



**IMPROVING STUDENTS' VOCABULARY MASTERY BY USING ROLE PLAY AT
SMP MUHAMMADIYAH 12 BINJAI THE ACADEMIC YEAR 2019/2020**

A SKRIPSI

*Submitted to the Tarbiyah Faculty UIN-SU Medan as a Partial Fulfilment
of the Requirement for S-1 Program*

By:

BALQIS HIDAYAH Br.NST

NIM: 34153085

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY TARBIYAH AND TEACHER TRAINING
THE STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA**

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NIM: 34153085

Advisor I

Advisor II

Dr.Abdillah,M.Pd

NIP. 196808051997031002

Emelya Sukma Dara

Damanik,M.Hum

NIP : 198109262009122004

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY TARBIYAH AND TEACHER TRAINING
THE STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA**

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2019

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Kepada Yth;

Prihal : Skripsi

Bapak Dekan Fakultas Tarbiyah

a.n **Balqis Hidayah Br.Nst**

UIN-SU

di –

Tempat

Assalamualaikum Wr.Wb

Setelah membaca, meneliti, dan memberikan saran-saran perbaikan seperlunya terhadap skripsi mahasiswi :

Nama : Balqis Hidayah Br.Nst

NIM : 34.15.3.085

Jur / Prodi : Pendidikan Bahasa Inggris

**Judul :IMPROVING STUDENTS' VOCABULARY MASTERY BY USING
ROLE PLAY AT SMP MUHAMMADIYAH 12 BINJAI THE ACADEMIC YEAR
2019/2020**

Maka kami menilai bahwa skripsi ini sudah dapat diterima untuk di munaqosyahkan dalam sidang munaqosyah skripsi Fakultas Tarbiyah UIN – SU Medan.

Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terima kasih.

Wassalamualaikum, Wr, Wb.

Advisor I

Advisor II

Dr.Abdillah,M.Pd
NIP.196808051997031002

Emelya Sukma Dara Da,M.Hum
NIP.198109262009122004

PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini :

Nama : Balqis Hidayah Br.Nst

NIM : 34.15.3.085

Jur / Prodi : Pendidikan Bahasa Inggris

**Judul :IMPROVING STUDENTS' VOCABULARY MASTERY BY USING
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2019/2020**

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Saya berani menerima segala konsekuensi bila pernyataan saya ini tidak benar.

Demikian surat pernyataan keaslian skripsi ini saya buat dengan sebenarnya.

Medan,22 Oktober2019

Yang Membuat Pernyataan

BALQIS HIDAYAH Br.NST
NIM.34.15.3.085

ABSTRACT

BALQIS HIDAYAH Br.NST . 34153085. IMPROVING STUDENTS' VOCABULARY MASTERY BY USING ROLE PLAY AT SMP MUHAMMADIYAH 12 BINJAI THE ACADEMIC YEAR 2019/2020.

A Skripsi. Department of English Education, Faculty Tarbiyah Science and Teacher Training. The State Islamic University of North Sumatera, Medan, 2019

This research was aimed to find out the improving students' vocabulary mastery by using Role Play. The subject of this research was seventh grade of SMP 12 MUHAMMADIYAH BINJAI 2019-2020 Academic Year. It was consisted of one class and 21 students as respondents. The object of this research was to improve students' vocabulary mastery by using role play.

The research of this study was conducted by using classroom action research. The technique of analyzing the data of this research was applied by qualitative and quantitative data. The qualitative data were taken from observation sheet, interview, and documentation. The quantitative data were taken from the test. Data was taken from test result which was carried out in two cycles. And two cycles conducted in four meetings. The test was given to the students in form of pre-test, post test in the first cycle, and the post-test in the second cycle.

The result of the analyzing the data showed that there was an improving on the students' vocabulary mastery from each cycles. It was showed from the mean of pre-test was 63.95. Where, there were 6 students got successful score criteria or it was only 29 % and 15 students' got unsuccessful or it was 71%. After doing cycle I by using role play, there was an improving of the result of the students' mean was 72.23. Where, 8 students got successful criteria score or it was only 38% and 13 students' got unseccessful criteria score or it was 62%. Then doing repairing for second cycle after reflection on the first cycle, there was improving of students' mean was 83.19. Where, 18 students' got successful criteria score or it was 86% and 3 students' got unsuccessful criteria score or it was 14%. In other words, the students' vocabulary mastery was improved. And based on interviewed, observation sheet, and photographs, it showed that the expression and excitement of the students were also improve.

Keywords : Vocabulary Mastery and Role Play

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Medan, 22 Oktober 2019

BALQIS HIDAYAH Br.NST
NIM.34.15.3.085

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CHAPTER 1

INTRODUCTION

A. Background of the study

Socializing and communicating to other people have already been daily activities in lives, of course to do such those activities, need one of the most important basic element which is language. It is essential to use a good language to communicate with someone, and with a good language surely could overcome any obstacles situation in this globalization era. English as a foreign language is well known as one of the most important language for development of every segments structure in this country, such as technology in factory, education at school, business for economic development, and of course art and culture.

Yet there is also one important aspect need to have a good and fluent conversation, this important aspect is vocabulary. The writer noticed that most of the students are having some lacks in memorizing and learning the vocabularies into the target language. This could possibly because of the unsuitable approach and teaching methods given by the teacher.

The language has some elements, such as; grammar and vocabulary. One of the most important language items that should be taught to children is vocabulary. Recognizing enough vocabulary will make the students able to communicate and know english at least in a simple way because vocabulary is the core of English. Learning a language deals with learning the vocabulary.

It is a basic to communicate and also important for the acquisition process Krashen, It means that learning a language can not be sparated from learning its vocabulary.¹ It is important to introduce it as a basic step to children in order to help them tounderstand utterances and to prepare them to learn English in the next level. Vocabulary mastery has

¹Krashen, Second Language Acquisition, (University of Southern California ; 1981). p.12

significant role in achieving four language skills. Before acquiring four language skill, it is important to understand vocabulary first. Cameron states that building up a useful vocabulary is central to the learning a foreign language at primary level.²

The researcher made an observation in SMP MUHAMMADIYAH 12 BINJAI and found fact that Junior High School students faced difficulties in English vocabulary. the researcher choose this school because researcher found some problems are caused by several factors. They are: based on score of daily test in English, found that many student low in mastery of vocabulary, based on the result of interview, the researcher found some reason from: (1) students; most of the students feel that English is the most difficult lesson to be learned, the students are not brave to express their idea. The students afraid if students make mistake, friends will laugh to them, Remembering vocabulary needs a hardwork because the pronunciation and the spelling are different. In order to follow the demand of English skill, teacher tries to find a good technique in teaching vocabulary.

Vocabulary hold a crucial position in English learning. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed (Wilkins in Thornbury, it is really impossible for us to save our feelings and without enough vocabulary in our mind, means useless in making sentence.³

Vocabulary is form of word that has its own meaning, it can be more than one. Hatch and Brown state that vocabulary refers to a list or set of words that individual speakers of language might use.⁴ From that statement know that it refers to word in a language that is used by the speaker. Vocabulary is a part of language, in the small and simple form.

Role play is one of teaching media that will facilitate the students to learning vocabulary. In this paper the role play is perceived as a meaningful fun activity governed by

²Cameron, Lynne. *Teaching Languages to Young Learners*. (Cambridge: Cambridge University Press 2001.) p.72

³Thornbury *how to teach vocabulary*(logman 2002:2)

⁴Brown and Brown. Douglas. *Principle of Language learning and Teaching*. (New Jersey: Prentice-Hall, Inc 1991).p131

rules. in which student will make a sumof list of vocabulary that the students do not understand the meaning. The students will find it in a dictionary, of course the meaning must be appropriate with the context . So students have many choices in using the meaning.

using the role play to improve vocabulary is really good because this method describes an activity carried out in a relaxed and enjoyable way.The reasearcher wants to make the students interesting in studying vocabulary through game because almost all children like a game. It can bring much joy and also give the students opportunity to remember the words and understand the sentence easily. So, using game method in mastering English Vocabulary is a new way for muhammadiyah in learning process especially in improving vocabulary mastery. From the background above the researcher intents to make a research entitled “Improving The Students’ Vocabulary Mastery by Using role play (A Classroom Action Research at the MUHAMMADIYAH 12 BINJAI).

B. The indentification of the problem

Through this study, the researcher formulates the statement of the problem as follows:

1. The students of SMP Muhammadiyah 12 Binjai dislike to memorize English word
2. The student of SMP Muhammadiyah 12 Binjai lack of tense mastery
3. The student of SMP Muhammadiyah 12 Binjai didn’t think the English lesson is important.

C. The Limitation of the study

This research focus on limit the problem in this research is to improve students vocabulary mastery by using role play at the SMP MUHAMMADIYAH 12 BINJAI.

D. The Research Problem

1. How is the application of role play technique in improving students' ability in vocabulary?
2. How is the students' ability in vocabulary by using role play?

E. The Objective Of The Research

1. To know the application of role play in improving students' ability in vocabulary.
2. To describe the improvement of the student in vocabulary by using role play technique.

F. Significance of Study

The present research hopefully gives several significances for theoretical and practical benefits.

1. Theoretically

The significance of this research is to introduced or even to familiarize of role play technique in language teaching. The research finding are expected to give information to the further researchers about improving students' vocabulary in learning and development efforts as a reference and empirical evidence.

2. Practically

- a. For the English teacher: as source of information for english teacher to improve the quality of english teaching learning process.
- b. For the researcher: it is useful as source of information for further related studies and this study can be used by researcher to have new experience in the teaching learning process and gives an insightful knowledge of English proficiency.
- c. For the school: it can give positive effect to the future in teaching learning process, especially in vocabulary through role play technique.
- d. For reader: this research is hoped that it can give more beneficial information and knowledge to the reader.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Vocabulary

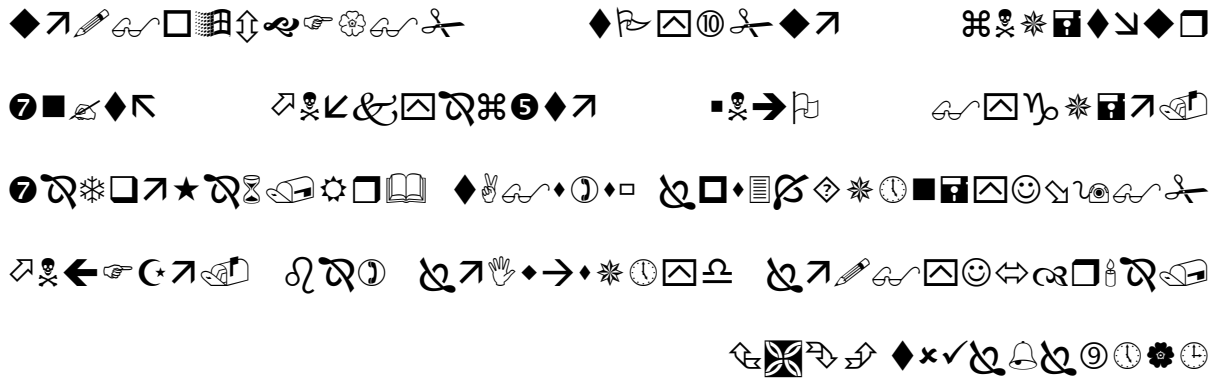
As explained in the background of the study, vocabulary takes such a fundamental role in mastering English as foreign language well. There are some definitions of vocabulary proposed by some experts. Hornby mentions his definition of vocabulary as the total number of words in a language and vocabulary as a list of words with their meanings.⁵ Richard and Schmidt argue that a set of lexemes, including single words, compound words and idioms.⁶ Shared reading, defined by Hatch and Brown as the term vocabulary refers to a list or set of words for a particular language or words that individual speakers of language might use.⁷

Allah SWT tells about vocabulary in Al-Baqarah 31 ;

⁵Hornby Advance Learner's Dictionary. (Newyork: Oxford University Press. 1995)p1331

⁶Richard and Schmidt *logman* dictionary of langage teaching(london;person education limited,2002)p580

⁷Hatch, E., and Brown, C. *Vocabulary, Semantic, and language Education.*(New York: Cambridge University Press.1995)



The meaning : *And He thought Adam the names all of things ; then he placed them before the angels,and said tell me the name of these if you are right.*

According to Ur vocabulary can be defined roughly as the words teacher teaches in the foreign language.⁸The term “words” here means that the new item of vocabulary maybe more than a single word, for example, father-in-law and police office, which are made up from two or more words but express a single definition or idea. In other case there are also compound words called as multi-word idioms, for example call it a day.From the definition above, it can be concluded that vocabulary is a set/list of words of a particular language including single words, compound words and midioms that individual speakers of a language might use.

2. Kinds of Vocabulary

There are many kinds of vocabulary according to some experts. Harmer distinguishes two kinds of vocabulary.⁹ The first kind of vocabulary refers to the stock of words which have been taught by the teacher or learnt by the students and which are expected to be able to use. While the second term refers to the words of which the students will recognize when they meet them, but of which they wjill probably not be able to pronounce. According to Nation, there are two kinds of vocabulary.¹⁰ They are perceptive and productive vocabulary.

⁸Ur s course in *language teaching* (new york ;Cambridge university press 1996: 60)

⁹Harmer, J. *The Practice of English Language Teaching*. (London:1991) Longman.

¹⁰Nation *Learning Vocabulary in Another Language*. Cambridge: (Cambridge University Press.2001)p24

Receptive vocabulary refers to the words that native speakers and foreign learners recognize and understand but hardly ever use. It is used passively in either listening or reading.

Productive vocabulary is utilized actively either in speaking or writing. Listening vocabulary is generally larger than speaking vocabulary while reading vocabulary is relatively larger than writing vocabulary. Therefore it can be concluded that vocabulary can be presented in four units. They are listening vocabulary, reading vocabulary, speaking vocabulary, and writing vocabulary. Reading vocabulary consists of the word found by people when they are reading. While listening vocabulary is the words that people hear and understand when they are talking to others or listening to radio and television. Speaking vocabulary includes the words people used in their daily life and conversation. The last is writing vocabulary that consists of the word people use in writing essays, reports, letter, etc.

In relation to kinds of vocabulary, Nation states that there are four kinds of vocabulary in the text:

a. High frequency words

These words are almost 80% of the running words in the text

b. Academic words.

Typically, these words make up about 9% of the running words in the text

c. Technical words.

These words make up about 5% of the running words in the text

d. Low frequency words.

These are the words of moderate frequency that did not manage to get into the high frequency list. They make up over 5% of the words in an academic text.¹¹

3. The Importance of Vocabulary

Vocabulary is the body of words that make up a language, and the importance of vocabulary in reading comprehension cannot be overstated. Without a good working knowledge of words and their meanings, both written and verbal communication will be poorly understood. Teachers and parents can emphasize reading and verbal interaction with children to help them build a strong working vocabulary. Thornburry states that vocabulary means a large collection of items.¹² He adds that learning vocabulary is important because it enriches someone's knowledge of words. This implies that. The success of the learner in learning a language depends on not only the size of vocabulary but also vocabulary building.

Furthermore,Cameron believes that building a useful vocabulary is central to the learning of a foreign language at primary level.¹³ Building vocabulary means both understanding the meanings of words and learning to decode those words. Thus, the students can also enlarge their vocabulary mastery by using vocabulary building

To show how important vocabulary is, Bromley states that vocabulary holds some important roles in teaching learning process.¹⁴They are as follows;

a. Promoting fluency

Students who recognize and understand many words read more quickly and easily than those with *smaller* vocabularies.

b. Boosting comprehension

¹¹Nation *Learning Vocabulary in Another Language*. Cambridge: (Cambridge University Press.2001)p24

¹²Thornburry *how to teach vocabulary*(logman 2002:2)

¹³Cameron. *Teaching Languages to Young Learners*. Cambridge: (Cambridge University Press.2001)

¹⁴ Bromley *journal of adolescent (new york;2004:3-4)*

Vocabulary knowledge strongly influences comprehension. On a component analysis of comprehension, word meanings were found to make up 74% of comprehension.

c. Improving Achievement

A large vocabulary means a large of conceptual knowledge which makes academic learning easier. Students with large vocabulary score higher on achievement test than those with small vocabularies.

d. Enhancing Thinking And Communication

Words are tools for analyzing, inferring, evaluating and reasoning. A large vocabulary allows for communicating in ways that are precise, powerful, persuasive and interesting.

In conclusion, realizing that the knowledge of vocabulary is very important, learners have to pay a greater attention to the vocabulary teaching. Teachers can emphasize the importance of vocabulary early in school and continue to provide students with opportunities to build word skills. One way to do this is to pre-teach key words in all subjects. This strategy helps students grasp concepts that contain terms with which they may be unfamiliar. Putting emphasis on root words, prefixes, and suffixes assist students in morphemic analysis, which combines this knowledge with the context to figure out a new word's meaning. Multimedia tools are good ways to expose students to new concepts and enhance their desire to build vocabulary skills. If someone can master vocabulary well, He or she will be able to promote fluency, boost comprehension, improve achievement and enhance thinking and communication.

4. Vocabulary Mastery

Vocabulary is one of the language aspects which should be learnt. Learning it is important because in order to be able to speak, write, and listen learners have to know

vocabulary first. A person said to „know“ a word if they can recognize its meaning when they see it Cameron,¹⁵It means that in learning vocabulary learners have to know the meaning of it and also understand and can use it in sentence context.

According to John , vocabulary is knowledge of knowing the meanings of words and therefore the purpose of a vocabulary test is to find out whether the learners can match each word with a synonym, a dictionary – tape definition, or an equivalent word in their own language.¹⁶In learning vocabulary automatically they have to know the meaning of words themselves and can use it in sentences.

In brief, vocabulary mastery can be defined as a number of vocabulary (words) in a language which contains information about its meaning, form, and usage in context of communication. It is the basic knowledge that students should master first before mastering English. Vocabulary learning is a principal issue for English learning because it comprises the basic building blocks of English sentences.

The vocabulary mastery is not a spontaneous process which is easy to be done. The process of vocabulary mastery begins when someone is still an infant. Basically, the baby“s first language comes from the mother tongue. They will master the vocabulary through the simple words by listening to the words which are uttered by someone else. It is known that English vocabulary learning cannot run successfully without English ability (English skills) because both of them are very important in English teaching and learning process.

The students cannot do well in comprehension without large vocabulary, for the passages and questions involve a range of words much wider than that of daily conversation.

To make the discussion clearer, Harmer“s opinion can be added. In his book,Harmer says that there are some aspects that have to be discussed in vocabulary, namely: word

¹⁵Cameron. *Teaching Languages to Young Learners*. Cambridge: (Cambridge University Press.2001)

¹⁶John *how to teach vocabulary* (logman 2002:2),

meaning (synonym, antonym, connotation, and denotation), extending word use such as idioms, word combination or collocation, and the grammar of words which comprises noun, verb, adjective, and adverb.¹⁷

5. The Learning of Vocabulary

Vocabulary mastery is an important thing in order to master four major skills such as speaking, reading, writing, and listening. According to Wilkins as stated in Thornbury, “without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” Moreover, learning vocabulary of foreign language presents the learner with several challenges.

Learning vocabulary needs a process. In order to make an effective process, the learner should be in the effective condition of acquiring vocabulary mastery. Further, Thornbury states that the condition should help learners to acquire a critical mass of words to use in both understanding and producing language.¹⁸ Moreover, it will enable them to remember word over time and be able to recall them readily. In addition, it can develop strategies for coping with gaps in word, including coping with unknown words, or unfamiliar uses of unknown words.

6. The Teaching of Vocabulary

The teaching of vocabulary is not easy to do. Some people think that vocabulary teaching only wastes the time because vocabulary number is unlimited. The English teachers had better teach English vocabulary first than other aspect of this language, such as grammar, speaking, reading and writing. If students know more vocabulary, it will be easy for them to learn another haspect of English language.

Vocabulary is a central of English language acquisition, as according to Celce and Murcia vocabulary learning is a central to language acquisition whether the language is first,

¹⁷ Harmer *The practice of English language teaching* (Essex England: Longman 2002)

¹⁸ Thornbury *how to teach vocabulary* (logman 2002:2)

second, or foreign. According to Hornby.¹⁹ teaching is defined as giving instruction to somebody's knowledge, skill, etc. Based on that explanation, teaching vocabulary is an activity where the teacher gives the students knowledge about vocabulary and how to use it in daily life.

B. Role Play

1. Definition Role Play

In Cambridge International Dictionary of English, role defined as the person whom an actor represents in a film or play, while role play is a method of acting out particular ways of behaving or pretending to be other people who deal with new situations. It is used in training courses language learning and psychotherapy.²⁰

According to Harmer a role play is an event or activity where the players are pretending to be someone that they are not. Students are asked to imagine themselves in a situation that could occur outside the classroom and adopt a specific role in this situation and behave as if the situation really existed in accordance with their role. He also says that role-play can be used to encourage oral skill fluency and to train students for specific situations. In this activity, students will be able to practice communicating with the others, increase their activity and improve their conversational skills.

2. Advantage Of Using Role Play

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

- a. Both simulation and role play can be good fun and thus motivating.

¹⁹Celce and Murcia *Teaching English as a Second or Foreign Language* (USA: Heinle & Heinle 2001.)

²⁰procter *Learning Vocabulary in Another Language*. Cambridge: (Cambridge University Press.1996)p126

- b. The activities allow hesitant students to be more forthright in their opinions and behavior than they might be when speaking for themselves, since they do not have to take the same responsibility for what they are saying.
- c. The activities permit the students to use a much wider range of language than some more task-centered activities may do.²¹

3. Procedure in Using Role Play

There were several procedures in using role play:

- a. Students read and familiarize themselves with the (example) dialogue.
- b. Divide the class in pairs, A and B, give A and B roles from the
- c. dialogues.
- b. Let students act out their role play, not just say them but students should read it loudly.
- c. Walk around correcting and checking.
- d. Students swap roles and repeat, those whose finish first can be asked to make up their own role play, using different words to fill the gaps.

C. Conceptual Framework

Learning English as a foreign language needs a set of method and process. The process of learning is an important part to master a language, especially in speaking. In improving the speaking learning process, the researcher needs to find some efforts to be implemented in the process of English teaching and learning process. The researcher needs to find the suitable and effective activity to be implemented in the school. The researcher was choose speaking skills through role play as the appropriate way because a role play can improve learners' speaking skills in any situation and helps learners to interact. As for the

²¹Harmer *The practice of English language teaching*(Essex England: Longman 2002)

shy learners, role play helps by providing a mask, where learners with difficulty in conversation are liberated. In addition, it is fun and most learners will agree that enjoyment leads to better learning. A role play is a highly flexible learning activity which has a wide scope for variation and imagination. From the reason above, then the researcher sure that the treatment can improve VOCABULARY skill of students MUHAMMADIYAH 12 BINJAI.

D. Related Study

1. The first I take the research by Imas Febriansyah (2015) on her research title: IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH BINGO GAME FOR GRADE X OF SMAN 4 PURWEREJO IN THE ACADEMIC YEAR OF 2014/2015. This research is about how learning vocabulary to be easy for students by Bingo Game.
2. The Second, this research ever done by Ika Rahmadani Lubis (2017) on her research title: IMPROVING STUDENTS' VOCABULARY MASTERY BY USING FLY SWATTER GAME IN THE FIRST GRADE OF MTS PERSATUAN AMAL BAKTI (PAB) 1 HELVETIA. I conclude that method can interest students to be easy study von vocabulary.

E. Actional Hypothesis

Based on the theoretical and conceptual framework above, the hypothesis of this research is improve vocabulary the students by using role play.

CHAPTER III

RESEARCH METHOD

A. Approach and Method of Classroom Action Research

Classroom Action Research is a method of finding out what works best in your own classroom so that you can improve student learning. There are many ways to improve knowledge about teaching. Many teachers practice personal reflection on teaching, others conduct formal empirical studies on teaching and learning. Classroom Action Research is more systematic than personal reflection but it is more informal and personal than formal educational research.

The goal of Classroom Action Research is to improve your own teaching in your own classroom, department, or school. While there is no requirement that the findings be generalized to other situations the results can add to knowledge base. Classroom Action Research goes beyond personal reflection to use informal research practices such as a brief literature review, group comparisons, and data collection and analysis. Validity is achieved through the triangulation of data. The focus is on the practical significance of findings, rather than statistical or theoretical significance

B. Location Of The Research

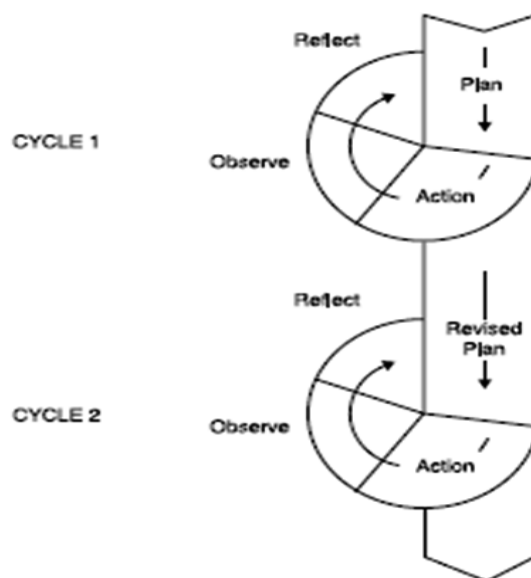
This research will conduct at SMP MUHAMMADIYAH 12 BINJAI. The reason of the researcher choose the location because the school close to house of the researcher. And at the school the researcher did practical teaching practice, so it helps the researcher do her research. there is no researcher that conduct the study at the school with same title before.

C. Subject of The Research

The subject of this research are the students of SMP MUHAMMADIYAH 12 BINJAI, especially at the second grade (X1) of 5 class of academic year 2018-2019. The total numbers of students of this class are 30 students. The researcher select the second grade because the second grade is the best class for the research, the first grade were still in the process of adaptation toward the school, and the third grade, they were in preparation for the Examination.

In this Classroom Action Research (CAR), the researcher collected the data by conducting two cycles. Each cycle contained four steps: they were planning, action, observation, and reflection based on Kemmis and McTaggart scheme. The scheme of this research is:

Figure 3.1: Action Research Spiral, Model from Kemmis and Mc Taggart²²



D. Research Procedures

Based on the research design above, there were four steps in each cycle: planning, action, observation, and reflection. If the result fails, it would be continued to next cycle by

²² Rochiati Wiriadmadja, (2006), *Metode Penelitian Tindakan Kelas (Untuk Meningkatkan Kinerja Guru dan Dosen)*, Bandung: Remaja Rosdakarya, p. 66

renewing the previous steps to solve the problems. The new cycle would improve the teaching decision. If the new planning improved the students' ability in reading comprehension, the cycle will be stopped. If it do not, cycle will continue on the next cycle until result determine was reached. Before the cycle I begun, orientation test is administrated to identify the basic knowledge of the students about vocabulary mastery.

1. Planning

In this phase, the researcher and the English teacher made some planning based on the finding before doing cycle 1. The following activities in this action planning were designing lesson plan, preparing materials and media. Designing lesson plan aims to provide the teacher with the guideline of teaching and learning activities. The lesson plan is included the following items: specific instructional objectives, the instructional materials and media, procedure of presentation, the vocabulary test and procedure of assessment, the instrument for collecting data such as dairy notes, interview sheet, observation sheet.

2. Action

Action was a process of doing things. Furthermore, it is implementation of planning. The action should be dynamic, need immediately for what was done, and completed simple evaluation. In this step, the students will be taught how to comprehend vocabulary mastery by using role play.

3. Observation

Observation was purpose to found out the information, include the students' attitude during teaching learning process. The observation will conducting to all the process and atmosphere of vocabulary and learning process. The researcher want to find out the overall condition occur during the instruction.

4. Reflection

Reflection was the evaluation of action that was done. It recalled action as it was recorded in observation. It was evaluate aspect, it asked action research to weigh the experience to judge whether effects were desirable, and suggest ways of producing. The researcher takes the feedback of this vocabulary and learning process from the result of the observation, the problem that exist, and the cause of problem.

E. Instrument of collecting data

In this research, the data are collect by using quantitative (number-based) and qualitative data (experience-based). Quantitative data are collect by computing students' scores through reading test. Qualitative data was conduct to know the situation of the students including the background of the problem in reading comprehension. The qualitative data consist of observation within the physical activity in the classroom and interview to be presented for the teacher. In collecting qualitative data are collect by: test, observation, and interview.

1. Test

The test used in this research is pre-test and post-test. The pre-test was done before implementing star wrest game in vocabulary. It is to measure students' vocabulary comprehension at first, and than the post-test is implemented after using star wrest game in vocabulary. In this research, the test was done in form of multiple choices. The test is held on the end of every cycle.

2. Observation

Observation done during the classroom action research was going on. In this case, the researcher uses the unstructured or opened observation to know the occurrences within learning process. The observation done is the observation to the teacher, students', attitude, and the situation during the learning process.

3. Interview

The researcher asks the teacher first to know the students' difficulties in English vocabulary, and how before in learning process of vocabulary, than students' condition involving in English class activity, and star wrest game used by the teacher in teaching English vocabulary. I will see their reaction when they know star wrest game

4. Technique of Data analysis

The technique of analyzing data of this research will be apply by using qualitative and quantitative data. The qualitative data would use to describe the situation during teaching and learning process. They will be analyze from interview result, and observation sheet.

In qualitative data analysis use interactive analytic\$cal techniques consistof:(1) Data reduction (2) Display Data (3) Conclusion.

The quantitative data use to analyse students' scores. Is there improving or not in each cycle. I apply the following formula:

$$X = \frac{\sum x}{N} \times 100\%$$

Where X = The means of students' score

$\sum x$ = The total score

N = The number of the students

This formula apply to know the mean of the students' score in reading text. But, to categorize the students who are competent read a text, apply the formula:

$$P = \frac{R}{T} \times 100\%$$

Where P = The percentage of those who get the points up to > 75

R = The number of students who get the points up to > 75

T = The total number of the students

F. Technique of Analyzing Data

The data of this research were analyzed by using t-test for quantitative data and Miles and Huberman technique for qualitative data.

1. Technique of Analyzing Quantitative Data

T-test is used to compare the two means from primarily study from cycle one to cycle two. The formula of the t-test is as follow:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

\bar{D} = Mean of difference of posttest 1 and posttest 2

D = Difference

N = Subject of the students

2.. Technique of Analyzing Qualitative Data

Miles and Huberman technique was used to analyze the qualitative data, the process of the analysis was starting from: data reduction, data display, and conclusion drawing/verification.

Data reduction, is the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions Miles and Huberman. It means that the researcher had been reducing the data before, during and after collecting the data as well as analyzing the data. The data reduced in this study were found in the interview transcript. After that, it is continued with data display, it is an organized, compressed assembly of information that permits conclusion drawing and action. By displaying the data, the researcher was easy to understand and analyze what was happening with the data presented. The last step was conclusion drawing and verification. From the start of the data collection, the qualitative analysis was begun to decide what are the

regulations, patterns, explanation, possible configurations, causal flows and preposition. The conclusion in qualitative research was the discovery that can be an answer of the research problem.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

The findings of this research exist in the preliminary study, the first cycle and the second cycle.

1. Preliminary Study

Before conducting the first cycle, the researcher did a preliminary study. This preliminary study is intended to know the students' improvement in vocabulary.

In this preliminary study, the researcher gave vocabulary test, interview, and observation. Vocabulary test is used to evaluate students' improvement and

how the result of the scores that they improved. The English teacher made 75 as *Kriteria Kelulusan Minimum* (Minimum Passing Grade) in English lesson especially in vocabulary. The number of the students who took the test was 21 from the result of vocabulary test in pre-test, the total score of the students was 1343 and the mean of the students' score 63.95.

Based on the test result, it is indicated that the students' improvement in vocabulary text was low. It can be seen from the mean score of the students was 1343 and the percentage of the students' score of the pre- test was 6 students who passed or got score up to 75, it was only 29 %. On the other hand, 15 students failed or didn't get score up to 75 and it was 71%. This data can be seen in the appendix X.

The quantitative data above was strengthened by the qualitative data taken from the result of every meeting and the interview. The interview was done before conducting the first cycle. The researcher interviewed the teacher and students. The interview also was done after implemented the strategy to the English teacher and some of the students who got the low and high value during the learning process. The researcher interviewed the teacher about vocabulary mastery : 1. (R) What do you think about the ability of students vocabulary mastery ?, (T) Still much expected because are still standard. 2. (R) What are strategies often use when teaching vocabulary?, (T) Play game like tebak kata, dan menyambung kata.

From the result of interview with the English teacher showed that the students still much expected especially in vocabulary because their ability in vocabulary are still standard. It was also strengthened by the result of interview with the students as follows: (1) “saya tidak suka bahasa inggris karena saya sangat sulit dalam menghafal vocabulary” From the opinion with the first student showed that the student still difficult to remember vocabulary. (2) “belajar bahasa Inggris tentang vocabulary menarik. Tetapi, sulit sekali untuk membedakan kata yang sama”. From the opinion with the second student showed that the student felt difficult to distinguish the same words.

Based on the analysis result, it can be concluded that the some students were not interested in learning vocabulary because they felt difficult to remember of vocabulary and distinguish the same word, that's why their vocabulary mastery still low, and doing the pre-test, the researcher didn't implement the role play.

Therefore to know the improvement of students' vocabulary mastery the researcher conducted the first cycle.

2.Cycle I

In this cycle, the researcher conducted four steps: planning, action, observation, and reflection. In this cycle, there was two meetings which were conducted to the students. A test was given in the end of learning process. The steps of this cycle were:

3.Planning

The plan was arranged before researcher conducting the research. First of all, researcher prepared or made a lesson plan for two meetings. The topic which discussed was about content word; nouns and verbs. In planning of action research, research had been prepared : (1) Prepare Teaching Planning Program (RPP) or to use the role play in scenario, (2) Prepare material which was suitable with topic discussion about (vocabulary in content words category; nouns and verbs), (3) Prepare the task for students, (4) Prepare the observation sheet to see the condition of students' activity during learning in the classroom. The researcher as the teacher and the teacher as a collaborator would be observed the teaching learning process in which role play was implemented.

4.Action

All plan that had arranged were conducted in teaching learning process were taught the way of teaching vocabulary well by using role play. (1) Explained the procedure of role play. Before began teaching learning process the researcher

had been doing the explanation about the implementation of role play to students, in order they would understand about strategy. (2) Gave the topic about vocabulary content word; nouns and verbs. (3) Teacher gave the students some letter on the piece cartoon paper. (4) Teacher asked the students

to find new word, then the students fill the word into the blank boxes and wrote new word on the board.(4) The teacher gave the test to the students.

Action was planned with the involvement of one teacher who would be partner as collaborator that together with the researcher acting as an observer in the classroom. The collaborator helped the researcher when there were problems in teaching activities and recorded all the activities that happened in the classroom.

5.Observation

The observation was done to observe how the students' behavior and what the students' problems during the teaching and learning process. Most of the students had participated effectively during teaching and learning process and also when they did role play in their group although some of them still lack of vocabulary. They were enthusiastic and enjoyable about the topic which discussed by the teacher in classroom. They also seriously to answered the clues of role play in their group.

The activity of students could be seen in observation sheet and also photographs evidence which written and took by researcher during the teaching and learning process in classroom. We can see the students enjoyable, happy and enthusiastic than before. It was found the complete information about the observation.

In this phase, there were two kinds of the observations' result, they were collected by quantitative and qualitative, the writer gave the post-test in this first cycle. The result of the post-test in the first cycle show that the improvement of students increased when used the role play in learning process. Based on

the data observation, there was an improvement in the teaching learning process.

The teacher could improve the students' improvement in vocabulary.

Quantitatively, the result of the pos-test of the first cycle, it showed that the total score of the students was 1517 and the number of the students who took the test was 21. So, the mean of the students' score of the test was 72.23. It can be seen that the students' score in vocabulary was increased. The percentage of the students' score of the post- test was 8 students who passed or got score up to 75, it was only 38 %. On the other hand, 13 students failed or didn't get score up to 75 and it was 62 %. So, post-test of the first cycle was categorized improved. This data can be seen in the appendix X

The quantitative data above was also strengthened by the qualitative data taken through interview. Interview was also done after implemented the strategy to the English teacher and some students who got the low and high value during learning process. The result of interview with the students as follow: 1. (R) Apakah yang kalian pikirkan setelah belajar vocabulary bahasa Inggris dengan menggunakan role play?, (S¹) Setelah belajar dengan menggunakan role play saya lebih banyak mengenal vocabulary baru. (S²) lebih mudah untuk mendapatkan vocabulary baru dan belajarnya lebih semangat dan happy. 2. (R) Apakah belajar menggunakan role play bisa meningkatkan vocabulary bahasa Inggris anda?. (S1) Iya, bisa tapi saya masih bingung karena hurufnya terbatas . (S2) Iya, role play ini

sangat cocok sekali untuk meningkatkan vocabulary. The transcription of interview could be seen in appendix XIV.

It was also supported by improving their score of progress. Furthmore, the result of interview with the English teacher were: 1. (R) Setelah role play

telah diterapkan dalam pembelajaran vocabulary, bagaimana pendapat ibu tentang role play?, (T), Menurut saya metode ini bagus, karena bisa meningkatkan vocabulary siswa dan membuat siswa lebih enjoy dan tidak mudah bosan. 2. (R) Apakah role play ini sangat penting dalam pembelajaran vocabulary?, (T) untuk anak SMP penting karena pengetahuan vocabulary mereka kan masih standard. The transcription of interview could be seen in appendix XVI.

Based on the interview above, there was improving of the students' vocabulary mastery. The result showed the improvement of the students' score from the pre-test to the post-test of cycle I. In the pre-test, the students who got the score 75 or more were 6 of 21 students (29%). In the post-test of cycle I, the students who got the score 75 or more were 8 of 21 students (38 %). The improvement of the pre-test to the post-test of cycle I was about 9%. It could be concluded that the students' vocabulary mastery improved but not successfully. So, the researcher was conducted cycle II.

6.Reflection

Based on the result of the score of the test in cycle I and also observation, action of improvement was needed. Actually, students' score in test of cycle I was improved than the score of pre-test. But, it needed more improvement in their vocabulary because some of them still confused to understand some English vocabulary.

In the second cycle, researcher as teacher improved their vocabulary which was given to them related with the topic discussion.

C. Cycle II

After doing the first cycle, the students' problems were found and it given information about students' vocabulary. Therefore, researcher had a good to conduct the second cycle of action research which was carried out in two meetings. It was expected that the second cycle of action research would get better than first cycle. In this cycle, researcher gave them more motivation and also more explanation about vocabulary which suitable with topic discussion. The second cycle of action research as follows:

1. Planning

In this phase, researcher prepared lesson plan and emphasized the teaching and learning process in teaching students' vocabulary. The topic of study which discussed in cycle II was about content word; nouns and verb. Here, researcher made more English vocabulary about content word; nouns and verb to the students in order to improve their English vocabulary. The teaching and learning process is almost the same as the process in cycle I. In this cycle the teacher would be active in monitoring all students and for this cycle the teacher made the game in order to improve their interaction between the teacher and the students. The teacher would be more active in giving explanation to the students and more made the students enjoyable.

2. Action

In the cycle II, The researcher explained again the procedure of role play. Before teaching learning process, the researcher had been doing the explanation about the implementation of role play. After explained the procedure of role play, the teacher giving a topic vocabulary conten words;

nouns and verbs. The teacher gave the game to the students in order the class would be more active then they must memorize the new words about nouns and verbs that cennected to the topics.

In this cycle, most of students were enthusiastic and serious when they were this method, because in this method who can found a new word and who firstly wrote a new word on the board they would be got high score and they as the winner. They could be enjoyable.

The actions planned for the second cycle was given the post-test II for the students in order to get better results, and the researcher emphasized the students to be more interested in learning English, especially in mastering vocabulary.

3.Observation

In this phase, the students' ability at vocabulary mastering improved continiously. They were more enthusiastic and serious when they had understood. The students more seriously when did the test. The condition of the class was also quite and students had good reponse to the researcher's explanations. The researcher was very happy with the students result. From the last result it indicated that the students had able to answer the test. Most of students got score up 75.

Based on the data observation, there was an improvement in the teaching learning process. The teacher could improve the students' vocabulary mastery.

The result of the pos-test II of the second cycle, it showed that the total score of the students was 1747 and the number of the students who took the test was 21. So, the mean of the students' score of the test was 83.19. It can be seen that the students' score in vocabulary was increased. The percentage of the students' score

of the post- test II was 18 students who passed or got score up to 75, it was 86 %. On the other hand, 3 students failed or didn't get score up to 75 and it was 14 %. So, post-test II of the second cycle was categorized successfully. This data can be seen in the appendix X

Based on data above, the result showed the improvement of the students' score from the post-test I to the post-test II of cycle II. In the post-test I, the students who got the score 75 or more were 8 of 21 students (38 %). In the post-test II of cycle II, the students who got the score 75 or more were 18 of 21 students (86 %). The improvement of the post-test I to the post-test II of cycle II was about 48 %. In this also used to test the hypothesis in the research, from the computation above , it could be seen that coefficient of $t_{\text{observed}} = 3,92$ and t_{table} to $df = N-1 = 21-1 = 20$, with fact level $\alpha = 0,05$ was . In the coefficient of $t_{\text{observed}}(3,92) > t_{\text{table}} (0,433)$. Thus, alternative hypothesis (H_a) could be

received. Based on finding, alternative hypothesis (H_a) saying that the role play could be improved the students' vocabulary mastery. This data can be seen in the appendix XI.

4.Reflection

In this phase, all students had been able to do role play as the strategy to develop their vocabulary mastery related to the topics. Students' vocabulary mastery had been improved. From the observation result of every meeting, it

could be concluded that teaching learning process in which applied could be run well.

Based on the reflection of this cycle, it wasn't needed to conduct the third cycle. The cycle of this research could be stopped because the students' vocabulary mastery had been improved.

D. DISCUSSION

This research was conducted to find out the implementation of role play in improving the students' vocabulary mastery. The result indicated that there was an improvement in the students' vocabulary mastery by using role play. The mean of the students' score in the pre-test was 63.95. It was low because only 6 students who got the score 75 and more. The mean of the students' score in the post-test of cycle I was 72.23. It was higher than the pre-test of cycle I. The mean of the students' score in the post-test II of cycle II was 83.19 . It was higher than the post-test I of cycle I.

The percentage of students who got point > 75 also grew up. In the pre-test, the students who got point >75 were only 6 students (29%). In the post-test cycle I students who got point > 75 there were 8 students (38%). It means that there was improved about 9 %. The post test II of cycle II, students who got point >75 there were 18 students (86%) and the improvement was about 48%. For the total improvement of the students' scores from pre-test to post-test of cycle II was 57%. In other words, the students' vocabulary mastery were become better in the first meeting to the next meeting.

Based on the result of the qualitative data which was taken from the observation sheet, interview and photographs, it was found that the class ran effectively. The students paid attention to the teacher during the teaching learning

process. Then, it can be said that the qualitative data was also showed the improvement of the teacher's and the students' activities during the teaching learning process. It indicated that the implementation of role play could be motivate the students became more enthusiastic in learning English especially in English vocabulary.

From the explanation above, it could be concluded that the result of the research showed that the implementation of the role play could improve the students' vocabulary mastery. It made the students enjoyable and their mastery was higher in learning English vocabulary. It could be proven by the quantitative data which showed the students' score got better from the pre-test to the post-test I of cycle I and from the post-test I to the post-test II in cycle II. It also could be proven by the qualitative data which showed that the teacher got better in controlling the class and the students' were more active and enthusiastic learning vocabulary.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of the research, it could be concluded that teaching vocabulary by using role play could improve the students' vocabulary mastery. In the preliminary study, quantitatively showed that score of the students was 1343 and the mean of the students' score 63,95. The percentage of the students' score of the test was 6 students who passed or got score up to 75, it was only 29%. There was 15 students who got failed or didn't get score up to 75 and it was 71%. Qualitatively showed from the result of observation and the interview, it can be proven that the students' improvement in vocabulary was not good yet and low in vocabulary test of the pre-test.

In the cycle I, quantitatively showed that the total score of the students was 1517 and the mean of the students' score of the test was 72,23. The percentage of the students' score of the post-test I was 8 students who passed and got score 75 or up to 75 it was only 38%. On the other hand, 13 students failed or didn't get score up to 75 and it was 62 %. So, post-test of the first cycle was categorized improved. Qualitatively, showed from the result of observation and interview, it

can be concluded that the students felt enjoyable, easier, and interesting to learn vocabulary by using role play.

In the cycle II, quantitatively showed that the total score of the students was 1747 and the mean of the students' score of the test was 83,19. The percentage of the students' score of the post-test II was 18 students who passed and got score 75 or up to 75 it was only 86 %. On the other hand, 3 students failed or didn't get score up to 75 and it was 14%. So, post-test II of the second cycle was categorized successfully. Qualitatively, showed from the result of observation, it can be concluded that the role play could be improved the students' vocabulary mastery.

B. Suggestions

Having seen the result of study, the following suggestion are offered to be considered:

1. For the teacher should apply role play in teaching vocabulary so that the students can be more active, enthusiastic and enjoy during teaching learning process.
2. The students must practice their vocabulary in the context to develop their vocabulary. Where, vocabulary is very important for our communication. Practice whenever and wherever what they studied and always remember the vocabulary which they studied and always remember the vocabulary which they have

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APPENDIX I : LESSON PLAN CYCLE I

LESSON PLAN

Education Unit : SMP MUHAMMADIYAH 12 BINJAI
Lesson : English
Class/ Semester : VII
Material : Vocabulary
Time Allocation : 4 x 45 Minute (2 x meetings) :

A. Core Competence :

- KI 1 : Perceive and practicing the religion doctrine that followed.
- KI 2 : Perceive and practicing honest, discipline, responsible, caring (responsive, cooperative, tolerant, peaceful) behaviour, polite, responsive and pro-active and showing attitudes as part of the solution to problems in interacting effectively with the social environment and nature and in placing ourselves as a reflection of the nation in the association of the world.
- KI 3 : Understanding, applying, analyzing factual, conceptual, procedural knowledge based on curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization on the causes of phenomena and events, and applying knowledge procedural in the field of specific studies in accordance with his talents and interests to solve problems.

- KI 4 : Processing, reasoning, and providing in the area of concrete and abstract area that related to the development of the self study in the school independently, and able to use methods that suitable with scientific rules.

B. Basic Competence

Responding the meaning of conversational expression for Transactional and interpersonal at simple related to surrounding environment accurately, fluently, and acceptedly.

C. Indicator of Achieving Competence :

- a. Students are grateful for the opportunity to learn English as the language of instruction in International communication.
- b. Students can develop and polite and caring behaviour in carrying out interpersonal communication with teachers and friends.
- c. Students are able to identify the vocabulary used in the text as a keyword
- d. Students are able to pronounce the words
- e. Students are able to spell the words
- f. Students are able to make a sentence by using the words
- g. Students are able to answer question related to the text.

D. Learning Objectives

After presenting this material, students know and understanding to easy study about vocabulary, the students are able to pronounce the words correctly, able to spell the words correctly the students are able to make a good sentence.

E. Learning Method

Three – Phase Technique (Pronounce, Practice, and Production)

F. Learning Media and Tools

- Tools : Markers, erasers, whiteboards.
- Material : Handbook,paper
- Source : Hand book of Junior High School and dictionary

G. Learning Activities

I. First meeting (45 minutes)

1. Introduction (5 minutes)

- a. The teacher enter the class and greets by using English so that the English Environment can be created :
 - Assalamu 'alaikum. Good morning class? How are you today?
- b. Teacher ask a student to lead the prayer :
 - Ok, before we start the lesson today, let's pray together.
- c. Teacher checks student's attendance.

2. Core Activity (30 minutes)

- a. Introduction the topic to the students
- b. The teacher asking the students about their prior knowledge that relate to the topic
- c. The teacher asking the students to interpret all the words in the sentences
- d. Introducing the Role Play and its procedure
- e. Teacher use star role play to the students and glue the card paper on the whiteboard
- f. Teacher says carefully the words and students hit the true word
- g. Teacher and the students pronounce the words after the students hit the true word

- h. Teacher asking the students to mention all the words that they remember before back to chair
- i. The teacher asking the students to make a good sentence from the words.

3. Closing (10 Minutes)

- a. Teacher and students summarize the material together.
- b. The teacher reflects
- c. The teacher presents the next learning plan and asks students to study the material .
- d. The teacher close the meeting
 - Ok, thank you for your attention and your cooperation for this meeting. Goodbye .
Wassalamu 'alaikum wr. wb

II. Second meeting (45 minutes)

1. Introduction (5 minutes)

- d. The teacher enter the class and greets by using English so that the English Environment can be created :
 - Assalamu 'alaikum. Good morning class? How are you today?
- e. Teacher ask a student to lead the prayer :
 - Ok, before we start the lesson today, let's pray together.
- f. Teacher checks student's attendance.

2. Core Activity (30 minutes)

- a. The teacher ask again the material that was learned at the previous meeting.
- b. The teacher ask for assignments to students
- c. The teacher and students discuss the assignment given
- d. The teacher provides an opportunity for students to discuss the techniques and task previously given.

- e. The teacher ask students to mention information in detail from the assignment given (such as answering question on the material at the previous meeting).

3. Closing Activities (10 minutes)

- a. The teacher concludes the activities that are passed
- b. The teacher close the lesson
- c. The teacher leads or asks one of the students to pray

Spritual Attitude

- a. Assessment technique : observation
- b. Form of instrument : observation sheet
- c. Grid

Number	Attitude	Value of Instrument Item
1	Pray before and after lesson	1
2	Dress neatly and polietely	2
3	Thanks to God	3 dan 4

Social Attitude

- a. Assessment technique : observation
- b. Form of instrument : observation sheet
- c. Grid

Number	Attitude	Value of Instrument Item
1	Responsibility	3
2	Care	2 dan 3
3	Cooperation	4

4	Peace Love	5
---	------------	---

Knowledge

- a. Assessment technique : answer the question quickly
- b. Form of instrument : double choice and description
- c. Grid

Number	Attitude	Value of Instrument Item
1	Social function in vocabulary	
2	Text structure in vocabulary	
3	Language elements in vocabulary	

Skills

- a. Assessment technique : answer the question quickly
- b. Form of instrument : double choice and description
- c. Grid

binjai, 05 Oktber2019

Researcher

(Balqis Hidayh)

NIM: 34153085

APPENDIX II : LESSON PLAN CYCLE II

LESSON PLAN

Education Unit	: SMP MUHAMMADIYAH 12 INJAI
Lesson	: English
Class/ Semester	: VII
Material	: Vocabulary
Time Allocation	: 4 x 45 Minute (2 x meetings)

A. Core Competence :

- KI 1 : Perceive and practicing the religion doctrine that followed.
- KI 2 : Perceive and practicing honest, discipline, responsible, caring (responsive, cooperative, tolerant, peaceful) behaviour, polite, responsive and pro-active and showing attitudes as part of the solution to problems in interacting effectively with the social environment and nature and in placing ourselves as a reflection of the nation in the association of the world.
- KI 3 : Understanding, applying, analyzing factual, conceptual, procedural knowledge based on curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization on the causes of phenomena and events, and applying knowledge procedural in the field of specific studies in accordance with his talents and interests to solve problems.

- KI 4 : Processing, reasoning, and providing in the area of concrete and abstract area that related to the development of the self study in the school independently, and able to use methods that suitable with scientific rules.

B. Basic Competence

Responding the meaning of conversational expression for Transactional and interpersonal at simple related to surrounding environment accurately, fluently, and acceptedly.

C. Indicator of Achieving Competence :

- h. Students are grateful for the opportunity to learn English as the language of instruction in International communication.
- i. Students can develop and polite and caring behaviour in carrying out interpersonal communication with teachers and friends.
- j. Students are able to identify the vocabulary used in the text as a keyword
- k. Students are able to pronounce the words
- l. Students are able to spell the words
- m. Students are able to make a sentence by using the words
- n. Students are able to answer question related to the text.

D. Learning Objectives

After presenting this material, students know and understanding to easy study about vocabulary, the students are able to pronounce the words correctly, able to spell the words correctly the students are able to make a good sentence.

E. Learning Method

Three – Phase Technique (Pronounce, Practice, and Production)

F. Learning Media and Tools

Tools : Markers, erasers, whiteboards.

Material : Handbook, image: Word cards, swatter, marker, copies of vocabulary test items

Source : Hand book of Junior High School and dictionary

G. Learning Activities

I. First meeting (45 minutes)

1. Introduction (5 minutes)

a. The teacher enter the class and greets by using English so that the English Environment can be created :

- Assalamu 'alaikum. Good morning class? How are you today?

b. Teacher ask a student to lead the prayer :

- Ok, before we start the lesson today, let's pray together.

c. Teacher checks student's attendance

2. Core Activities (30 minutes)

a. The teacher ask again the material that was learned at the previous meeting.

b. The teacher ask for assignments to students

c. The teacher and students discuss the assignment given

d. The teacher provides an opportunity for students to discuss the techniques and task previously given.

e. The teacher ask students to mention information in detail from the assignment given (such as Answering question on the material at the previous meeting).

3. Closing Activity (10 minutes)

a. Teacher and students summarize the material together.

- b. The teacher reflects
- c. The teacher presents the next learning plan and asks students to study the material .
- d. The teacher close the meeting
 - Ok, thank you for your attention and your cooperation for this meeting. Goodbye .
Wassalamu 'alaikum wr. wb

II. Second meeting (45 minutes)

1. Introduction (5 minutes)

- a. The teacher enter the class and greets by using English so that the English Environment can be created :
 - Assalamu 'alaikum. Good morning class? How are you today?
- b. Teacher ask a student to lead the prayer :
 - Ok, before we start the lesson today, let's pray together.
- c. Teacher checks student's attendance

2. Core Activities (30 minutes)

- a. The teacher ask again the material that was learned at the previous meeting.
- b. The teacher ask for assignments to students
- c. The teacher and students discuss the assignment given
- d. The teacher provides an opportunity for students to discuss the techniques and task previously given.
- e. The teacher ask students to mention information in detail from the assignment given (such as Answering question on the material at the previous meeting).

3. Closing Activity (10 minutes)

- a. The teacher conclude the activities that have been passed.
- b. The teacher close the lesson.
- c. The teacher leads or ask one of the students to pray.

Spiritual Attitude

- a. Assessment technique: observation
- b. Form of instrument: observation sheet
- c. Grid

Number	Attitude	Value of Instrument Item
1	Pray before and after lesson	1
2	Dress neatly and polietely	2
3	Thanks to God	3 dan 4

Social Attitude

- a. Assessment technique : observation
- b. Form of instrument : observation sheet
- c. Grid

Number	Attitude	Value of Instrument Item
1	Responsibility	3
2	Care	2 dan 3
3	Cooperation	4
4	Peace Love	5

Knowledge

- a. Assessment technique : answer the question quickly
- b. Form of instrument : double choice and description
- c. Grid

Number	Attitude	Value of Instrument Item
1	Social function in vocabulary	
2	Text structure in vocabulary	
3	Language elements in vocabulary	

Skills

- a. Assessment technique : answer the question quickly
- b. Form of instrument : double choice and description
- c. Grid

Binjai, 05 Oktber2019

Researcher

(Balqis Hidayh)

NIM: 34153085

APPENDIX III

PRE-TEST

Topic	: Vocabulary
Nama	:
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	:VII
Alokasi Waktu	: 30 Menit
Jumlah Soal	: 30 Butir
Bentuk Soal	: Pilihan Berganda

1. I Went to dentist yesterday because mywere in pain.
a. Hands b. Fingers
c. Teeth d. Ears
2. The teacher's duty is tothe students in the school.
a. Teach c. Make
b. Play d. Work
3. Your shoes are so fit in your You look georgeous.
a. Finger c. Hand
b. Lip d. Feet
4. I am so hungry. So, I.....a meal.
a. Prepare c. Kick
b. Walk d. wear
5. Rina didn't study hard. He didn'tthe exam.
a. Study c. Pass
b. Give d. Break
6. I Can't hear anything since my.....are sick.
a. Eyes c. Nose

- b. Ears d. Mouth
7. Grant is a tailor, he makes.....
- a. Clothes c. Belt
- b. Bag d. ice cream
8. My father always readsevery morning in living room and drink coffe.
- a. Newspaper c. Computer
- b. Television d. Radio
9. His hobby is..... badminton.
- a. Swimming c. Dancing
- b. Playing d. Singing
10. Nadia needs to..... after school
- a. Washing c. Rest
- b. Working d. watching
11. The students' duty is to ... in the school.
- a. Teach c. Play
- b. Work d. Study
12. The gardener that works at my house.....the grass in my garden every Monday and Thursday.
- a. Plants c. Pour
- b. Cuts d. Throws
13. My mother is a nurse. She works in Permata Madina Hospital. She.....the patients there.
- a. Ignores c. Helps
- b. Thinks d. Sees
14. You can find a stove in your.....
- a. Kitchen c. Living Room
- b. Bathroom d. Bedroom
15. The baby is so hungry. So, I a meal for him.
- a. Prepare c. Throw
- b. Wear d. Kick
16. I will.....my blue and white dress to Karina's party.
- a. Go c. Wear
- b. Hang d. Lose
17. The child.....a milk in the kitchen.
- a. Drink c. Wash

- b. Read d. Watch
18. Everyone has to get off the bus at the.....
- a. Terminal c. Dock
b. Quay d. Bay
19. I have to send the car to the for repairs.
- a. Engineer c. Electrician
b. Technician d. Mechanic
20. The will be sent to the morgue.
- a. Carcass c. Corpse
b. Body d. Carrion
21. Please go to the and get me five pounds of beef.
- a. Driver c. Chef
b. Butcher d. Pedlar
22. Do not interrupt me when I am.....
- a. Burping c. Talking
b. Listening d. Saying
23. The demand one week to sew my gown.
- a. Maid c. Machinist
b. Seamstress d. Carpenter
24. Mrs Ahmad went to the..... to buy some medicine.
- a. Pharmacy c. Station
b. Emporium d. Nursery
25. Cancer is an incurable.....
- a. Disease c. Disaster
b. Crime d. Habit
26. The shepherd brings his sheep to the very early in the morning.
- a. Sea c. Pastures
b. House d. Plains
27. We have to call the..... I think I locked my keys in the car again.
- a. Blacksmith c. Locksmith
b. Mason d. Cobbler
28. I will take a plate in the.....
- a. Living room c. Kitchen
b. Dining room d. Bathroom
29. I am writing a letter by using.....
- a. Plate c. Knife
b. Pen d. Spoon
30. If you do not want your bicycle to get rusty, you must it.
- a. Rub c. Kick
b. Throw d. Stroke

APPENDIX IV

POST-TEST I

Topic	: Vocabulary
Nama	:
Mata Pelajaran	: Bahasa Inggris
Kelas	: VII
Alokasi Waktu	: 30 Menit
Jumlah Soal	: 30 Butir
Bentuk Soal	: Pilihan Berganda

31. I Can't hear anything since my.....are sick.
- | | |
|--------|----------|
| c.Eyes | c. Nose |
| d.Ears | d. Mouth |
32. The gardener that works at my house.....the grass in my garden every Monday and Thursday.
- | | |
|----------|-----------|
| c.Plants | c. Pour |
| d.Cuts | d. Throws |
33. I Went to dentist yesterday because mywere in pain.
- | | |
|---------|----------|
| c.Hands | c. Teeth |
|---------|----------|
34. The teacher's duty is tothe students in the school.
- | | |
|----------|---------|
| c. Teach | c. Make |
| d. Play | d. Work |
35. Nadia needs to..... after school
- | | |
|------------|-------------|
| c. Washing | c. Rest |
| d. Working | d. watching |
36. I am so hungry. So, I..... a meal.
- | | |
|------------|---------|
| c. Prepare | c. Kick |
| d. Walk | d. wear |
37. Thedemand one week to sew my gown.
- | | |
|---------|--------------|
| c. Maid | c. Machinist |
|---------|--------------|

- d. Seamstress d. Carpenter
38. Rina didn't study hard. She didn'tthe exam.
c. Study c. Pass
d. Give d. Break
39. Grant is a tailor, he makes.....
c. Clothes c. Belt
d. Bag d. ice cream
40. Your shoes are so fit in your You look georgeous.
c. Finger c. Hand
d. Lip d. Feet
41. His hobby is.....badminton.
c. Swimming c. Dancing
d. Playing d. Singing
42. I am writing a letter by using.....
c. Plate c. Knife
d. Pen d. Spoon
43. Do not interrupt me when I am.....
c. Burping c. Talking
d. Listening d. Saying
44. The students' duty is to ... in the school.
c. Teach c. Play
d. Work d. Study
45. Cancer is an incurable.....
c. Disease c. Disaster
d. Crime d. Habit
46. My mother is a nurse. She works in Permata Madina Hospital. She..... the patients there.
c. Ignores c. Helps
d. Thinks d. Sees
47. The will be sent to the morgue.
c. Carcass c. Corpse
d. Body d. Carrion

48. You can find a stove in your.....
- c. Kitchen c. Living Room
d. Bathroom d. Bedroom
49. We have to call the..... I think I locked my keys in the car again.
- c. Blacksmith c. Locksmith
d. Mason d. Cobbler
50. If you do not want your bicycle to get rusty, you must it.
- c. Rub c. Kick
d. Throw d. Stroke
51. The baby is so hungry. So, I a meal for him.
- c. Prepare c. Throw
d. Wear d. Kick
52. I will..... my blue and white dress to Karina's party.
- c. Go c. Wear
d. Hang d. Lose
53. The child..... a milk in the kitchen.
- c. Drink c. Wash
d. Read d. Watch
54. My father always reads every morning in living room and drink coffee.
- c. Newspaper c. Computer
d. Television d. Radio
55. I have to send the car to the for repairs.
- c. Engineer c. Electrician
d. Technician d. Mechanic
56. Please go to the and get me five pounds of beef.
- c. Driver c. Chef
d. Butcher d. Pedlar
57. Mrs Ahmad went to the..... to buy some medicine.
- c. Pharmacy c. Station
d. Emporium d. Nursery
58. The shepherd brings his sheep to the very early in the morning.
- c. Sea c. Pastures
d. House d. Plains
59. I will take a plate in the.....
- c. Living room c. Kitchen
d. Bedroom d. Bathroom
60. Everyone has to get off the bus at the.....
- c. Terminal c. Dock
d. Quay d. Ba

APPENDIX V

POST-TEST II

Topic	: Vocabulary
Mata Pelajaran	: Bahasa Inggris
Kelas	:VII
Alokasi Waktu	: 30 Menit
Jumlah Soal	: 30 Butir
Bentuk Soal	: Pilihan Berganda

61. His hobby is.....badminton.
e. Swimming c. Dancing
f. Playing d. Singing
62. I Can't hear anything since my.....are sick.
e. Eyes c. Nose
f. Ears d. Mouth
63. The gardener that works at my house.....the grass in my garden every Monday and Thursday.
e. Plants c. Pour
f. Cuts d. Throws
64. I Went to dentist yesterday because mywere in pain.
e. Hands c. Teeth
f. Fingers d. Ears
65. The teacher's duty is tothe students in the school.
e. Teach c. Make
f. Play d. Work
66. Nadia needs to..... after school
e. Washing c. Rest
f. Working d. watching
67. I am so hungry. So, I.....a meal.
e. Prepare c. Kick
f. Walk d. wear
68. Everyone has to get off the bus at the.....
e. Terminal c. Dock
f. Quay d. Bay
69. Thedemand one week to sew my gown.
e. Maid c. Machinist

- f. Seamstress d. Carpenter
70. Rina didn't study hard. She didn't the exam.
 e. Study c. Pass
 f. Give d. Break
71. Grant is a tailor, he makes.....
 e. Clothes c. Belt
 f. Bag d. ice cream
72. I will take a plate in the.....
 e. Living room c. Kitchen
 f. Bedroom d. Bathroom
73. Your shoes are so fit in your You look georgeous.
 e. Finger c. Hand
 f. Lip d. Feet
74. I am writing a letter by using.....
 e. Plate c. Knife
 f. Pen d. Spoon
75. Do not interrupt me when I am.....
 e. Burping c. Talking
 f. Listening d. Saying
76. The students' duty is to ... in the school.
 e. Teach c. Play
 f. Work d. Study
77. Cancer is an incurable.....
 e. Disease c. Disaster
 f. Crime d. Habit
78. My mother is a nurse. She works in Permata Madina Hospital. She..... the patients there.
 e. Ignores c. Helps
 f. Thinks d. Sees

79. You can find a stove in your.....
- e. Kitchen c. Living Room
 - f. Bathroom d. Bedroom
80. We have to call the..... I think I locked my keys in the car again.
- e. Blacksmith c. Locksmith
 - f. Mason d. Cobbler
81. If you do not want your bicycle to get rusty, you must it.
- e. Rub c. Kick
 - f. Throw d. Stroke
82. The baby is so hungry. So, I a meal for him.
- e. Prepare c. Throw
 - f. Wear d. Kick
83. I will..... my blue and white dress to Karina's party.
- e. Go c. Wear
 - f. Hang d. Lose
84. The child..... a milk in the kitchen.
- e. Drink c. Wash
 - f. Read d. Watch
85. My father always reads every morning in living room and drink coffee.
- e. Newspaper c. Computer
 - f. Television d. Radio
86. I have to send the car to the for repairs.
- e. Engineer c. Electrician
 - f. Technician d. Mechanic
87. Please go to the and get me five pounds of beef.
- e. Driver c. Chef
 - f. Butcher d. Pedlar
88. Mrs Ahmad went to the..... to buy some medicine.
- e. Pharmacy c. Station
 - f. Emporium d. Nursery
89. The shepherd brings his sheep to the very early in the morning.
- e. Sea c. Pastures
 - f. House d. Plains
90. The will be sent to the morgue.
- e. Carcass c. Corpse
 - f. Body d. Carrion

APPENDIX VI

KEY ANSWERS

PRE-TEST

1.C 16. C
2.A 17. A
3.D 18. A
4.A 19. D
5.C 20. C
6.B 21. B
7.A 22. C

8. A 23. B
9. B 24. A
10. C 25. A
11. D 26. C
12. B 27. C
13. C 28. C
14. A 29. B
15. A 30. A

POST-TEST I

1. B 16. C
2. B 17. C
3. C 18. A
4. A 19. C
5. C 20. A
6. A 21. A
7. A 22. C

8. B 23. A
9. C 24. A
10. D 25. D
11. B 26. B
12. B 27. A
13. C 28. C
14. D 29. C
15. A 30. A

POST-TEST II

1. B 11. A 21. A
2. B 12. C 22. A
3. B 13. D 23. C
4. C 14. B 24. A
5. A 15. C 25. A
6. C 16. D 26. D
7. A 17. A 27. B
8. A 18. C 28. A
9. B 19. A 29. C
10. C 20. C 30. C

APPENDIX VII

THE QUANTITATIVE DATA

NO	The Name Of Students'	PRE-TEST	CYCLE I	CYCLE II
		Score	Score	Score
1	Abshorul Anbiyaa	77	97	97
2	Airin Afrilyani	60	73	80
3	Ali Imran	30	33	50
4	Amelia Damayanti	67	73	80
5	Ammar naufal zikri	63	73	80
6	Arabela	77	93	100
7	Ayla putri falisha	30	43	87
8	Daffi al faruqi	83	100	100
9	Dwi apriliani	93	100	100
10	Fakrun nisa	73	80	77
11	Felalianda ufaira	60	73	93
12	Idhamsyah	57	63	83
13	Ismali umar	53	70	80
14	Jihan	50	67	73
15	Muhammad adif	73	80	77
16	m.affan apyaga	90	93	97
17	m.gilang munawwir	97	93	93
18	m.safi'i	63	67	90
19	m.qori fifki perwira	57	50	50
20	Naya Nabila	50	63	80
21	Nurlina khair	40	33	80
	Total Σx	1343	1517	1747
	The Mean Score	63.95	72.23	83.19

APPENDIX VIII

THE STUDENTS' SCORES RESULT FOR PRE-TEST

no	The Students' Initial	PRE-TEST	
		Score	Got Score of Over 75
1	AA	77	Passed
2	AR	60	Failed
3	AI	30	Failed
4	AD	67	Failed
5	AN	63	Failed
6	AB	77	Passed
7	AP	30	Failed
8	DA	83	Passed
9	DR	93	Passed
10	FN	73	Failed
11	FU	60	Failed
12	IE	57	Failed
13	IU	53	Failed
14	JN	50	Failed
15	MA	73	Failed
16	MAA	90	Passed
17	MGM	97	Passed
18	MS	63	Failed
19	MQR	57	Failed
20	NN	50	Failed
21	NK	40	Failed
Total $\sum x$		1343	
The Mean Score		63.95	

APPENDIX IX

THE STUDENTS' SCORES RESULT POST-TEST I

no	The Students' Initial	Post-test	
		Score	Got Score of Over 75
1	AA	97	Passed
2	AR	73	Failed
3	AI	33	Failed
4	AD	73	Failed
5	AN	73	Failed
6	AB	93	Passed
7	AP	43	Failed
8	DA	100	Passed
9	DR	100	Passed
10	FN	80	Passed
11	FU	73	Failed
12	IE	63	Failed
13	IU	70	Failed
14	JN	67	Failed
15	MA	80	Passed
16	MAA	93	Passed
17	MGM	93	Passed
18	MS	67	Failed
19	MQR	50	Failed
20	NN	63	Failed
21	NK	33	Failed
Total $\sum x$		1517	
The Mean Score		72.23	

APPENDIX X**THE STUDENTS' SCORES RESULT POST-TEST II**

No	The Students' Initial	POST-TEST II	
		Score	Got Score of Over 75
1	AA	97	Passed
2	AR	80	Passed
3	AI	50	Failed
4	AD	80	Passed
5	AN	80	Passed
6	AB	100	Passed
7	AP	87	Passed
8	DA	100	Passed
9	DR	100	Passed
10	FN	77	Passed
11	FU	93	Passed
12	IE	83	Passed
13	IU	80	Passed
14	JN	73	Failed
15	MA	77	Passed
16	MAA	97	Passed
17	MGM	93	Passed
18	MS	90	Passed
19	MQR	50	Failed
20	NN	80	Passed
21	NK	80	Passed
Total $\sum x$		1747	
The Mean Score		83.19	

APPENDIX XI**DISTRIBUTION OF STUDENTS' VOCABULARY MASTERY FOR PRE-TEST, POST TEST, AND POST TEST II**

		<i>Criteria</i>	<i>Total Students'</i>	<i>Percentage</i>
<i>Pre-Test</i>	<i>P¹</i>	Passed	6	29 %
	<i>P²</i>	Failed	15	71 %
<i>Post-Test I</i>	<i>P¹</i>	Passes	8	38 %
	<i>P²</i>	Failed	13	62 %
<i>Post-Test II</i>	<i>P¹</i>	Passed	18	86 %
	<i>P²</i>	Failed	3	14 %

APPENDIX XII

THE TESTING HYPOTHESIS

**THE STATISTIC ANALYSIS OF THE RESULT OF STUDENTS' SCORE
IN THE PRE-TEST AND POST-TEST**

NO	Post-test Cycle I	Post-test Cycle II	D	D ²
	Score	Score	Score	Score
1	97	97	0	0
2	73	80	7	49
3	33	50	17	289
4	73	80	7	49
5	73	80	7	49
6	93	100	7	49
7	43	87	44	1936
8	100	100	0	0
9	100	100	0	0
10	80	77	3	9
11	73	93	20	400
12	63	83	20	400
13	70	80	10	100
14	67	73	6	36
15	80	77	3	9
16	93	97	4	16
17	93	93	0	0
18	67	90	23	529
19	50	50	0	0
20	63	80	17	289
21	33	80	47	2209
			∑D = 242	∑D² = 6418
			D=242/21	
			11.52	
			T = 3.92	

APPENDIX XIII**LIST**

No	Name Of The Students	Pre Test	Post Test I		Post Test II	
		Okt 5th 2019	Okt 10th 2019	Okt 12nd 2019	Okt 13th 2019	Okt 15th 2019
1.	Abshorul Anbiyaa	√	√	√	√	√
2.	Airin Afrilyani	√	√	√	-	√
3.	Ali Imran	√	√	√	√	√
4.	Amelia Damayanti	√	√	√	√	√
5.	Ammar naufal zikri	√	√	√	√	√
6.	Arabela	√	√	√	√	√
7.	Ayla Putri Falisah	√	√	√	√	√
8.	Daffi Al Faruqi	√	√	√	√	√
9.	Dwi Apriliani	√	√	√	√	√
10.	Fakhrun Nisa	√	√	√	-	√
11.	Felalianda Ufaira	√	√	√	√	√
12.	Idhamsyah Emir	√	√	√	√	√
13.	Ismail Umar	√	√	√	√	√
14.	Jihan	√	√	√	√	√
15.	Muhammad Adif	√	√	√	√	√
16.	M.Affan Apyga	√	√	√	√	√
17.	M.Gilang Munawwir	√	√	√	√	√
18.	M.Safii	√	√	√	√	√
19.	M.Qori Rifki	√	√	√	√	√
20.	Naya Nabila	√	√	√	√	√
21.	Nurlina Khair	√	√	√	√	√

APPENDIX XIV

DIARY NOTES

First Meeting (Thursday, August 5th 2019)

The first meeting of the research was the pre-test. The researcher gave the students the pre-test to know how far their capability in English especially vocabulary. The researcher gave them the questions. The students seemed very difficult to answer the question. Some of them just kept silent, but other student just tried their best answer the question seriously. Most of them did not know how to speak although they had an idea. It could be seen from their face and expression. They looked confused and bored. Many problems have been found during pre-test. The condition of classroom was not conducive.

Second Meeting (Tuesday, Oktober 10th 2019)

In the second meeting, the researcher conducted cycle 1. This meeting was done based on the lesson plan. The students were taught about vocabulary. After giving the explanation, the researcher divided the students into four groups. The students discussed the topic given by the researcher in a group discussion. In a group discussion, the students were not really active. There were some students made noisy in the classroom and disturbed their friends. In this meeting, the students still not confident to express their opinion.

Third Meeting (Thursday, Oktober 12nd 2019)

In this meeting, the researcher asked the students to shape their seat and divided into four group. The students looked more serious than before. The researcher gave daily exercise based on the topic in second meeting. They discussed about it, but they got the difficulties in speaking. Some of them were serious but others made noisy and disturbed their friends. The researcher took the video as media to take the score of them.

Fourth Meeting (Tuesday, Oktober 13th 2019)

This meeting was cycle 2 phase. The researcher decided to continue the research because there were no significant improvement from the cycle 1 test. The researcher could decide to continue until the next cycle based on the result through the action collected in several instruments, such as observation sheet, diary notes, and speaking test. Teacher motivated the students so speak confidently in the class. As usual, teacher did the class based on lesson plan that has been prepared.

Fifth Meeting (Thursday, Oktober5 15th 2019)

In this last meeting, the researcher gave daily exercise based on the topic in third meeting and had the students shape their seat same as before. The researcher tried to the best in teaching students and motivated them to increase their vocabulary. In this last meeting, teaching-learning process was very conductive, live, and active. The students were more active and serious then before. Role play technique successfully worked in helping students' skill at vocabulary. It was effective and applicable. this research could be stopped because students' vocabulary skill had been increased

APPENDIX XV

OBSERVATION SHEET CYCLE I

Give a checklist in column “yes” or “no” based on your observation

No	Topic	Yes	No
The Teacher			
1	The teacher comes on time	√	
2	The teacher greets the students and check the attendance list	√	
3	The teacher motivates the students	√	
4	The teacher prepare the teaching material and gives ice breaker to the students	√	
5	The teacher divides the students into four groups that consisted of seven students	√	
6	The teacher explains about material		√
7	The teacher gives examples by material	√	
8	The teacher gives the chance to the students to ask about material	√	
9	The teacher responds to the students' question	√	
10	The teacher ask the students to do group investigation technique based on the material	√	
11	The teacher asks the students in group to make the exercise	√	
12	The teacher concludes the material	√	
The Students			
1	The students come on time to the class	√	
2	The students respond to the teacher's greeting and listen the motivation	√	
3	The students pay attention to the teacher's explanation	√	
4	The students sit in group and participate actively in the group	√	
5	The students make a noisy in the class		√
6	The students discuss the material given	√	

7	The students do the teacher's instruction	√	
8	The students do the test in group seriously		√
9	The students asks the teacher about something that is not clear	√	
10	The students interest and feel enthusiastic during the teaching learning process		√

APPENDIX XVI

OBSERVATION SHEET CYCLE II

Give a checklist in column “yes” or “no” based on your observation

No	Topic	Yes	No
The Teacher			
1	The teacher comes on time	√	
2	The teacher greets the students and check the attendance list	√	
3	The teacher motivates the students	√	
4	The teacher prepare the teaching material and gives ice breaker to the students	√	
5	The teacher divides the students into four groups that consisted of seven students	√	
6	The teacher explains about material	√	
7	The teacher gives examples by material	√	
8	The teacher gives the chance to the students to ask about material	√	
9	The teacher responds to the students' question	√	
10	The teacher ask the students to do group investigation technique based on the material	√	
11	The teacher asks the students in group to make the exercise	√	
12	The teacher concludes the material	√	
The Students			
1	The students come on time to the class	√	
2	The students respond to the teacher's greeting and listen the motivation	√	
3	The students pay attention to the teacher's explanation	√	
4	The students sit in group and participate actively in the group	√	

5	The students make a noisy in the class	√	
6	The students discuss the material given	√	
7	The students do the teacher's instruction	√	
8	The students do the test in group seriously	√	
9	The students asks the teacher about something that is not clear	√	
10	The students interest and feel enthusiastic during the teaching learning process	√	

**APPENDIX
XVII**

THE FIRST INTERVIEW WITH STUDENTS

- The researcher : Apakah kamu suka belajar bahasa Inggris ?
- The student 1 : saya tidak suka belajar bahasa Inggris karena saya sangat sulit untuk menghafal vocabulary.
- The student 2 : Iya, saya suka karena belajar Bahasa Inggris itu menarik.
- The researcher : Apa yang kamu ketahui tentang *vocabulary*?
- The student 1 : Vocabulary yaitu daftar kata-kata yang paling utama dalam Bahasa Inggris.
- The student 2 : Vocabulary yaitu kosa kata.
- The researcher : Selama ini bagaimana metode atau strategi yang digunakan guru dalam pembelajaran *vocabulary*?
- The student 1 : Strateginya kadang-kadang pakai lagu dan scrabble.
- The student 2 : Sejauh ini hanya menghafal, pakai lagu dan games.
- The researcher : Kesulitan apa yang sering kalian temui dalam belajar *vocabulary*?
- The Students 1 : Saya sangat sulit dalam menghafal vocabulary.
- The students 2 : Saya merasakan kesulitan belajar vocabulary ketika membedakan kata-kata yang sama.
- The researcher : Bagaimana cara kalian untuk mengatasi masalah dalam kesulitan belajar *vocabulary* ?

The students 1 : Sering membaca buku Bahasa Inggris.

The students 2 : Harus memahami vocabulary tersebut

The researcher : Apa yang kalian lakukan untuk meningkatkan *vocabulary* Bahasa Inggris kalian?

The students 1 : Banyak-banyak mengulang.

The students 2 : Belajar.

The researcher : Menurut kalian cara belajar yang bagaimana yang kalian sukai, sehingga kamu lebih mudah memahami pelajaran khususnya tentang *vocabulary*?

The student 1 : Dibuat lagu-lagu.

The student 2 : Dengan cara bermain games.

The researcher : Apakah kalian pernah belajar *vocabulary* dengan menggunakan text twist game.?

The student 1 : Belum

The student 2 : Belum

APPANDIX XVIII

THE LAST INTERVIEW WITH THE STUDENTS

- The researcher : Apakah kamu suka belajar *vocabulary* menggunakan text twist game?
- The student 1 : Iya, saya suka
- The student 2 : Suka
- The researcher : Apakah yang kalian pikirkan setelah belajar *vocabulary* Bahasa Inggris dengan menggunakan text twist game?
- The student 1 : Setelah belajar dengan menggunakan text twist game saya lebih banyak mengenal *vocabulary* baru.
- The student 2 : lebih mudah untuk mendapatkan *vocabulary* baru dan belajarnya lebih semangat dan happy.
- The researcher : Apakah ada kesulitan untuk memperoleh *vocabulary* ketika menggunakan metode *text twist game*?
- The student 1 : Ada, contohnya ketika mencari kosa kata
- The student 2 : Ada, karena hurufnya terbatas
- The researcher : Apakah belajar menggunakan text twist game bisa membantu meningkatkan *vocabulary* bahasa Inggris anda? Mengapa?

- The student 1 : Iya bisa. tapi saya masih bingung karena hurufnya terbatas.
- The student 2 : Iya, text twist game ini sangat cocok sekali untuk meningkatkan vocabulary.
- The researcher : Kalian setuju tidak, jika ada yang mengatakan bahwasanya belajar *vocabulary* menggunakan *text twist game* itu sangat menarik? Dan apakah menurut kalian kelebihan dan kelemahan dari *text twist game* ini?
- The student 1 : Lumayan.
- The student 2 : Setuju.
- The researcher : Menurut kalian apakah kegiatan pembelajaran *vocabulary* dengan menggunakan *text twist game* perlu dilakukan seterusnya? Mengapa?
- The student 1 : Perlu diteruskan karena *texttwist game* ini bisa menambah vocabulary baru siswa.
- The student 2 : Perlu, karena *text twist game* ini menarik dan bisa meningkatkan vocabulary siswa.

APPENDIX XIX

THE FIRST INTERVIEW WITH ENGLISH TEACHER

- The researcher : Bagaimana menurut pendapat ibu tentang kemampuan siswa dalam menguasai *vocabulary* ?
- The teacher : Masih jauh diharapkan karena masih standard.
- The researcher : Bagaimana cara ibu mengatasi masalah tersebut ?
- The teacher : Hari-harinya sering memberi *vocabulary* baru kira-kira lima kosa kata tiap pertemuan.
- The researcher : Biasanya metode apa yang ibu gunakan ketika mengajar *vocabulary* kepada siswa?
- The teacher : Main games seperti tebak kata dan menyambung kata.
- The researcher : Seperti yang kita ketahui bersama, kemampuan siswa dalam menguasai *vocabulary* merupakan suatu hal yang sangat penting dalam bahasa Inggris, sejauh ini apakah ibu pernah menggunakan *role play* dalam pembelajaran *vocabulary*?
- The teacher : Belum Pernah.

APPENDIX XX

THE LAST INTERVIEW WITH THE TEACHER

Researcher : Setelah *text twist game* telah diterapkan dalam pembelajaran *vocabulary*, bagaimana pendapat ibu tentang *text twist game* ini?

Teacher : Menurut saya *text twist game* ini bagus, karena games ini bisa meningkatkan *vocabulary* siswa dan membuat siswa lebih enjoy dan tidak mudah bosan.

Researcher : Apakah menurut ibu *text twist game* ini bagus digunakan dalam sistem pembelajaran Bahasa Inggris?

Teacher : Iya bagus.

Re : Apakah menurut ibu *text twist game* ini bisa

researcher

Teacher : Bisa, karena menambah *vocabulary* yang baru.

Researcher

: Apakah menurut ibu *text twist game* ini sangat penting dalam sistem pembelajaran *vocabulary* dan mengapa?

Teacher : untuk anak SMP penting karena pengetahuan *vocabulary* mereka kan masih standard.

Researcher : Menurut ibu apa kekurangan dan kelebihan dalam *text twist game* ini?

Teacher ;kekurangannya : games ini membutuhkan waktu yang lama

Kelebihannya : membuat anak-anak lebih enjoy dan tidak mudah bosan.

APPANDIX XXI

DOCUMENTATION



