



Role Playing to Improve English Vocabulary Ability in Speaking Skill

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ABSTRACT

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In this study, initially scoring at 2.15, the objective was to enhance students' English vocabulary for speaking through a role-playing learning strategy, using a Collaborative Classroom Action Research approach. The methodology involved stages of planning, action, observation, and reflection in distinct cycles, each comprising two meetings. Data were collected using methods like speaking skill evaluations, questionnaires on role-playing practice, and field notes. The participants were fourth-semester students of the D3 English Study Program at Madiun State Polytechnic. Notably, student scores in speaking vocabulary improved across cycles, from 2.42 in the first to 3.15 in the third, meeting the success criterion of 3.01 and demonstrating the effectiveness of the role-playing strategy in the learning process.

KEYWORDS:

Role-playing, Vocabulary, Speaking skill

INTRODUCTION

In the context of global issues, the role of role-play not only influences students' English speaking abilities but can also have a positive impact on responding to and solving global problems. Through role-playing, students can learn more about global issues such as climate change, world peace, and social inequality. They can take on roles as world leaders, diplomats, or activists working together to find solutions to these global problems. The studies conducted indicate that role-play creates a dynamic and motivating learning environment, allowing students to interact and develop their speaking abilities. This can lead to a better understanding of global issues, improved cooperation among students, and enhanced English speaking skills, which can, in turn, be used to contribute to global issue solutions.

One noteworthy investigation by Safitri et al. (2020) specifically focused on task-based learning and found that role play substantially improved the speaking skills of students in the experimental group. By using role play in the classroom, students were provided with opportunities to apply their vocabulary knowledge in real-life situations, leading to increased fluency and confidence in speaking.

Krebt (2017) explored the effectiveness of role play

techniques for teaching speaking skills to EFL college students and discovered that role play activities facilitated active participation, encouraged authentic communication, and bolstered speaking skills. Role play allowed students to simulate real-life situations and engage in meaningful conversations, which significantly contributed to their language development.

Furthermore, Bellal & Nader (2014) introduced a collaborative learning activity called "E-shop" that incorporated role-playing. This activity not only enhanced language fluency but also promoted interaction and motivation among students. Role play in this context provided students with opportunities to practice their speaking skills collaboratively and engagingly. Hijriati (2022) conducted a study emphasizing the importance of creating a positive classroom atmosphere and focusing on the elements of speaking to enhance students' speaking skills. Role play was identified as an effective technique for creating an enjoyable and interactive English class.

Pinatih (2021) investigated the effectiveness of role-play techniques in the context of the 21st century and found that it significantly improved students' speaking skills by enabling them to apply their language knowledge in realistic and meaningful contexts, ultimately enhancing their confidence and motivation in speaking English. Similarly, Yusuf & Setyamardani (2020) explored the use of role play in junior high schools, concluding that it stimulated creativity, encouraged active participation, and improved students' speaking abilities. Role play provided a platform for students

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to express themselves, develop language skills, and build confidence in speaking English.

Lestari (2020) highlighted the importance of vocabulary in conversation and emphasized that role play activities effectively improved students' speaking skills by providing them with opportunities to practice and apply their vocabulary knowledge in realistic situations. Putu (2020) investigated the use of role play to teach procedure text speaking skills in the tourism department, finding that it enhanced students' understanding of procedure texts and improved their speaking abilities. Role play allowed students to actively engage in the learning process, practice their speaking abilities, and develop their communication skills. Neupane (2019) examined the effectiveness of role play in improving speaking skills, concluding that it significantly improved students' speaking abilities by providing opportunities to practice and apply their language knowledge in authentic situations. Role play also boosted students' confidence and motivation in speaking English. Finally, Wulandari et al. (2019) investigated the use of role play to improve students' speaking skills, finding that role play activities facilitated active participation, encouraged authentic communication, and enhanced speaking abilities in a supportive and interactive learning environment.

In conclusion, the consistent evidence from these studies suggests that the use of role play is a highly effective approach to teaching English speaking skills. Role play activities create a dynamic and engaging learning environment that fosters interaction, fluency, and confidence in speaking. By simulating real-life situations, role play provides students with valuable opportunities to apply their language knowledge, leading to enhanced speaking skills.

LITERATURE REVIEW

Role-playing learning strategy asks anyone involved inside whose aim is to learn how other people act and feel (Munir et al., 2017 and Wahab, 2009). Role-playing learning strategy is often also called the socio drama method relates to social problems (Suhanadji & Waspodo Tjipto Subroto, 2003). Role-playing learning strategy can also be interpreted as role-playing learning strategy in the learning process to achieve a goal with the aim of recreating historical events and actions that students have experiences (Ariwitari et al., 2014 and Martha et al., 2014). The objectives of role-playing learning strategy are the student can appreciate, respect other people's feelings, learn how to divide responsibilities, learn how to make decisions in group situations spontaneously, think, and solve the problems (Sanjaya, 2006).

Role-playing learning strategy is a role that has been determined in advance for certain purposes such as reviving a historical atmosphere, for example re-expressing the struggle of independence heroes and revealing possible future conditions (Al-Lamri, Hamid, S. I., & Ichas, 2006). Role-playing learning strategy is a learning strategy of conditions students to "enter" another person or other. Students will gain

knowledge and motivations in role-playing learning strategy. Speaking needs choice of vocabulary (Haryani, T. 2003; Hatch, E., & Brown, C. 1995; Muttahidah, N. 2011; and Nation, I. S. 2001). Students must learn vocabulary first which will help students learn English well. Therefore, the benefit of vocabulary ability is someone can recognize words when reading, listening, writing, and speaking skill. Vocabulary itself has the meaning of a set of words that are owned by a person or other entities (Ihmeideh, 2014 and O'Toole & Kannass, 2018). Vocabulary can be defined as a set of words that are made into sentences (Hariyono, 2020 and Orawiwatnakul, 2013). Learning vocabulary is an interesting thing and being able to understand through games or educational media (Anh, 2019 and Cakrawati, 2017).

RESEARCH METHODS

This research is quantitative and qualitative type by using Classroom Action Research (CAR) with purposive random sampling. Quantitative type is the numbers derived from English vocabulary ability in speaking skill test scores. Qualitative type is from the student interest in role-playing learning strategy practice. Planning research follows the Mc. Niff model (1988) which consists of planning, implementing, observing, reflecting, and triangulation in the stages of each cycle. Preliminary observation was 2.15.

RESEARCH RESULTS AND DISCUSSION

Cycle I

In planning, the results of the planning role-playing learning strategy practice are discussed together with collaborators. In the actions and observations of role-playing learning strategy practice carry out in the form of groups in which there are four-five students. The steps of role-playing learning strategy practice are pre-activity, whilst-activity, and post-activity. In meeting 1, the activities are explaining the material about professional speaking material (speech of chairman of committee) and training role-playing learning strategy. In pre-activity, the lecturer gives an opening and greeting, teaches students, motivates students, shares material and worksheets, and divides students into several groups. In whilst activity, the lecturer gives and explains speaking material (speech of chairman of committee). Students are also trained vocabulary ability. In post activity, the lecturer tells students to prepare activities at the next meeting and close the learning process. In meetings 2 and 3, the students prepare themselves in their respective groups in the pre-activity activity. In whilst activity, students present their English vocabulary ability in speaking skill. In the first session, assessing the appearance of students in English vocabulary ability in speaking skill.

In post-activity, students have a test and collaborators give appreciation and correction to role-playing learning strategy practice. In reflection of the cycle I is the students are not active enough to discuss the material in the learning process. The interaction between students in role-playing

Imam Mudofir et al, Role Playing to Improve English Vocabulary Ability in Speaking Skill

learning strategy activities were unsuccessful. In cycle I, the conclusions relate to role-playing learning strategy for improving English vocabulary in speaking skill has not been successful. In meeting 2 and 3, some students have not been able to use English vocabulary well in explaining material. In role-playing learning strategy practice, they are not ready and afraid of making mistakes. Second, it is quite good lecturer and student interaction. Third, role-playing activities were unsuccessful. And fourth, the attention of it is quite successful.

Table 4.1 Score of English Vocabulary Ability in Speaking Skill in Cycle I

No	Score
	Vocabulary Ability
1	1
2	2
3	2
4	2
5	2
6	2
7	2
8	1
9	3
10	2
11	2
12	1
13	2
14	3
15	2
16	3
17	3
18	3
19	3
20	3
21	3
22	3
23	3
24	3
25	3
26	4
Total	63
Average	2,42

A total score of English vocabulary ability in speaking skill in cycle I is 63 and average is 2.42

Cycle II

In planning, the problems are activities in a conversation, lecturer and student interactions, student attentions in learning process of improving English vocabulary ability in speaking skill of professional speaking material students by using role-playing learning strategy practice. The activity of meeting 1 is discussing professional speaking material and role-playing learning strategy to

improve English vocabulary ability in speaking skill. Students often use the words are correct but there are some mistakes in word usage and spelling from the result of the observation. In the whilst-activity is the explanation of professional speaking material (chairman of committee speech) and English vocabulary practice in speaking skill by using role-playing learning strategy. Discussion is also needed in the pre-activity.

In post-activity, the activity ends with the preparation the next meeting. In meetings 2 and 3, the preparation of role-playing learning strategy is pre-activity and whilst activity is implementing and observing on English vocabulary ability in speaking skill of English professional speaking material. In post-activity, students have a test, collaborators give appreciation and correction on role-playing learning strategy practice, and the activity ends with the preparation the next meeting. In reflection, improving vocabulary ability in speaking skill of English professional speaking material is considered to be quite good in cycle 2. Students show an increase in good interaction. Interaction is not only shown by lecturers to students but also by students to lecturers.

Table 4.2 Score of English Vocabulary Ability in Speaking Skill in Cycle II

No	Score
	Vocabulary Ability
1	2
2	3
3	2
4	3
5	2
6	3
7	2
8	3
9	4
10	2
11	2
12	3
13	3
14	3
15	2
16	4
17	4
18	3
19	3
20	3
21	3
22	3
23	3
24	3
25	3
26	4
Total	75
Average	2,88

Imam Mudofir et al, Role Playing to Improve English Vocabulary Ability in Speaking Skill

A total score of English vocabulary ability in speaking skill in cycle II is 75 and the average is 2.88.

Cycle III

In planning, meeting 1 activities are giving material about professional speaking material (chairman of committee speech) and discussing about vocabulary ability in speaking skill of English professional speaking material in pre-activities. Whilst activity is role-playing learning strategies practice. Post activity is finishing and preparing activities for the next meeting. And meeting 2 and 3 activities in pre-activity is the preparation of role-playing learning strategy practice, in whilst-activity is role-playing learning strategy practice which focus on role-playing learning strategy activities and observation on the vocabulary ability in speaking skill of English professional speaking material.

Post activity is students have a test, collaborators give appreciation and correction to role-playing learning strategy. In reflection, in cycle III shows that an improving English vocabulary in speaking skill of English professional speaking material (chairman of committee speech) for students is considered quite well. Students show an increase in good interaction with their interlocutors. Interaction can be shown by lecturers to students but also by students to lecturers. In addition, lecturers can also respond to students' oral communication correctly and continuously.

Table 4.3 Score of Vocabulary Ability in Speaking Skill in Cycle III

No	Score
	Vocabulary Ability
1	2
2	3
3	2
4	3
5	3
6	3
7	3
8	3
9	4
10	3
11	3
12	3
13	3
14	3
15	3
16	4
17	4
18	3
19	3
20	3
21	4
22	3
23	4

24	3
25	3
26	4
Total	82
Average	3.15

A total score of English vocabulary ability in speaking skill in cycle II is 82 and the average is 3.15.

DISCUSSION

This research aligns with the findings of Jumariati (2010) and Iman, S. Fatha, M. & Juliyana, S. (2021), indicating that the use of role-playing strategies in learning significantly enhances the quality and production of students' English vocabulary in speaking skills. Feedback gathered from student questionnaires after the post-test highlights a widespread preference for the role-playing approach in the educational process, noting its effectiveness in fostering active participation in English classes. This method not only facilitates student engagement and attention in learning spoken English but also encourages interaction among students and between students and lecturers. A majority of the students reported ease in conversation and an understanding of the discussed topics within the role-playing framework. These outcomes resonate with the principles proposed by Brown (2001). The study's findings, which support the theoretical and empirical evidence on the efficacy of role-playing strategies in enhancing English vocabulary for speaking, suggest potential improvements for the English vocabulary skills of 2A class students in semester 4A at Madiun State Polytechnic's English Study Program. For future enhancement, it is recommended that students engage in more practice at home, develop quicker thinking for speech to minimize pauses, read extensively to broaden their vocabulary knowledge, revisit grammar studies, and practice speaking in front of peers to alleviate nervousness.

CONCLUSION

The ability of students to speak English vocabulary showed a marked improvement across three cycles, rising from an average score of 2.42 in the first cycle to 3.15 in the third. This growth in proficiency coincided with a noticeable enthusiasm and satisfaction among students regarding the application of role-playing as a learning strategy to enhance their spoken English vocabulary. The research achieved its objectives by the third cycle, aligning with the predefined success criteria, thereby concluding the study at this stage. The role-playing strategy proved effective in the English Study Program for class 2A, semester 4A, within the Business Administration Department at Madiun State Polytechnic. The progression of student scores from the initial pretest through to the posttests of cycles I, II, and III demonstrated consistent improvement. By the end of the third post-test, students' average scores met the established standards of proficiency, affirming the decision to conclude the study in the third cycle. Students expressed a daily preference for the role-playing

approach, finding it both supportive and motivational for their spoken English vocabulary development. This research represents a novel contribution to teaching methods in the English Study Program at Madiun State Polytechnic, specifically within the realm of spoken English vocabulary enhancement. For educators, this study underscores the efficacy of role-playing as a strategy in teaching English, especially for improving the spoken vocabulary of students in class 2A of the English Study Program. The strategy offers a viable alternative for structuring English language instruction. Essential elements for implementing role-playing in the classroom include lesson plans, teaching materials, laptops, LCDs, and whiteboards. Furthermore, disseminating the findings of this research through informal discussions, seminars, and publications can enrich the knowledge and teaching repertoire of other educators, providing valuable insights and strategies for enhancing teaching performance in the field of education.

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