

THE EFFECT OF ROLE PLAY AS A MEANS TO TEACH VOCABULARY ON CHILDREN'S VOCABULARY ACHIEVEMENT

A THESIS

In Partial Fulfillment of the Requirements
for the Sarjana Pendidikan Degree in
English Language Teaching



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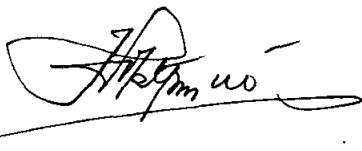
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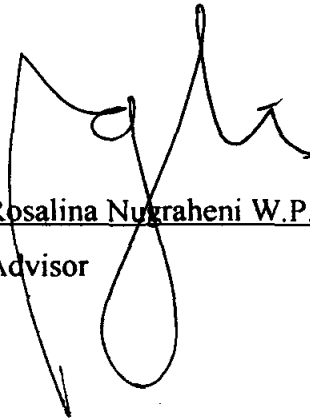
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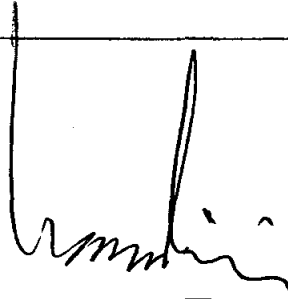
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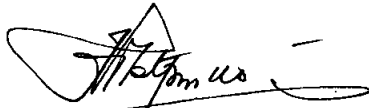
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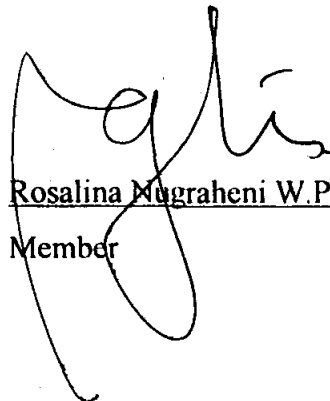
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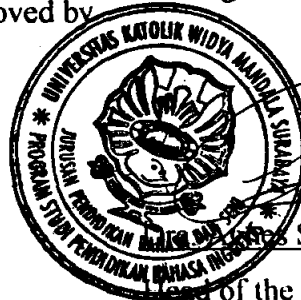
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ABSTRACT

Astuti, Margaretha Widya, 1999, "The Effect of Role Play as a Means of Teaching Vocabulary on Children's Vocabulary Achievement." Thesis, Program Studi Pendidikan Bahasa dan Seni, Fakultas Keguruan dan Ilmu Pendidikan. Universitas Katolik Widya Mandala Surabaya.

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Key Words: Role Play, Vocabulary

Based on the 1994 curriculum English is offered to elementary schools as an optional local content. Therefore, the existence of English cannot be ignored as one of the subjects of elementary school.

The teachers of elementary school themselves should create the technique of teaching English for the children. Children as usual get bored easily if they are not interested in the thing they should face or learn. Because of that reason, the teachers vary the way they teach English for them. They can combine some techniques of teaching English such as song, games, the traditional one (drilling wordlist) and role-play.

The writer find another way of teaching English to elementary school students. It is called playing role play. It seems that by role play they can enjoy the English lesson since they learn English by role play.

The writer also limits the kind of language skills that students should learn in English. Since they are still in elementary school, so the most crucial thing to learn is vocabulary. Poor vocabulary in the upper grade of school (junior and senior high school) comes from the elementary school. If they failed learning in vocabulary in the elementary school it can also influence their mastery of vocabulary in the future.

The writer chooses playing role play technique since it emphasizes memorization. Generally, students should memorize the material they are going to have on a test, but through this technique they can play and directly can memorize the vocabulary of the dialogue of the role play.

This is a quasi experimental study emphasizing the treatment of two groups and posttest design. This study has an objective to find out whether there is a significant difference between the vocabulary achievement of the students who are taught through playing role play and those who are taught using drilling wordlist. The other objective, that is important alike, is to decide which technique can give better vocabulary achievement. The subject of this experimental study is the fifth year students of academic year of 1998/1999. The subject is divided into two groups. The first group is an experimental group which is taught role play technique and the second group is a control group which is taught using drilling wordlist method. All the groups are given the same posttest as the research instrument in order to collect

the data. Then, the data are analyzed using t-test since the writer wants to compare two means test of the experimental group (role play technique) and the control group (drilling wordlist technique) to see whether there is a significantly different effect or not.

The finding of the study shows that the mean of the experimental group that was taught through playing role play technique is higher than the control group that was taught using drilling wordlist method. In Posttest I, the mean of the experimental group is 7.857, while the mean of the control group is 7.428. In Posttest II, the mean of the experimental group is 7.845, while the mean of the control group is 7.202. Then the two means are combined and the result for the experimental group is 7.851, while the control group is 7.315. It is proved that the playing role play technique can give better vocabulary achievement.

The finding of the study shows that teaching English, in this case is vocabulary, through playing role play is successful. However, the first posttest showed that there is no significant effect because the children never got such a technique before. Consequently, their test was not as good as expected. The second posttest showed that there is a significant effect. Then, the two posttests are combined and the result showed that this study has a significant effect. In Posttest I, t-observation is 1.4312 whereas $t(0.05) = 1.671$. In Posttest II, t-observation is 2.1907 whereas $t(0.05) = 1.671$ and t-observation between Posttest I and II is 2.333 whereas $t(0.05) = 1.671$. Based on the finding of the study, it can be concluded that there is a significant difference between the vocabulary achievement of the students who are taught through role play technique and those who are taught using drilling wordlist technique.

Based on the finding of the study, the writer wants to give suggestion to English elementary school teachers to consider using the technique of role play in teaching vocabulary.