The post test is conducted to know the effectiveness of role-playing technique in improving students' mastering vocabulary. The implementation of post-test is conducted in the class. It is given after treatment.

The writer conducts this research in four points which are divided into six meetings. The first meeting, the writer begins the research by finding the problems, and figuring out the solution. To find the problems, the writer should make a plan. The plan includes lesson plan and the instrument to collect the data. The second meeting, the students of VII-B and VII-C class are given pre-test. The goal is to measure the ability before they are given treatment. Then, the third until the fifth meeting, the students are given treatment, VII-B class is given treatment by using role playing technique and VII-C class is given treatment without using role playing technique. The last meeting, the students are given post-test which is used to know the differences before and after treatment.

**Table 1.2**

**The Research Schedule in MTs Ma'arif Jatinangor Sumedang**

No	Time	Activity	Target
1.	1 <sup>st</sup>	Collecting data (observation) at MTs Ma'arif Cikeruh Jatinangor	Headmaster, English teacher, students, etc.
2.	2 <sup>nd</sup> meeting	Conducting Pre-test	The students of VII A and VII B class
3.	3 <sup>rd</sup> meeting	The process of teaching and learning mastering vocabulary	The students of VII A and VII B class
		c. Giving treatment teaching mastering vocabulary by using role-playing technique	Experimental group
		d. Giving treatment Teaching	Control group

		mastering vocabulary without using role-playing technique	
4.	4 <sup>th</sup> meeting	The process of teaching and learning mastering vocabulary	The students of VII A and VII B class
		a. Giving treatment teaching mastering vocabulary by using role-playing technique	Experimental group
		b. Giving treatment teaching mastering vocabulary without using role-playing technique	Control group
5.	5 <sup>th</sup> meeting	The process of teaching and learning mastering vocabulary	The students of VII A and VII B class
		a. Giving treatment teaching mastering vocabulary by using role-playing technique	Experimental group
		b. Giving treatment Teaching mastering vocabulary without using role-playing technique	Control group
7.	6 <sup>th</sup> meeting	Conducting Post-test	The students of VII A and VII B class
<i>Total meeting is 6 meetings</i>			

## 5. The Instrument Validity

Before the writer gives a test to the students, the writer should make sure that the question of the test is valid. Validity test is a test that can measure what should be measured (Arikunto 2007, p170). The test of validity was given to the first grade of MTs Ma'arif Cikeruh Jatinangor, VII-B class which consisted of 45 students. (*See a blue print in appendix 2*).

## 6. The Instrument Reability

According to Arikunto (2006: 154), Reability shows that the instrument can be used as a tool of collecting data because it is good enough. The reability is a test if it is given to the same subject; the result is almost same although it is given in different time.

## 7. Data Analysis

After the data collected from pre-test and post-test, the following statistic is based on quantitative data. To answer the questions of research problem, it uses the following steps. According to Subana (2000:38), determining the normality of data by conducting the steps as follows:

a. Determining the normality of data by conducting the steps as follow:

- 1) Making the distribution table of frequency, with procedures:
  - a) Determining the range of data (R)
  - b) Determining the grade of interval (K)
  - c) Determining the length of Grade Interval (P)
  - d) Making the table of distribution of frequency
- 2) Determining central tendency with procedures.
- 3) Determining Standard of Deviation (Sd) using the formula:
- 4) Arranging the distribution of observation and expectation frequency with the table
- 5) Calculating the value of  $X^2_{\text{count}}$  observance using the formula:
- 6) Determining the degrees of freedom
- 7) Determining the value of  $X^2_{\text{table}}$  on significance 5% or ( $\alpha = 0.05$ )
- 8) Interpreting the normality of data distribution using the criteria.

b. Determining the homogeneity of two variables by conducting the steps as follows:

- 1) Determining score F
- 2) Determining the degree of the freedom of the data
- 3) Determining score of F from the table with the value of significance of 5 % or ( $\alpha = 0.05$ )
- 4) Interpreting homogeneity of the data,

c. Examining the hypothesis by conducting the steps as follow:

- 1) Determining value
- 2) Determining  $t_{\text{count}}$
- 3) Looking  $t_{\text{table}}$  with the level of significant 5 % using interpolation
- 4) Determining the Hypothesis.

*(for more details, see appendix 1)*



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