

CHAPTER I

INTRODUCTION

1.1 Background

Language is a communication tool that we use in everyday life to connect. According to Wibowo (2001:3), language is a system of meaningful and articulated sound symbols that are arbitrary and conventional, which is used as a means of communication by a group of humans to give rise to feelings and thoughts. In social and everyday life, humans can never be separated from language. To communicate with neighbours or friends, for example, we need a language that both parties understand in order to communicate properly. Even when humans think or imagine something in their head, they still use language because language is a tool humans use to form their thoughts and feelings, create desires that regulate their actions, and influence others. Based on data from Ethnologue, more than 7,100 languages are spoken today. English, as the International Language, is the first language most widely used today. Mastery of English is considered very necessary, especially nowadays.

Based on the preliminary Observations in several schools, researchers found that many students struggled to master vocabulary. Many researchers have done tons of research about this; a lack of vocabulary mastery creates students' lack of confidence in speaking or learning English. Students become hesitant to engage further in English lessons because they fear making mistakes due to their lack of vocabulary knowledge. This leads the researcher to focus on vocabulary for this research. Vocabulary is one of the important elements for mastering English. Vocabulary can be a 'bridge' to mastering other language skills such as speaking, writing, reading and listening. Vocabulary is all the words a person knows or uses, and it is all the words in a particular language, Hornby (2006:1645). Richard (2002:255) also stated that vocabulary is the core component of language proficiency and provides many bases for how well learners speak, listen, read and write.

To improve vocabulary competences, we can also learn from songs or texts (story/journal) or games apart from memorising. There are many games to learn

vocabulary, including the Flash Cards, Whisper Game, Role Play, etc. So, What is Role Play? Role Play is any speaking activity when you put yourself into somebody else's shoes or stay in your shoes but put yourself into an imaginary situation. Specifically, The Role Play will be 'The News Anchor'. Also, the news is familiar to everyone, whether from newspapers, radio, magazines or television; we cannot be separated from the news every day. There is always interesting news to discuss. News Anchor is a journalist or broadcaster who serves as the primary presenter of news programs on television or radio. The researcher thought it would be interesting if students played the role of the news anchors if they were usually just the 'listeners' of the news. For the role-play, they are the ones who deliver the news as the news anchors. To provide the news, students need to understand what the news is about, so they will learn the vocabulary through the news as the news anchor.

The conclusion is that this research will focus on finding out the role of role plays itself, in this case as a news anchor, in improving the vocabulary competences of the eleventh-grade students at SMAN 6 Palopo. Hopefully, this research can help students improve their english vocabulary competences in the future.

1.2 Problem Statement

Based on this background, the researcher formulated the following problem: Is the role play significant to improving the student's vocabulary competences?

1.3 Objective of the Research

Based on the problem formulation in the previous section, the researcher states that the researcher needs to know and describe the application of role-play (as the news anchor) in improving students' vocabulary competences.

1.4 Significant of the Research

1. This research is hoped to benefit students by improving their English language skills, especially their vocabulary. That way, students can be more confident in developing their potential in the learning process.
2. This research is also hoped to be useful for other researchers and serve as a guide for conducting more in-depth or related research.

1.5 Scope of the Research

This research focused on increasing the vocabulary competences of the eleventh-grade students at SMAN 6 Palopo by teaching them vocabulary through role-playing as news anchors.

1.6 Operational Definition

1. Vocabulary is all the words in a particular language. It is used to express feeling and thought through a word or a sentence.
2. Vocabulary Mastery is one factor in mastering a particular language. Mastering vocabulary means a person can recognise, understand, and use the word.
3. Role Play is acting out or putting ourselves as another person or character. It is one of the creative and fun teaching techniques in learning English.
4. A News Anchor, also known as a newsreader, newscaster, anchorman, anchorwoman, or simply an anchor, is a person who presents the news on TV, radio, or the Internet.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

1. Vocabulary

a. Definition of Vocabulary.

Vocabulary is knowledge of the words and the word's meanings. According to Hatch and Brown (1995:1), vocabulary is a list or a set of words for a particular language or a list or set of words that individual language speakers might use. Furthermore, according to Neuman and Drawyer (2011:44), vocabulary is the words someone must know to communicate effectively; we know that vocabulary is all the words in a particular language. There is no exact number of vocabulary words. There is this thing called “slang”. Slang language is a language used or spoken by certain social groups, for example, “spill the tea”, “flexing”, “salty”, and so on. These words were initially only used by certain people or in small groups but have become widely used in wider society. This cannot be separated from the increasingly advanced of the technological developments. Richard (2002:255) also extended that vocabulary is the core component of language proficiency and provides a basis for how well learners speak, listen, read, and write.

According to Steven Stahl (2005), “Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition but also how that word fits into the world.” Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens throughout a lifetime. With good vocabulary knowledge, students will be more easily able to understand the material. They will be able to understand what the material should mean, the information contained in it, the procedure for doing something, and so on. A person’s vocabulary is defined as the set of words that are likely to be used by that person to compose new sentences.

Based on several definitions of the vocabulary above, we can conclude that vocabulary is all the words in a particular language that are known (both the words and the meaning) by someone who is used to express their thoughts or feelings and to communicate with other people (understand the other people's thoughts and

emotions). It can be seen that vocabulary is important in learning a language, especially as a basis that will help to master other skills such as speaking, reading, listening and writing.

b. Types of Vocabulary

Vocabulary is defined in two forms: receptive and productive vocabulary. Vocabulary can be classified into oral and print forms (Hibert & Kamil, 2005, p. 3). So, oral vocabulary forms are when someone speaks or reads orally. The print forms of vocabulary are when someone reads silently or writes something. More about the receptive and productive vocabulary explained below:

a) Receptive Vocabulary

According to Hiebert and Kamil (2005:3), Receptive vocabulary is the set of words to which an individual can assign meanings when listening or reading. These words are often less well-known to students and less frequently used. Receptive vocabulary is the words people get from what they hear or see and store in their heads (recitation).

b) Productive Vocabulary

Productive vocabulary is the set of well-known, familiar, and frequently used words that an individual can use when writing or speaking (Hiebert & Kamil, 2005, p. 3). It is like the ability to produce words for writing or speech.

c. The Importance of Vocabulary

Vocabulary has an important role in English learning. Mastering the vocabulary is like opening the door to the four main English competencies: speaking, reading, writing, and listening. Research has shown that second-language readers rely heavily on vocabulary knowledge; lacking that knowledge is the main and largest obstacle for L2 readers to overcome (Huckin, 1995). The relationship between vocabulary knowledge and language use is complementary: knowledge of vocabulary enables language use, and conversely, language use leads to an increase in vocabulary language, Nation (2001). Some experts also argue that learning vocabulary is more important than learning grammar.

Nie Long (2001). Also stated that vocabulary is an important component in language learning. It is more important than grammar learning, especially for intermediate and advanced foreign language learners. Vocabulary is central to English language teaching. When someone spends most of their time learning grammar, their English is not significantly improved. However, considerable improvement can be seen if someone knows more words and expressions. Someone can say very little with grammar, but without words, someone can say anything at all, Dellar H and Hocking (in Thornbury, 2002:13). “learners carry around dictionaries and not grammar books” (p.4) Schmitt (2010). According to McCarthy and O’Dell (1994:4), you already know hundreds of English words but need at least 1-2,000 words to speak and write in normal situations. Poor vocabulary is a serious issue for these students (Calderon et al., 2005). ELLs (English-Language Learners) who have deficits in their vocabulary are less able to comprehend text at grade level than their English-only (EO) peers (August et al., 2005). Without sufficient vocabulary, students cannot understand others or express their ideas (Michael Lessard-Clouston, 2013).

Vocabulary mastery is the ability within a person to explore and understand a word in English. It is the basis for communication that is known to everyone, both orally and in writing so that it can give the right meaning. Even so, the vocabulary of language always changes and grows. No one knows the exact number of words in English vocabulary today. That is why the richer the vocabulary students master, the more they can master other language skills.

The statements from some experts above show that vocabulary mastery is one of the important roles in learning a language and is also central to English language teaching. A lack of vocabulary is a serious matter in learning English because someone will find it difficult to say something (speaking). With adequate vocabulary knowledge, students will more easily convey the contents of their thoughts and understand the material or explanations of others, both teachers and their friends, in the teaching and learning process. Most of them (the experts) agreed that learning vocabulary is more important than grammar. Vocabulary is also the basis for mastering other skills in English, such as speaking, listening, reading and listening.

d. Classification of Vocabulary

Learning the classification of English means learning the parts of speech in the first step of grammar study. This is very important to create good communication. By learning the parts of speech, we can learn the function of the word and how to use it correctly. According to Harmer (2001:36), when considering sentence structure, someone needs to know the various things one of them is part of speech:

1. Noun: Used to name a person, place, thing or idea. Nouns are divided into several types, including :
 - Countable Noun (book, car, tree, mountain)
 - Uncountable Noun (happiness, milk, snow, sand)
 - Common Noun (country, dessert, physicist)
 - Proper Noun (Indonesia et al.)
 - Abstract Noun (idea, imagination, kindness, love)
 - Concrete Noun (cheese, desk, man, sugar)
 - Collective Noun (class, furniture, couple, staff)
2. Verb: Used to show the subject's actions, events, or circumstances. Several types of verbs :
 - Transitive Verb (ask, buy, hit, make, show)
 - Intransitive Verb (arrive, come, go, smile, wait)
 - Regular Verb (accept, bake, decide, live, walk)
 - Irregular Verb (bear, choose, feel, write)
 - Action Verb (eat, grow, jump, run, work)
 - Stative Verb (adore, deserve, forgive, impress)
3. Adjective: Used to describe or modify a noun or pronoun. Usually comes before a noun or pronoun (old, young, fat, pretty, small, etc.)
4. Adverb: Used to describe or modify a noun, adjective, or other adverb. Types of adverb :
 - Adverb of Time (early, recently, yesterday, tonight)
 - Adverb of Manner (fast, hard, slowly, quickly)
 - Adverb of Degree (enough, quite, so, too, very)
 - Adverb of Modality (likely, maybe, perhaps, possibly)
 - Adverb of Frequency (always, barely, daily, often)

- Adverb of Place (away, behind, here, somewhere)
5. Conjunction: Used to connect words, phrases, and clauses and to show the relationship between connected sentence elements. Types of conjunction :
- Coordinate Conjunction (connecting two similar grammatical constructions) Example: and, but, or, yet.
 - Correlative Conjunction (used in pairs) Example: between...and, either...or, from...to, rather...than.
 - Subordinate Conjunction (form an adverbial clause) Example: after, because, before, although.
 - Conjunctive Adverb (logically connecting two consecutive independent clauses) Example: at least, besides, however, hence.
6. Preposition: used to show how other words are connected. The relationship includes direction, place, time, manner and amount.
7. Pronoun: a group of words used instead of a noun or noun phrase. Types of pronouns:
- Personal pronoun (i, you, we, they, she, he)
 - Demonstrative Pronoun (this, that, these, those)
 - Interrogative Pronoun (who, what, which, whom)
 - Indefinite Pronoun (another, everything, someone, none)
 - Reflexive Pronoun and Intensive Pronoun (myself, yourself, ourselves, themselves)
 - Reciprocal Pronoun (each other, one another)
8. Determiner: a word such as a, an, or the. An article word is usually used before a noun or noun phrase.

2. Role Play

a. Definition of Role Play.

According to the Oxford Dictionary (2015), role play is acting out on the part of a particular person or character. Altun (2015) also stated that Role-play is a strategy in which students must act on specific roles through saying, doing and sharing. Shankar, Piryani, Singh, and Karki indicate that “Role plays early in the course can expose students to different situations they are likely to face in their future career” (Shankar et al., 2012). The author always hopes to create a comfortable and fun

learning atmosphere for students. The role-play is expected to help students understand the content of the news conveyed so that they can easily absorb the news's vocabulary and understand its use in everyday life.

Moreover, Harmer stated that role-play is an event or activity where the players pretend to be someone they are not. Students are asked to imagine themselves in a situation that could occur outside the classroom, adopt a specific role in this situation, and behave as if the situation really existed and by their role.

c. Advantages of Using Role-Play

Harmer also stated that simulation and role play have three distinct advantages, there are:

- a. Both simulation and role play can be good fun and thus motivating
- b. The activities allow hesitant students to be more forthright in their opinions and behaviour than they might be when speaking for themselves since they do not have to take responsibility for what they are saying.
- c. The activities permit students to use a much wider range of language than some more task-centred activities may do.

Role-play can encourage forms of social interaction that provide an important stimulus for using language in real life. It engages learners in activities that bring realism to their learning and helps them to apply it in real situations. Afdillah (2015) indicates, “many students will be more creative and active to play their role play because the teacher gives opportunities to students to explore their action”. 1998 Roleplay has proven effective in teaching English to learners, as role-play can increase students' enthusiasm, self-confidence, and empathy and encourage critical thinking. Role-play is a teaching strategy that models vocabulary learning in a cost-effective, controlled, and fun way for students and teachers (Kuiper & Clemens, 1998; Huang & Shan, 2008; Altun, 2015).

There are many opinions regarding the effectiveness of role-play in learning English, so the researcher thought of conducting more specific research, in this case, as news presenters; apart from learning to put themselves (students) in other people's shoes, they also need to study the news they will convey so that, more or less, students can understand their news. Of course, after they finish presenting the news, there will be a more in-depth discussion.

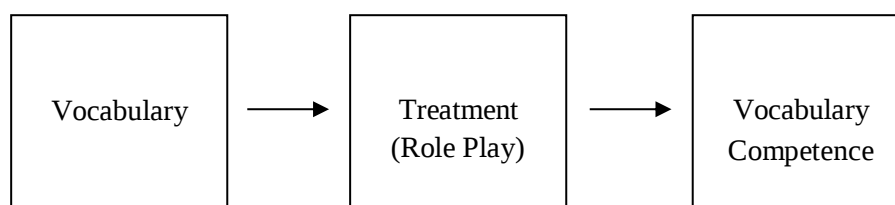
2.2 Previous Study

Several previous studies have been conducted by former researchers about the use of role-play in improving vocabulary mastery:

1. Balqis Hidayah Nasution (2019), in her thesis entitled “Improving Students’ Vocabulary Mastery By Using Role Play at SMP Muhammadiyah 12 Binjai at The Academic Year 2019/2020,” the research shows that the students’ vocabulary mastery improved after learning by role-play, and it also improved the students' excitement and expression in learning English.
2. Thuraya A. Alabsi (2016), in his thesis entitled “The Effectiveness of Role Play Strategy in Teaching Vocabulary,” outlines the research showing that role-play is an effective strategy for enhancing student vocabulary achievement specifically and in learning the English language in general.
3. Resky Ramdhani S., Siti Hikmah, and Devi Hellystia (2018), in their thesis entitled “The Effectiveness of Role Play in the Classroom on Students; Vocabulary Mastery and Writing Skill an Experimental Study in Teaching Descriptive Text at Seventh Grade SMPN 5 Kota Cimahi,” the research results show that the use of role-play significantly influences the students’ writing skill and vocabulary mastery.

Based on some of the studies that some of the researchers above have already done, we can see that several researchers have researched the effectiveness of role-play in mastering vocabulary and other skills such as reading, writing, and speaking. The difference with the research conducted by the researcher is that specifically, students will carry out role plays as news anchors and the sample is made up of senior high school students. According to the researcher, senior high school students are more mature in thinking and making decisions, which will be very helpful in the research process. We can also find out how students think and their abilities through how they convey something (news).

3.3 Theoretical Framework



As we can see in the diagram, researchers will teach vocabulary through role-play (as the news anchor), where students will present news that the researcher has prepared. Previously, students were divided into two groups, each with different news. After the discussion, representatives from each group will present the news. After each group has finished presenting their news, each story will be discussed in depth to learn any words or sentences they do not understand, learn about and conclude the news content so that students understand not only the news from their respective groups but also the news from other groups.