

CHAPTER I

INTRODUCTION

1.1 The Background of Study

The process of collecting and becoming proficient with words in a language is known as vocabulary attainment. It includes understanding the definitions, pronunciations, and applications of words in addition to having the ability to recall and employ them correctly in communication. Lexical/vocabulary attainment, according to Hellman (2011), is defined as vocabulary size, or the number of words known and the number of words that are familiar to students. Furthermore, there are several components that are fundamental to vocabulary attainment. These are; word knowledge, which includes comprehending the grammatical aspects of words. In addition to the grammatical aspect, students are supposed to know the usage and context, which involves comprehending the meanings of words in different contexts, as well as the grammatical structures and collocations in which they are applied, as well as how words may change meaning based on context. In short, vocabulary attainment is something that leads to how much vocabulary is obtained, known, achieved, mastered, and reused by a person in a language learning. Every language necessitates vocabulary attainment for effective communication and comprehension.

In addition, a teacher must teach vocabulary in order for the students to receive more input. They will find it easier to say something if they have a lot of vocabulary.

Therefore, before teaching speaking, writing, listening, and reading skills, it would be better for teachers to strengthen students' vocabulary first. Teachers must, however, use strategies that increase the vocabulary's size when teaching it. As stated by Brown (2000:16), role-play is one of the activities that teachers can use to improve vocabulary size while supporting students' ability to acquire their L2 practically.

Role play is one of the most well-known methods of instruction that EFL teachers use to increase their students' language proficiency. This method attempts to use vocabulary in real-world scenarios, minimize their fear, and—above all—develop the way they learn vocabulary. With the objective of imitating real-life situations or conversations, role play is a teaching technique where students adopt particular roles or characters. Role play, according to Richards and Schmidt (2010), is a type of drama where students assume various roles and act out scenarios as they might use in real life. For instance, in order to practice expressing regrets and complaints in a foreign language, students may be required to role-play a scenario when a customer at a supermarket returns an item that is damaged to a salesperson (p 501). Moreover, Kenneth (2008) defined role play as the way students behave in different situations. It enables students to take an active role in language use by putting them in the positions of other people or places, such as shoppers, travelers, or fictional characters.

Being involved in role-plays increases language and sociocultural competency, fosters communication, and allows language practice in real-life situations. In a variety of social and professional contexts, it gives students the chance to put their language

abilities to use, improve their fluency, and gain confidence in speaking English. Nowadays, not many students are exposed to role-play learning in the classroom. In fact, this technique is very influential for students to get new vocabulary in each role-play activity when compared to conventional learning which only reads books to get new vocabulary. In short, role-playing is a very important technique in teaching vocabulary.

Krebt's (2017) study, "The Effectiveness of Role Play Techniques in Teaching Speaking for EFL College Students," concentrated on the use of role-play to enhance students' speaking abilities. The findings of the study show that the experimental group's speaking ability has significantly improved. Due to the use of role-playing techniques, there were notable differences between the two groups.

The second study by Afdillah (2017), entitled "*The Effectiveness of Role Play in Teaching Speaking (A Quasi-Experimental Study at Eighth Grade of SMPN 244 North Jakarta)*," uses the respondents of junior school. The findings of the study showed that the hypothesis examined in this study was accepted, and the use of the role-playing technique in teaching speaking at SMPN 244 North Jakarta was successful.

The third study by Alabsi (2016), entitled "*The Effectiveness of Role Play Strategy in Teaching Vocabulary*". This research conducted in Madinah, Saudi Arabia, found that the experimental group's mean score in the post-test was significantly higher than that of the control groups, however, the T-test did not show a There is a significant

difference in vocabulary proficiency between the pre-test and post-test results. The data demonstrates how effective it is to use role-playing in EFL classes.

1.2 The Research Question

Given the study's background, the researcher formulates the research question as follows:

1. What are the benefits of implementing role-playing in student vocabulary attainment?
2. What are the drawbacks of implementing role-playing in student vocabulary attainment?

1.3 The Purpose of The Study

The main purpose of this study is to determine the benefits and drawbacks of implementing role-play for students' vocabulary attainment.

1.4 Significance of The Study

The researcher expects that this study can make contributions to the following:

a. Teachers/Lecturer

Teachers/lecturers get new insights into the most effective methods for teaching vocabulary to students. and it can also provide new insights and understandings that can evolve over time. Teachers and lecturers are educators who must understand the diverse backgrounds of their students in their daily teaching

activities. By understanding their different backgrounds such as experiencing fear, it is hoped that with the role-play method, teachers can teach new vocabulary in a more acceptable and interesting way so that they are more interested, safe and comfortable learning new vocabulary at every meeting.

b. English Department

The English department may consider the role-play method as a powerful method to further students' vocabulary development, even though many educators consider this approach traditional. The role-play method allows students who have high achievement to share English exposure to low proficiency students. Therefore, ELED not only sees and claims innovative teaching approaches, but also can see the advantages of the old approaches that may fit Indonesian learners.

1.5 The Scope and Limitations

The subject of this study was the students in the fifth semester of the English Language Education Department (ELED) at the University of Muhammadiyah Malang in the academic year 2024. Particularly, they were taking a Speaking for Academic Purposes subject and the total students in that class was twenty students.

1.6 The Definition of Key Terms

To prevent misunderstandings, the following concepts need to be defined in this thesis. Here is a definition of the terms:

1.6.1 Vocabulary Attainment

The term "vocabulary attainment" describes a person's degree of mastery or word acquisition in a language. It shows how well a person can read, identify, and use various kinds of words in both written and oral communication. High vocabulary attainment will find it simple to understand and implement complex terms. In this study, vocabulary attainment means the number of words that the students are familiar with.

1.6.2 Role-Play Approach

The role-play approach to teaching English, especially vocabulary attainment, involves students in situations where students are encouraged to use new vocabulary in context. By giving students, the chance to actively use and apply the words they are learning, this method seeks to increase the meaning and recall of vocabulary learning. All in all, teaching English vocabulary through role-playing fosters engaged learning, purposeful practice, and the development of strong communication skills. In this study, the role approach refers to the method that teachers use to help students practice and improve their contextual language skills by adopting roles or characters in a fictitious setting.

1.6.3 Benefits

Benefits are the positive outcomes, advantages, or favorable effects that result from a certain activity, method, or condition. They contribute to improvement or

success in a given context. In this study, benefits refer to the positive results that emerge from applying role-play techniques in the vocabulary learning process.

1.6.4 Drawbacks

Drawbacks are the negative aspects, disadvantages, or limitations that may reduce the effectiveness or desirability of an activity, method, or condition. In this study, drawbacks refer to the potential limitations or issues that can occur when using role-play techniques in vocabulary learning.

