

CHAPTER II

REVIEW OF RELATED LITERATURE

Some fundamental studies of this research are provided in this chapter, and they include: Definition of Vocabulary Attainment, The Difference between Vocabulary Attainment and Vocabulary Acquisition, Factors Influencing Vocabulary Attainment (Internal and External Factor), Vocabulary Attainment and Role-play Approach, Benefits and Challenges of Role-Play Approach, Learning Outcomes of Role Play Approach.

2.1 Definition of Vocabulary Attainment

In any given language, subject, or topic, vocabulary refers to the collection of words that a person knows and uses. Terms, pronunciations, spellings, and context-specific usage of words are all included. While attainment in the context of vocabulary, describes the degree of success or skill at which a person has attained in learning and applying words. It indicates how far a person has progressed in their vocabulary knowledge and proficiency. Therefore, vocabulary attainment in this context refers to the quantity of input received, which clarifies why many learners are able to identify and apply vocabulary following plenty of L2 immersion experiences Hellman (2011). In addition, a person's level of proficiency or mastery in learning and comprehending words in a specific language is called as their vocabulary attainment. It includes not just the number of words in one's vocabulary, but also their depth of comprehension

and their capacity to employ words correctly in a variety of situations. Furthermore, assessments that determine a person's capacity to identify, understand, and employ words successfully in speaking, listening, reading, and writing tasks are frequently used by experts to determine vocabulary attainment due to vocabulary is essential to language learning and effective communication. In summary, vocabulary attainment means the number of vocabulary that the students are familiar with.

2.2 The Difference between Vocabulary Attainment and Vocabulary Acquisition

If vocabulary attainment describes a person's degree of competency in comprehending and applying a language (Anderson, 2005), on the other hand, vocabulary acquisition describes a person's process of acquiring new words over time and expanding them gradually (Nations, 2001). It means that vocabulary attainment refers to a person's levels/achievements of proficiency in accomplishment in a target language while vocabulary acquisition refers to the process of language learners developing the new words they understand when learning a target language overtime. Apart from this, vocabulary attainment places more focus on outcome and highlighting the degree of proficiency attained (Hiebert, 2005), while vocabulary acquisition places more focus on process and emphasizes the continuous learning of new vocabulary and skills in language (Nagy, 1988). In other words, vocabulary attainment focuses on the result, while vocabulary acquisition focuses on the ongoing process. Besides that, vocabulary attainment can be evaluated by assessment, examinations, or observations of language use and understanding (Kamil, 2005). However, vocabulary acquisition

can be measured by keeping track of how much knowledge is acquired either by practice, exposure, and instruction (Nation, 2001). So, vocabulary attainment can be measured in summative way and vocabulary acquisition can be measured in formative way. Furthermore, the scope of vocabulary attainment reflects the present level of language understanding and competence (Snow, 2010). In contrast, vocabulary acquisition refers to the continuous process of learning new words and developing one's language abilities (Allen, 1999). It can be said that each scope has a totally different point because vocabulary attainment refers to present scope while vocabulary acquisition refers to continuous scope. In summary, vocabulary acquisition is the process of acquiring new vocabulary through time, whereas vocabulary attainment refers to the degree or scope of vocabulary knowledge that an individual has already attained. As a result, acquisition is the continuous process of developing a person's vocabulary, whereas attainment is the existing situation.

Aspect	Vocabulary Attainment	Vocabulary Acquisition
Definition	Describes a person's degree of competency or mastery in comprehending and applying a language.	Describes the process of acquiring new words over time and expanding them gradually.
Focus	Outcome-focused, highlighting the degree of proficiency attained.	Process-oriented, emphasizing the continuous learning of new vocabulary and skills in language.
Measurement	Evaluated by techniques such as assessments, examinations, or	Measured by keeping track of how much knowledge is acquired, frequently through practice, exposure, and instruction.

	observations of language use and understanding.	
Scope	Reflects the present level of language understanding and competence.	Refers to the continuous process of learning new words and developing one's language abilities.

2.3 Factors Influencing Vocabulary Attainment

In vocabulary attainment, it is always related to the presence of influencing factors. Therefore, language learners can master a lot of vocabulary because of the internal and external factors that influence them. Within the internal factors, there are several factors and among them are; age, experience, and learning style. While the external factors consist of; motivation, instruction, and access to native speakers Andari (2023).

2.3.1 Internal Factor

Particular elements that each language learner contributes to the specific learning environment are known as internal factors. The following are some of the internal factors: age, experience, and learning styles. First, the greatest determinant of vocabulary attainment is age. Age can have a major influence on a person's vocabulary attainment. In addition, age affects vocabulary attainment through different stages of cognitive development and circumstances in life. The rapid attainment observed in early childhood rather than the youth and adulthood because influenced by work and educational environments while in childhood, exactly in casual language learning

settings, children typically have more time to devote to language attainment. In contexts where there is less need to speak fluently and with accuracy at once, they frequently have more opportunity to hear and use the language Andari (2023). Second, knowing what happens when someone does something or observes someone else do it is called experience. It is easier for someone to learn a new language if they have experience and understanding in general languages. Their learning primarily comes from their interactions with the objects and people in their environment. By having a lot of experience, this also makes it possible for language learners to take advantage of chances to engage with people they know well, explore the things and areas around them, be challenged, take chances, and approach problems with enthusiasm Andari (2023). Third, in the context of learning style, several factors, such as a student's culture, genetic background, and prior learning experiences, might impact their learning style. Students will learn more effectively and be more engaged in the language if teachers adapt their teaching strategies to fit the learning preferences of every single student Andari (2023). It means that students will easily attain some vocabulary if the teacher gives a suitable learning style for them.

2.3.2 External Factor

The surroundings in which a language is learned and the process of introducing a second language are examples of external factors. So basically, an external factor is related to the environment which can influence language learners in these terms of vocabulary attainment. There are several factors that contains in external factors;

motivation, instruction, and access to native speakers. First, the meaning of motivation in mastering a language refers to someone who has a desire to do it. Parents, teachers, and friends are the people who play an important role to boost the language learner's motivation. Pupils who are given the right support and motivation to learn will ultimately surpass those who do not (Andari, (2023). Which means that good motivation can foster language learners to attain the vocabulary because they have the desire to master it. Second, the definition of instruction at these points refers to the parents' advice. The parents who always give a good instruction for their children will make the progress faster which can lead them to comprehend English better. Therefore, their children will be able to get more insight due to advisable parents. Third, the last thing that can influence language learners to attain vocabulary is having access to native speakers. Since it is important to have access and chance to interact with native speakers, then the language learners at least must feel the atmosphere of having two-way face-to-face interaction. By using native speakers as the main role of practicing a language, the language learners will proceed faster either oral or non-oral communication. Therefore, they will find it easier to attain and master vocabulary.

2.4 Vocabulary Attainment and Role-play Approach

In the landscape of educational approach, role-playing seems to be an entertaining and successful approach, especially when it comes to language learning. The correlation between vocabulary attainment and the role-play approach shows a strong relationship when viewed from several aspects.

Firstly, it can increase students' motivation and enthusiasm to master vocabulary. Role play is "motivational and effective because it involves activity," according to Ments (1999). Although sometimes many traditional approaches fail to attract students' interest and make students passive during class time, in contrast, the role-play approach can change the classroom situation from boring to interactive and fun. When students have actively participated, the intrinsic elements in their body will automatically respond to increase their interest in learning. This kind of involvement makes students more attentive to a lesson so that it can improve the retention and recall of vocabulary.

Secondly, role-play offers contextual learning that can enable students to use vocabulary more effectively. Schank (1999) stated that "We learn best from experiences that are contextualized, that is, situated within realistic scenarios (role-play)". Sometimes language learners struggle to implement the vocabulary they know correctly and cannot use it contextually. However, when language learners are in a role-play scenario, they will understand how the vocabulary is used appropriately and they will explore the meaning as well as the proper use of the vocabulary. It will really boost the speed of vocabulary attainment because they will know the function of the vocabulary from actual life situations, or in other words, their language learning will be more meaningful and more realistic.

Thirdly, the role-play approach always brings about active learning because it is student centered learning. As stated by Ments (1999) "Students can be encouraged to use language in a free and interesting way by creating scenes from everyday life,

especially those that use the vocabulary to be learned". In role-play, students not only gain new vocabulary, but also actively apply the new vocabulary in the simulation. With this activeness, it will make students reinforce their vocabulary attainment where they master vocabulary through repetition. Moreover, the role-play approach can train students in pronunciation, intonation, and correct word usage, thus strengthening their vocabulary attainment.

To sum up, there is a strong and complex relationship between vocabulary attainment and the role-play approach. In addition to increasing motivation and engagement, role-playing offers contextual learning and active participation, all of which are essential for successful vocabulary attainment. As a result, role-playing becomes an effective teaching method that makes language attainment engaging, relevant, and unforgettable. Role-playing can be included into language instruction to help teachers improve their students' vocabulary and language competency in general. So, there are many correlations between vocabulary attainment and role-play approach in terms of educational field.

2.5 Benefits and Challenges of Role-Play Approach

The benefits and the challenges must be recognized when incorporating a role-playing strategy. Role-play as an approach, always provides so many advantages even though it still has a challenge in the implementing process.

One of the primary benefits of the role-play approach is the increased use of formal and polite expressions. According to Nation (2013) and Richards (2006),

contextualized language activities support vocabulary internalization, which means that students are more likely to adopt formal and polite expressions in their speech. In certain situations, role-play can enhance students' vocabulary through the use of such expressions, especially when the topic of conversation is related to academic contexts, where formal and polite language is expected. Moreover, Kasper and Rose (2002) emphasize that role-play helps develop practical language skills—specifically, the ability to apply language appropriately in various social scenarios. This suggests that students become more confident in using suitable expressions according to the situation without hesitation. Another benefit of the role-play approach is the introduction and reinforcement of new vocabulary. When new words are presented during role-playing activities, students often become more engaged and curious about their meanings and usage. Dörnyei (2001) notes that learning motivation is enhanced by innovation and challenge. This supports the idea that encountering unfamiliar vocabulary increases students' curiosity, encouraging them to explore the meanings and applications of new words. In addition, receiving immediate feedback from the lecturer is another significant benefit of role-play. In a role-play class, the instructor provides feedback after the activity to address any misuse of vocabulary. Ellis (2009) claims that corrective feedback improves language fluency and accuracy. This means that students not only learn new vocabulary but also receive guidance on how to use it correctly, enhancing both their understanding and performance. Besides immediate feedback, contextual vocabulary learning is another advantage of role-play. Afdillah (2015) explains that the goal of role-play is to increase student activity and fluency by

engaging them in contextualized language use, helping them become more proficient without feeling uncomfortable when speaking English. Compared to traditional vocabulary drills, learning vocabulary in context helps students strengthen retention and apply the language more effectively. Moreover, the role-play approach also serves the various cultural settings. As an example, in a role-play simulation of a different cultural meeting, learners learn how to handle cultural disparities, show awareness of differing viewpoints, and deliver information clearly. Besides that, according to Ments (1999), "it expresses hidden feelings, allows students to discuss private issues and problems, and helps them understand motivation and empathy for others". So, students can safely explore and express feelings through role-playing that they might not feel comfortable doing in a traditional classroom setting. Furthermore, Ments said that "students were seen to acquire new experiences connected to their everyday lives and other social situations through this activity, which enabled them to break free from their rigid behavior and become more receptive". Students become more open and receptive when they role-play. They become more receptive to new ideas, points of view, and interpersonal communication styles as they immerse themselves in various roles and situations. Students who are more receptive are better able to comprehend and value different points of view, which is essential for both personal development and effective communication.

Despite the numerous advantages of the role play approach, there are some challenges in implementing the role play approach. As mentioned by (Vanisree et al.,

2024) “When participating in role-play activities, some students may feel unsure or hesitant, mostly because they are insecure, self-conscious, or afraid of public speaking.” Which means that role-playing activities can be frightening to introverted students, therefore it can be helpful if the teachers use supportive strategies to encourage their involvement. Another significant drawback associated with the role-play approach is unequal participation. According to Gass and Mackey (2007), communicative activities can marginalize students who are shy or less skilled. In some situations, more confident or proficient students dominate the conversation, which limits practice opportunities for less proficient learners and can lead to increased language anxiety. Furthermore, role-play can sometimes result in inauthentic scenarios. Ladousse (1987) stated that the effectiveness of role-play depends on learners’ ability to relate to the assigned roles. This means that some students may struggle when scenarios feel unrealistic or disconnected from their personal experiences. As a result, they may focus more on performing the role than on using language in meaningful ways, especially when the scenarios feel forced or artificial. Not only that, sometimes teachers will find it difficult to divide time between doing role-play and other instructions if the class has a busy schedule. In addition, the possible challenges that may arise are that the instructor may need help preparing role-play scenarios, managing role-play behaviors, and applying feedback techniques. In addition, according to Ments (1999), assigned situations sometimes lead to conflicts among group members since they may damage others' emotions. It means, interactions in role-playing might occasionally touch on topics that are sensitive or provoke strong feelings. In case a

role-play scenario contains a debated matter or a personal challenge, the participants may respond strongly. If the role-play seems too intimate or aggressive, some group members may experience emotional discomfort or even trauma as a result. Additionally, Ments noted that role-playing could be viewed as "too frivolous and entertaining". Because role-play may give an image that the activity is more about entertainment than teaching. The enjoyment and interactive nature of role-play can sometimes overshadow its educational value in the eyes of the disbeliever. Besides, Ments said, "it is possible that some pupils are not as interested in or comfortable with role-playing. Diverse levels of engagement and effectiveness may result from individuals being unable to give their all to their roles". Ments also said that "planning, conducting out, and evaluating a role-play can take a lot of time. To optimize learning results, educators must allocate enough time for the activity itself as well as for discussions and post-activity reflections.

2.6 Learning Outcomes of Role Play Approach

The objective of implementing role-play is to bring students to be more active and more fluent because they will learn the language contextually and improve without making them feel hesitant to speak English (Afdillah (2015)). As students get used to learning language using role-play, it will increasingly affect their vocabulary attainment which can lead them to use a lot of vocabulary without having to think twice when using it. Moreover, students will learn many important lessons when simulating a role-play, such as learning pronunciation, grammar, vocabulary, from the feedback

given by the teacher which will be their experience in improvisation. As explained by Afdillah (2015) “The students gain new experience in a realistic communication scenario, which helps them retain what they have learnt”. In short, by applying a role-play approach, students will be more active and master many vocabularies based on realistic communication scenarios.

