TEACHING VOCABULARY BY USING ROLE PLAY METHOD
(A study at Grade VIII of MTsN Barus)

A THESIS

Submitted to the State Institute for Islamic Studies (IAIN) Padangsidimpuan as APartial Fulfillment of the Requirement for the Degree of Islamic Education Scholar (S.Pd.I) in English

Written by:

RIKA ANGGRAINI SITANGGANG
Registration Number: 08 340 0072

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TARBIYAH AND PEDAGOGY
THE STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2014

TEACHING VOCABULARY BY USING
ROLE PLAY METHOD
(A study at Grade VIII of MTsN Barus)

A THESIS

Submitted to the State Institute for Islamic Studies (IAIN) Padangsidimpuan as APartial Fulfillment of the Requirement for the Degree of Islamic Education Scholar (S.Pd.I) in English

Written by:

RIKA ANGGRAINI SITANGGANG
Registration Number: 08 340 0072

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TARBIYAH AND PEDAGOGY
THE STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2014

TEACHING VOCABULARY BY USING ROLE PLAY METHOD
(A study at Grade VIII of MTsN Barus)

A THESIS

*Submitted to the State Institute for Islamic Studies (IAIN) Padangsidimpuan as
A Partial Fulfillment of the Requirements for the Degree of
Islamic Education Scholar (S.Pd.I) in English*

Written by:

RIKA ANGGRAINI SITANGGANG
Registration Number: 08 340 0072

Advisor I

Drs. H. SYAHID MUAMMAR PULUNGAN, SH
NIP. 19531207 198003 1 003

Advisor II

HAMKA, S.Pd, M.Hum
NIP. 19840815 200912 1 005

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TARBIYAH AND PEDAGOGY
THE STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2014

Case   : Thesis by
                a.n Rika Anggraini Sitanggang

Appendices : 6 (Six) exemplar

Padangsidimpuan,   June 2014
                To:
Dean Faculty of Tarbiyah and Pedagogy
In
                Padangsidimpuan

Assalamu'alaikum wr.wb.

      After reading,studying and giving advise for necessary revice on thesis belong to **Rika Anggraini Sitanggang**, entitle **" Teaching Vocabulary by Using Role Play Method (a Study at Grade VIII of MTsN Barus)"**, we assume that the thesis has been acceptable to complete the assignments and fulfill the requirement for the degree of Sarjana Pendidikan Islam (S.Pd.I), English Education Department Faculty of Tarbiyah and Pedagogy in IAIN Padangsidimpuan.

      Therefore, we hope that she could be to defend her thesis in Munaqosyah. That's all and thank you for the attention.

Wassalamu'alaikum Wr.Wb.

ADVISOR I

Drs. H. SYAHID MUAMMAR PULUNGAN, SH
NIP: 19531207 198003 1 003

ADVISOR II

HAMKA, S.Pd, M.Hum
NIP: 19840815 200912 1 005

DECLERATION OF SELF THESIS COMPLETION

I my self:

Name   : Rika Anggraini Sitanggang

Number of Registration   : 08 340 0072

Department/ Study Program   : Tarbiyah/ English Education

Thesis   : TEACHING VOCABULARY BY USING ROLE PLAY METHOD (a Study at VIII Grade of MTsN Barus)

Had written this thesis with consultative aids of advisors, devoiding of plagiary and others' un-registered advice based on Students' Code case 14 verses 2.

This statement is accomplished fully responsibility. The writer will receive every chastisement if there is inaccurate on this statement as sentenced in Students' Code case 19 verses 4 including taking off the academic degree un-respectfully based on the official authorized norms.

Padangsidimpuan, 02 June 2014

ertive writer

METERAI TEMPEL
PAJAK MEMBANGUN BANGSA
TGL.   20
DCF08AAF000088488
ENAM RIBU RUPIAH
6000 DJP

RIKA ANGGRAINI SITANGGANG
Reg. No: 08 340 0072

EXAMINERS

SCHOLAR MUNAQOSYAH EXAMINATION

Name   : Rika Anggraini Sitanggang
Reg.No   : 08 340 0072
Thesis   :TEACHING VOCABULARY BY USING ROLE PLAY METHOD
                 (a Study at Grade VIII of MTsN Barus)

Chief,

Rayendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001

Secretary,

Fitri Rayani Siregar, M.Hum
NIP.19820731 200912 2 004

Members,

1. Rayendriani Fahmei Lubis, M.Ag
   NIP. 19710510 200003 2 001

2. Fitri Rayani Siregar, M.Hum
   NIP. 19820731 200912 2 004

3. Dr. Mahmuddin Siregar, M.A
   NIP. 19530104 198203 1 003

4. Drs. H. Syahid Muammar Pulungan, SH
   NIP. 19531207 198003 1 003

Proposed:
Place   : Padangsidimpuan
Date   : June 10th2014
Time   : 13.30 Wib until finish
Result/Mark : 66/C
IPK   : 3.20
Predicate   : Very Good

LEGALIZATION

The Thesis with Title : Teaching Vocabulary by Using Role Play Method (a Study at Grade VIII of MTsN Barus)

Written by : Rika Anggraini Sitanggang

Reg. No : 08 340 0072

Had been accepted as a partial fulfillment of the requirement for the degree of

Islamic Educational Scholar (S.Pd.I)

Padangsidimpuan, august 2014
Dean

Hj. Zulhimma, S.Ag., M.Pd.
NIP. 19720702 199703 2 003

ACKNOWLEDGEMENTS

بِسْمِ ٱللَّهِ ٱلرَّحْمَـٰنِ ٱلرَّحِيمِ

Firstly, the writer would like to convey her grateful to Allah SWT, the most Creator and Merciful that have given her the health, time and chance for finishing this thesis on title "Teaching Vocabulary by Using Role Play Method (A Study at Grade VIII of MTsN Barus)".

Secondly, blessing and peace be upon to Prophet Muhammad SAW, who has brought human being from the dark era to the bright era. This thesis is presented to the English Study Program of the State Institude for Islamic Studies (IAIN) Padangsidimpuan as partial fulfillment of the requirement for degree of strata I (S1).

This thesis can't be completed without a great deal of help from many people, especially Mr. Drs. H. Syahid Muammar Pulungan, SH., as the first advisor and Mr. Hamka, S.Pd, M.Hum., as the second advisor who always give their time, valuable help, guidance, correction, and suggestion for completion of this thesis.

My deepest gratitude also goes to those who have helped the writer in finishing this thesis, among others:

1. Dr. H. Ibrahim Siregar, MCL, as the Rector of State Institute for Islamic Studies Padangsidimpuan, and all for the civitas academic of IAIN Padangsidimpuan.

2. Mrs. Hj. Zulhimma, S.Ag. M.Pd., as the Dean of Tarbiyah and pedagogy faculty.

3. Mrs. Rayendriani Fahmei Lubis, M.Ag., as the Leader of English Education Department.

4. All of English lecturers of IAIN Padangsidimpuan who have given the knowledge during the writer studied in this campus.

5. IAIN Padangsidimpuan Librarian (Yusri Fahmi, S.Ag., S.S., M.Hum) and the staffs for their cooperative and permission to use their books.

6. The Principal and all teachers of MTsN Barus.

7. The exclusive thanks for lovely families that always support me in everything, especially my beloved father (Kasiruddin Sitanggang) and my beloved mother (Renniwati Simanullang), my beloved brother (Decky Iskandar Sitanggang and Rois Alghafar Sitanggang).

8. My beloved friends in TBI II thanks' for you help, patience and care to support the writer.

9. My beloved best friends in my boarding house especially; Sri Mulyani Siregar, S.Pd.I., Zaidani Fitri Sinaga, S.Pd.I, Siti Hijrah, S.Pd.I., Arnisyah

Nasution, S.Pd.I., Khairunnisa Gaja, Ummul Mawaddah Pulungan, S.Pd.I., Yuliarni Tanjung, S.Pd.I., Septi Anzani Putri Harahap, S.Pd.I, and Nadira Chairunnisah Tanjung, Fatimah Pulungan, and Zainab Hasibuan, S.Pd., thanks' for you help, patience and care to support the writer.

10. All the people who have helped the writer to finish her study that she can't mention one by one.

Finally, the writer fully realizes that this thesis is still so far from being perfect based on weakness of the writer. Therefore, the writer expects the constructive criticisms and suggestions from the readers to improve this thesis.

Padangsidimpuan, June 02nd 2014

The writer

RIKA ANGGRAINI SITANGGANG
Reg. No. 08 340 0072

Name   : Rika Anggraini Sitanggang
Reg   : 08 340 0072
Fac/prog   : Tarbiyah/TBI-2
Year   : 2012-2013
Title   : Teaching Vocabulary by Using Role Play Method (A Study at Grade
              VIII of MTsN Barus)

ABSTRACT

This study is talking about Teaching Vocabulary by Using Role Play Method (A Study at Grade VIII of MTsN Barus). Most of students cannot speak English well. This is caused by internal and external factors of the students. Internal factor came from the student themselves. These concerns with personality factor, External factor came out from the students. These concerns with their environment, parents and teaching learning method in the school. Teaching English vocabulary is very important, because English is taught from basic components such as vocabulary. Method was very important in teaching process. It can help teachers to explain the material, and also stimulates students to learn more enthusiastically.

Based on the problem above, so the general problem that was formulated in this research was "to know students vocabulary mastery by role play method at grade VIII MTsN Barus.

This study aims at to know students' vocabulary mastery through role play at MTsN barus. The objective of this study is to explain the effectiveness of role play method in student's vocabulary mastery.

This research was be done by using descriptive research. The instrument for collection data is observation and interview. And for analysis of data used two sources were primary and secondary data.

Based on the research result, the use of role play method made vocabulary learning more enjoyable and interesting because they could memorize the meaning of the words and asking another person or looking them up dictionary, and of role play could tried pronunciation and also structure, and the class more active and alive, and the used role play could attract the students' curiosity in learning new vocabulary.

In conclusion, teaching vocabulary by using role play method at grade VIII MTsN Barus was better. Hopefully, the research result could be positive input for other researchers and teachers to conduct the research, particularly on vocabulary issue.

Appendix: 1

THE LIST OF OBSERVATION

Day/Date:

1. The location of the school.

2. How many the teachers teach in the school.

3. How many the students at grade VIII of MTsN Barus.

4. The facilities of the school.

5. The curriculum of the school and the problem teaching vocabulary in that school.

Appendix: 2

THE LISTS OF INTERVIEW

A. For Teacher

1. How is vocabulary mastery of the students in the class?

2. Are the all students master vocabulary when learning English?

3. Can the students mention vocabulary around the class?

4. Can the students make a sentence or conversation in the class?

5. Can the students mention vocabulary part of body?

6. How is role play method use in teaching vocabulary mastery?

7. Can role play method make the students better in vocabulary mastery?

8. What is the factor supportive role play method in this teaching vocabulary?

9. What is difficulty in teaching vocabulary by use role play method?

10. How is effort tackling difficulty in teaching vocabulary with use role play method?

11. How are students action while study English in this method?

12. How are responds of students by using of this method?

13. Is it using method other except role play method?

B. For Students

1. Do you like learning English?

2. Is it difficult learning English?

3. How is the teacher teaching English by using role play method?

4. Do you understand when your teacher teaching English by using role play method, especially vocabulary mastery?

5. Can your vocabulary mastery increase with this role play method?

C. For Head Master

1. In a general, how is of discipline the teachers and students in this school?

2. What is the facility which can increase student's English ability?

3. How is the teacher's ability in these school especially English teachers?

APPENDIX 3

THE RESULTS OF INTERVIEW

From teachers:

Interview between the researcher and English teacher with Dahmiati Marbun, SPd.Iof classVIII-1,VIII-2. (It had already been translated into English).

R: Researcher

T: Teacher

First, I say thank you for time, so, I could interview with you mom. By the way,how is vocabulary mastery of the students in the class? And Do the all students vocabulary mastery when learning English?

T: with pleasure. It was very good. Students that vocabulary mastery is good.

R: Can the students mention vocabulary around the class?

T: Yes they can. Since each begin learned introduced vocabulary at classroom and also around environment at school.

R: Can the students make a sentence or conversation in the class?

T: Yes they can, but they were just made some words, such as the conversation about introduction, and about others.

R: Can the students mention vocabulary part of body?

T: Yes they can. I made introduced vocabulary at classroom.

R: How is role play method use in teaching vocabulary mastery?

T: Teaching English by this method which it was first invited its student's leisure and gave material to them. Afterwards, they would have role play fit with material which I gave.

R: Can role play method make the students better in vocabulary mastery?

T: Yes it could, just in class by it could not yetestablished deep their English.

R: What is the factor supportive role play method in this teaching vocabulary?

T: The teaching learning process happened with a few Facilities, it could see from the condition of the class that there were not practice tools. And also the students are diligent.

R: What is difficulty in teaching vocabulary by use role play method?

T: The difficult are making students as noisy in learned, sometime they become to play around at the site, if they had not go it's that forward, not order.

R: How is effort tackling difficulty in teaching vocabulary with use role play method?

T: I involved all students to get interaction in materials, and given sanction to them divided that students could not along deep this activity. Their sanctions were found vocabulary again and memorize.

R: How are students actions while study English in this method?

T: With this method students would more active and creative from others method, becausemore lot of students role.

R: How are responds of students by using of this method?

T: their respond is good and their also happy, because with this method they were not chanted in class, not rigorous, and not boring, and they could express themselves.

R: Is it use method other except role play method?

T: Yes, such as require, zip saw, flash card, using picture, sometimes this methodI made for vocabulary mastery.

Interview between the researcher and English teacher with Lailah Hafsah, S.Pd of class VIII-3 (It had already been translated into English).

R: Researcher

T: Teacher

First, I say thank you for time, so, I could interview with you mom. By the way,how is vocabulary mastery of the students in the class? And Do the all students vocabulary mastery when learning English?

T: It was very good. Just part students that vocabulary level medium.

R: Can the students mention vocabulary around the class?

T: Yes they could. Since each begin learned introduced vocabulary at classroom and also around environment at school.

R: Can the students make a sentence or conversation in the class?

T: Yes they can, but they were just made some words, such as the conversation about introduction.

R: Can the students mention vocabulary part of body?

T: Yes they can. I made introduced vocabulary at classroom.

R: How is role play method use in teaching vocabulary mastery?

T: Teaching English by this method which it was first invited its student's leisure and gave material to them. Afterwards, they would have role play fit with material which I gave.

R: Can role play method make the students better in vocabulary mastery?

T: Yes it can, just in class by it could not yet be established deep their English.

R: What is the factor supportive role play method in this teaching vocabulary?

T: The teaching learning process happened with a few Facilities, it could seen from the condition of the class that there were not practice tools. And also the students are diligent.

R: What is difficulty in teaching vocabulary by use role play method?

T: The difficult are making students as noisy in learned, sometime they become to play around at the site, if they had not go it's that forward, not order.

R: How is effort tackling difficulty in teaching vocabulary with use role play method?

T: I involved all students to get interaction in materials, and given sanction to them divided that students could not along deep this activity. Their sanctions were found vocabulary again and memorize.

R: How are students actions while study English in this method?

T: With this method students would more active and creative from others method, becausemore lot of students role.

R: How are responds of students by using of this method?

T: their respond is good and their also happy, because with this method they were not chanted in class, not rigorous, and not boring, and they could express themselves.

R: Is it use method other except role play method?

T: Yes, such as require, zip saw, flash card, using picture, but this methodI made is seldom for vocabulary mastery.

Interview between the researcher and English teacher with Sri Hartati Simamora, S.Pd.I of class VIII-4 (It had already been translated into English).

R: Researcher

T: Teacher

First, I say thank you for time, so, I could interview with you mom. By the way,how is vocabulary mastery of the students in the class? And Do the all students vocabulary mastery when learning English?

T: The vocabulary mastery of students was enough.But just part students that vocabulary is good.

R: is the students able mention vocabulary around the class?

T: A part students able mentions and low also.

R: Can the students make a sentence or conversation in the class?

T: Not yet, but they were just made some words. Example: prase.

R: Can the students mention vocabulary part of body?

T: Yes they can. I made introduced vocabulary at classroom.

R: How is role play method use in teaching vocabulary mastery?

T: Teaching English by this method which it was first invited its student's leisure and gave material to them. Afterwards, they would have role play fit with material which I gave, but this method seldom in class VIII 4, because their vocabulary still less, so it was madelike this they did not understand, so that frequent being utilized at class memorizing method and also used picture method. Because in this class was low IQ. With this method they are easier to understand of vocabulary mastery.

R: Can role play method make the students better in vocabulary mastery?

T: Yes it can, just in class by it could not yet be established deep their English.

R: What is the factor supportive role play method in this teaching vocabulary?

T: The teaching learning process happened with a few Facilities, it could see from the condition of the class that there were not practice tools. And also the students are diligent. But in this VIII-4 cant not I tried this method.

R: What is difficulty in teaching vocabulary by use role play method?

T: The difficult are making students as noisy in learned, and this class VIII-4 this method so far this difficult.

R: How is effort tackling difficulty in teaching vocabulary with use role play method?

T: I involved all students to get interaction in materials, and given sanction to them divided that students could not along deep this activity. Their sanctions were found vocabulary again and memorize.

R: How are students actions while study English in this method?

T: With this method students would more not active from method, becausethe memorizeof students is low.

R: How are responds of students by using of this method?

T: their respond is good and their not happy, because they cannot express themselves.

R: Is it use method other except role play method?

T: Yes,flash card, zig saw, Writing, reading, using picture, but this methodseldom made for vocabulary mastery. But in this class VIII-4 especially I made the method using picture, because with this method they are more understand for vocabulary mastery.

The Students

Interview the researcher with the students in class VIII-1. It was done to know the problem their vocabulary mastery.

R: researcher

S: students (HR, NHT, CT, AD, AHL)

HR: Herianto   AD: Abdurrahman

NHT: Nurhikmah Tanjung   AHL: Abdul Halim Lubis

CT: Citra Dewi

R: Ok, I could interview with you all. By the way, do you like learning English? And is it difficult learning English?

S (all): I like learning English, because English was foreign language and international for knew.

HR: Yes, the difficult in grammar.

NHT: no difficult, but in grammar difficult.

CD: not so difficult, in speaking.

 AD, AHL: no difficult.

R: How is the teacher teaching English by using role play method?

HR: is good, enjoyeble and make quick understand miss.

NHT: yes, can understand, miss.

CD: is boring.

 AD, AHL: very good, enjoyeable make happy miss.

R: Do you understand when your teacher teaching English by using role play method, especially vocabulary mastery?

HR& NHT: yes, understood

CD: Enough understood miss.

AD: yes understood about that.

AHL: I do too, miss.

R: Can your vocabulary mastery increase with this role play method?

HR, NHT, CT, AR, AHL: yes, miss. We had many vocabulary when studied English especially vocabulary.

Interview the researcher with the students in class; it was done to know the problem their vocabulary mastery.

R: researcher

S: students (NM, DN, AT,AS)

NM: Nurhikmah Malau   DN: Deviani Nasution

AT: Akbar Tanjung   AS: Asrida Tanjung

R: Ok, I could interview with you all. By the way,do you like learning English? And is it difficult learning English?

S (all): I like learning English, because English was foreign language and international for knew.

NM: No difficult.

DN: not so difficult.

AT&AS: no difficult but in speaking we were not fluenly.

R: How is the teacher teaching English by using role play method?

NM: is good, miss.

DN: Enjoyable, miss.

AT: understood learned English.

AS: mmmmmm,,,, good miss.

R: Do you understand when your teacher teaching English by using role play method, especially vocabulary mastery?

NM:Understand, but sometimes my friends when learning English they were noisy and sometimes we were being shy in front of class.

DN:enought understood, miss.

SR: very good, miss

AT:yes, so understand, miss.

AS: yes, miss.

R: Can your vocabulary mastery increase with this role play method?

NM: Yes understand and increased, we had many vocabularies now.

DN: yes, increase, miss.

AT: yes, Iincreased, miss

AS: so do I.

NM: not yet miss.

DN, AT,AS: yes, miss. We had many vocabulary when studied English especially vocabulary.

Interview the researcher with the students in class, It was done to know the problem their vocabulary mastery.

R: researcher

S: students (MT, SAL, EN, AM, HP)

MT: Malwan Tanjung   EN: Elsa Noviani

SAL: Saiful Anhar Lubis   AM: Agus Meuraxa

HP: Halimuddin Pasaribu   SS: Sartika Sari

R: I could interview with you all. By the way,do you like learning English? And is it difficult learning English?

S (all): I like learning English, because English was foreign language and international for knew.

MT: no, difficult.

SAL: no, difficult i like english.

EN: yes difficult, in grammar.

AM: not so difficult... miss.

HP: yes difficult.

SS: no difficult miss.

R: How is the teacher teaching English by using role play method?

MT: yes, can understand, miss.

SS: enought difficult miss.

SAL: enough miss.

EN: is good, make me interested learning English and happy.

AM: sometimes boring miss.

HP: Enjoyable and good, miss.

R: Do you understand when your teacher teaching English by using role play method, especially vocabulary mastery?

SS: No understood

MT: Understand, but sometimes we were being shy in front of class.

SAL: is not difficult, miss

EN: is good, make me interested learning English.

AM: yes, understand, miss.

HP: yes, miss.

R: Can your vocabulary mastery increase with this role play method?

SS: Enoght icrease miss.

MT: enought increased miss.

SAL, EN, AM, HP: yes, miss. We had many vocabulary when studied English especially vocabulary.

From principal:

Interview between the researcher and principal (It had already been translated into English).

R: researcher

H: headmaster

First, I say thank you for the time to do my research. By the way, may I know in a general, how is of discipline the teachers and students in this school?

H: That level disciplined of students and teachers input hour 7.30 WIB. Around 90% it was attending and 10% again ever come late. The level students present were good enough, and divides that late at gives sanction or punishment. But 10% this again was at completes so its level discipline better. Then, there were program plan to given vehicle as bicycle, to avoid late students, because mostly home students far from school.Itsaim to easier students so far could quickly come to school.

R: What is the facility which can increase student's English ability?

H: Its facilities still lessespecially in English. Example just laboratory language, the plan at this year will be made. But for students temporary students could utilize school computer tofind task or need even that at needs students for increase this English. Because our school be providing with wi-fi.

R: How is the teacher's ability in these school especially English teachers?

H: And then,level teacher's ability in this school was goodly lovely especially English teachers. Because while learning English in learning teaching process (PBM) students active and serious in learning.And the activity implementable to increase English students every Friday there were speech 3 languages which is English, Indonesian language and Arabic language. Its aim to increase creativity

students and their braving in converses and also perform in society fronts. Andthere is planning to the fore will speech contestand PORSENI.

Table of Schedules

No	Times	Schedules												Activities
		2012				2013				2014				
		I	II	III	IV	I	II	III	IV	I	II	III	IV	
1.	January	-	-	-	-	√	√	-	-	-	-	-	-	I guidance with advisor II
		-	-	-	-	-	-	-	√	-	-	-	-	Research
2.	February	-	-	-	-	-	√	√	-	-	-	-	-	I guidance with advisor I
3.	March	-	-	-	-	√	√	-	√	-	-	-	-	I guidance with advisor I
		-	-	-	-	-	-	√	-	-	-	-	-	Research
4.	April	-	-	-	-	-	√	-	-	-	-	-	-	Seminar propossal
		-	-	-	-	√	-	√	-	-	-	-	-	Research
		-	-	-	-	-	-	-	√	-	-	-	-	I guidance with advisor II
5.	May	-	√	-	-	-	-	-	-	-	-	-	-	Legalization my tiltle research
		-	-	-	-	-	-	-	-	-	-	-	-	-
		-	-	-	-	-	√	√	-	-	-	-	-	I guidance with advisor I
		-	-	-	-	-	-	-	-	-	√	√	√	I guidance with advisor I
6.	June	-	-	-	-	-	-	-	-	√	-	-	-	I guidance with advisor I
7.	July	-	-	-	-	-	-	-	-	-	-	-	-	-
8.	August	-	-	-	-	-	-	-	-	-	-	-	-	-
9.	September	-	-	-	-	-	-	-	-	-	-	-	-	-
10.	October	-	-	-	-	-	-	-	-	-	-	-	-	-
11.	November	-	-	-	-	-	-	-	-	-	-	-	-	-
12.	Desember	-	-	√	-	-	-	-	-	-	-	-	-	I guidance with advisor II
		-	-	-	-	-	-	√	-	-	-	-	-	I guidance with advisor I

CURRICULUM VITAE

NAME : RIKA ANGGRAINI SITANGGANG

REG NUMBER : 08 340 0072

PLACE/DATE OF BIRDAY : LADANG TENGAH/JUNE 12nd 1989

SEX : FEMALE

FARTHER'S NAME : KASIRUDDIN SITANGGANG

MOTHER'S NAME : RENNI WATI SIMANULLANG

BACKGROUND EDUCATIONS

1. KINDERGARDEN : BUSTANUL ATHFAL AISYIAH

   LADANG TENGAH (1996)

2. PRIMARY SCHOOL : MIS NU LADANG TENGAH (2002)

3. JUNIOR HIGH SCHOOL : MTsN BARUS (2005)

4. SENIOR HIGH SCHOOL : MAN BARUS (2008)

5. INSTITUTE : IAIN PADANGSIDIMPUAN (2014)

CHAPTER I

INTRODUCTION

A. The Background a Problem

English as international language should be mastered by all people. Without English someone would be old fashioned because she/he could not communicate with people around the word, cannot use the technical media and she/he would be back of information in science world because many scientific books are printed in English. Because English was very important as communication tool, so Indonesian government creates English educational curriculum in which English is one of local subjects at elementary school and as compulsory subjects in junior and senior high school. The final purpose of English educational curriculum at every level of school is to expect that students can use English orally and in written form.

English is one of subject that is taught in the schools of Indonesia. There were many people want to be able to mastery English well by mastering all the skills. Therefore, English as one of the material based on the curriculum in Indonesia. People also face many problems in doing about the teaching and learning process. Realizing to this condition, so the researcher had been to pay attention about the problem that happened.

Teaching English vocabulary at junior school is very important, because English is taught from basic components such as vocabulary. Based on the

English curriculum, the purpose of teaching English in junior school is to make the students able to listen, speak, read and write some basic vocabularies and simple functional skill whether in the classroom or outside the class.

Mastering vocabulary could make us understood what people say and comprehend the reading. It is important to know that somebody who has a large stock of vocabularies is more useful in understanding what people although he/ she don't know about grammar. A learner of foreign language like English must think that it's not only grammar that should be mastered, but also vocabulary. But now the problem was how the students master the vocabulary.

Media and method was very important in teaching process. It can help teachers to explain the material. It also stimulates students to learn more enthusiastically. One kind of the method in teaching vocabulary is using role play method. Role play method is a way of learning materials mastery through the development of imagination and appreciation of students. Development of imagination and appreciation of the student to play are as a living character or imitating objects.

Next, Allah who Most Merciful says that knowledge is source of life to get comprehending something and able to do something. Allah who Most Merciful says it in the Holy Quran at Surah Al-Baqarah, verse 31:

وَعَلَّمَ ءَادَمَ ٱلْأَسْمَآءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى ٱلْمَلَـٰٓئِكَةِ فَقَالَ أَنۢبِـُٔونِى بِأَسْمَآءِ هَـٰٓؤُلَآءِ إِن كُنتُمْ صَـٰدِقِينَ.

Its meaning: "And he taught Adam the nature of all things; then he placed
them before the angels, and said: "Tell me the names of these
if you are right."[1]

مِنْ عَلَقٍ ٱلْإِنسَٰنَ خَلَقَ

اقْرَأْ بِٱسْمِ رَبِّكَ ٱلَّذِى خَلَقَ

بِٱلْقَلَمِ عَلَّمَ ٱلَّذِى ٱلْأَكْرَمُ وَرَبُّكَ ٱقْرَأْ

يَعْلَمْ لَمْ عَلَّمَ مَا ٱلْإِنسَٰنَ

Its meanings: Recite in the name of your lord who created, created man from
aclot if congealed blood recite: and your lord is most generous
who taught by the pen, taught man what he didn't know.[2]

Furthermore we can look at surah Albaqoroh verse 282 states:

نَكُمْ وَلْيَكْتُب فَٱكْتُبُوهُ مُّسَمًّى أَجَلٍ إِلَىٰ بِدَيْنٍ تَدَايَنتُمْ إِذَا ءَامَنُوٓا ٱلَّذِينَ يَٰٓأَيُّهَا

.....ٱللَّهُ عَلَّمَهُ كَمَا يَكْتُبَ أَن كَاتِبٌ يَأْبَ وَلَا بِٱلْعَدْلِ كَاتِبٌۢ بَّيَّ

It meanings: O you who believe! When you contract a dept. For a fixed period,
write it down. Let a scibe write it down in justice between you. Let

<hr>

[1]Ali, A. Y. *The Meaning of the Holy Quran in the English* (Al- AlamiPublications: Beirut, 2001), p. 924.

[2]*Ibid.,* p.924.

not the scribe refuses to write as Allah has taught him, so let him write.[3]

Next, the prophet Muhammad saw said:

$$......طلاَب علم فريضة على كلِّ مسلم [4]$$

It meanings:Menuntut ilmu adalah kewajiban bagi setiap muslim....
(Browingknowledge is obligation by muslim people...)

In relation to the problems, a research about using role play in teaching vocabulary will be conducted and interested for students. Because in the vocabulary achievement, there were some aspects which influence it. One of them was vocabulary mastery. For example: what is vocabulary of part of speech, color, adjective, verb, etc.

Based on the explanation above, the writer wants to research **Teaching Vocabulary by Using Role Play Method** (**Study at Grade VIII of MTsN Barus).**

B. The Identification of the Problem

There are various methods in teaching vocabulary. Such as, Role play is a way of learning materials mastery through the development of imagination and appreciation of students. Development of imagination and appreciation of the students to play is as living character or imitating objects.

---

[3] Muhammad Muhsin khan, *Interpretation of the meaning of the noble quran in English Language* (Al-Madinah Al-Munawarah: Islamic University, 1993), p.75.
[4]Muhammad puad Abdul Baqi, *Sunan Ibnu Madja, Zus Awwal Babul Muqoddimah* (Beirut-Lebanon: Dar Alkitab Ilmiah, ttp), p.81.

Vocabulary is the total number of words in a language. Vocabulary is divided into several kinds. There are active vocabulary and passive vocabulary. Words are also divided into two forms. They are content words and function words. Content words consist of nouns, verbs, adjectives, and adverbs. Nouns consist of proper noun, common nouns, concrete nouns, abstract nouns, countable nouns, non-countable nouns, and collective nouns. Function words consist of determines, auxiliaries, prepositions, qualifiers, coordinators, subordinators, and question words.

C. The Limitation of the Problem

Due to broad scope of the problem, this study focused on the use role play as kind of method in teaching vocabulary at junior school. The target of this research was the teacher and students grade VIII of MTsN Barus and the target of learning English in the second grade is to introduce English vocabulary.

The process of role play method, the first teacher guides the role play by writing mattter. If necessary, go through the prompts one by one, and get students to give sentences or question for each one. After that, Call two students to the front of.

1. Teaching is ideas of a particular person or group.[5] Teaching is work of a teacher, and every teacher has method for understanding of the lesson.

2. Vocabulary is all the words known to a person or used in a particular book, subject, etc.[6]

3. Role play is an activity in which people act a situation. It is used espin training people to develop communication skills or in treating mentally ill people.[7]

4. MTsN is Madrasah Tsanawiyah Negeri, and in EnglishIslamic junior school. This school will become place the research later. And furthermore, in this proposal I will say MTsN.

Especially nouns, more specific is concrete nouns. So, the researcher limited the vocabulary on concrete nouns.

D. The Formulation of the Problem

Formulations of the research are:

1. How is Role play method used in teaching vocabulary mastery at grade VIII of MTsN Barus?

2. Why is Role play method used in teaching vocabulary mastery?

---

[5]Oxford University, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press, 2003), p. 443.

[6]A S Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (New York: Oxford University Press, 1995), p. 1331.

[7]*Ibid*., p. 1018.

E. The Objective of the Research

Objective of the research are:

1. To describe Role play method is used in teaching vocabulary mastery.

2. To explain why Role play method is used in teaching vocabulary mastery.

F. Significant of the Research

The significant of this research are:

1. The headmaster of MtsN Barus to make a better concept with giving facilities in teaching English in the school.

2. The students care of studying to add up and easy their vocabulary with using role play method.

3. The teachers of English especially those who teach vocabulary to be aware of significance of mastery to vocabulary achievement.

4. As input for the readers especially the English learners that is research is expected to be able to improve their knowledge in teaching vocabulary by using role play method.

5. Next to fulfill the requirement to reach the first strata degree in English section in education department on State college for Islamic Studies Padangsidimpuan.

CHAPTER II

THEORETICAL REVIEW

A. Teaching Vocabulary

Vocabulary is very important for second language learners; only with sufficient vocabulary learners can effectively express their ideas both in oral and written form. Thus they should have a good idea of how to expand their vocabulary so that they can improve their interest in leaning the language. Language teachers, therefore, should posses considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning.

Vocabulary is the study of words and how the words are used. Vocabulary is mean talk about words and meaning. Vocabulary is all the words that a person knows or uses[1]. Teaching vocabulary plays an important role in language acquisition because the mastery of vocabulary will help students to master all the language skills; speaking; listening; writing; and reading. The vocabulary will make the students practice life and will strengthen belief that English can be used to express the same ideas or feeling they express in their native language.[2]

---

[1] Oxford University, *Op. Cit*., p.482.

[2] M. Finocchiaro, and M. Bonomo, *The Foreign Language Learner: a Guide For Teacher*, (New York: Regent Publishing Company, Inc. 1974), p. 38.

Furthermore, in teaching vocabulary the teacher can introduce the list of vocabulary that is taken from the book. The teacher uses and adds other vocabulary which is relevant to the students. Teacher needs a good knowledge on their teaching materials. When they have to teach the students about vocabulary, teachers should know the general knowledge of vocabulary, words and also the meaning. The words or vocabulary can be spoken and written.

That teaching vocabulary should consider these following factors:[3]

1) Aims

   The aim of teaching vocabulary is to make the teacher easy to formulate the materials, which will be taught to the students.

2) Quantity

   The teacher has to decide the number of vocabulary items to be learned. The learners will get confuse or discouraged if they get many new words. Therefore, the teacher should select new words, which can easy to understand by the learners.

3) Need

   In teaching vocabulary, the teacher has to choose the words really needed by the students in communication.

---

[3]L.Wallace, and Marry, *Vocabulary Building and Word Study*, (New York: Mc. Graw-Hill Book Company, 1982), p.207.

4) Frequent exposure and repetition

Frequent exposure and repetition here means that the teacher should give much practice on repetition so that the students master the target words well. They also give opportunity to the students to use words in writing or speaking.

5) Meaningful presentation

In teaching vocabulary the teacher should present target words in such a way that the meaning of the target words are perfectly clear and unambiguous.

6) Situation and presentation

The teachers tell the students that they have to use the words appropriately. The use of words depends on the situation in which they are used and depends on the person to whom they are speaking.

From the expalnation above I conclude that the teachers must know the different kinds of vocabulary. In addition, understanding the above factors is very important for the teacher before teaching vocabulary to elementary school.

Teaching vocabulary is ideas of a particular person or group for understanding of lesson the study of words and how the words are used. Hornby says vocabulary is one of the most important aspects in learning a language especially English. If you make a grammar and it may be wrong but a very often people will understand you anyway. So, the communication will not

go fluently. Mastery vocabulary, many words can be used in communication because in learning language, it must learn or get many words of the target language or in other words. Students who learn English as a new language will try to get many words in order to gain the language completely, and from that language they will know new terms that are useful for them. When we look at the important vocabulary teaching principle, these ideas of multi word units, word families and core meanings will be touched on again.

Vocabulary is knowledge of words and words meaning. Lehr also says that vocabulary is the knowledge of words and words meaning. Vocabulary is long lists of words from social studies or science textbooks, spelling words lists, or even the humongous lists of terms to study for college entrance exams.[4] Vocabulary is very important for communication. If someone has lacks of vocabulary he/she will face ineffective communication.

Vocabulary teaching and learning must fit into broader framework of a language course. One way to make sure that there is a balanced range of learning opportunities is to see a language course as consisting of four strands.

They are as follows:

1. Learning from meaning focused **input-** learning through listening and reading

2. Deliberate language focused learning- learning from being taught sounds, vocabulary, grammar, and discourse

---

[4] S. Jones, *Multisensory Vocabulary Intruction*, (Guideliness and Activities, 1999), p.95.

3. Learning from meaning focused output – learning by having to produce language in speaking and writing

4. Developing fluency-becoming quick and confident at listening, speaking, reading and writing

Distinguishing the stands means that there is a balance of deliberate learning and incidental learning from input and output, of learning through oral and written skills, and of learning and fluency development.

These four stands apply for all aspects of a language course, and possibly most kind of learning, but here we will only look at vocabulary.[5] Vocabulary is a core component of language proficiency and provides much of the basis for how well learner speak, learner, read and write.[6] Without an extensive vocabulary and strategies for acquiring new vocabulary, learning often achieves less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language different context, reading, or watching television.

Research on vocabulary in recent years has done a great deal to clarify the levels of vocabulary learning learners need to achieve in order to read both simplified and un simplified materials and to process different kinds of oral and

---

[5]David Nunan, *Practical English Language Teaching*, (Boston: McGraw Hill, 2003),p.133.
[6]Richards. J.C. &W.A Renandya, *Methodology in Language Teaching,* (Cambridge: Cambridge University Press, 2002), p.255.

written text, as well as the kinds of strategies learner use in understanding, using, and remembering words.

Hunt and Beglar discuss three approaches to vocabulary teaching and learning. Incidental learning (i.e., learning vocabulary as a by-product of doing other thing such as reading or listening), explicit instruction, and independent strategy development. A major source of incidental learning is extensive reading, which Hunt and Beglar recommend as a regular out-of-class activity. Explicit instruction depends on identifying specific vocabulary acquisition target for learners. Information is now available on what such targets should be for learners at different proficiency levels.

Hunt and Beglar discuss techniques that can be employed for this purpose. In addition, learners need to be taught strategies for inferring words from context as well as those which can help learners retain the meanings of words they have countered. Hunt and Beglar recommend a combination of all three approaches – indirect, direct, and strategy training – as the basis for a vocabulary program.[7]

Vocabulary is all the words in a particular language.[8] Mastering vocabularies is very important for the students. It means that is impossible to get writing, reading, listening, and speaking well without mastering the

---

[7]*Ibid.,*p.256.
[8]A.S Hornby, *Oxford Learner's Pocket Dictionary*, (New York: University Press, 2000) p.1506.

vocabularies. So, vocabularies are one of aspects that support for mastery of English.

Based on the theory of the aspect above, the writer concludes that vocabulary is factor that can influence the ability of the students in English skill, if their vocabularies are good, their English skill will be good.

B. Teaching Techniques of Vocabulary

Gairn and Redman in Uberman says that, stated that there are three techniques in teaching vocabulary.[9]

a. Visual techniques. These pertain to visual memory, which is considered especially helpful with vocabulary retention. Learners remember is better the material that has been presented by mean of visual aids.

b. Verbal explanation. This pertains to the use of illustrative situations, synonymy, opposites, scales, definition, and categories.

c. Use of dictionaries. Using a dictionary is another technique if finding out meanings of unfamiliar words and expressions. Examples of dictionaries are bilingual, monolingual, pictorial, thesauri, and etc.

---

[9]Cahya Wardayani, *"The Effectiveness of Using Flashcard in Teaching Vocabulary Achievement of Students of Khaira Ummah Islamic Elementary School"* (A Thesis, Universitas Bung Hatta Padang, 2009), p.11.

Based on the theory of the aspect above, the writer concludes that vocabulary is factor that can influence the ability of the students in English skill are techniques there are visual technique, verbal explanation and use of dictionaries for fluency learn English specially vocabulary mastery.

Furthermore, Frost (British council) states that there are several ways to present vocabulary in class:[10]

a. Illustration: this is very useful for more concrete words (dog, rain, tall) and for visual learner.

b. Mime: this lends itself particularly well to action verbs and it can be fun and memorable.

c. Synonyms/Antonyms/Gradable items: using the words a student already knows can be effective for getting meaning across.

d. Definition: checking the dictionaries

e. Translation

f. Context: clear context when the word is used.

Then, Jones says that, also suggests several activities in teaching vocabulary:

1. Illustrate the words

2. Play "quick draw"

3. Play "vocabulary charades"

4. Give credit for finding the word used in the real word

---

[10]*Ibid*., p.12.

5. Use "fill in the blank" exercises

From the theories above the writer can conclude that every teaching technique of vocabulary needs media or method. And method should be appropriate with the age of the learner. Using verbal explanation can make the students more understand how to use the new contextually, because the children can be more understand what word it means.

To help the learners in learning foreign language Mary Slaterry and Jane Wilis says that, suggest some ways to teach them. There are (a) make learning English enjoyable and fun, (b) don't worry about mistake, be encouraging; make sure children feel comfortable and not afraid to take part, (c) use a lot of gestures, action, pictures to demonstrate what you mean, (d) talk a lot to them use English, especially about things they can see, (e) play game, sing a song, and say rhymes and chants together, (f) tell simple stories in English, using pictures and acting with different voices, (g) don't worry when they use their mother tongue. You can answer a mother tongue question in English and sometimes recast in English what they say in their mother tongue, (h) Consistently recycle new language but don't be afraid to add new things or to use words they won't to know, (j) plan lesson with varied activities, some quite, some noisy, some sitting, some standing and moving.[11]

---

[11] Mary Slaterry, and jane Willis, *Teaching for Foreign Language*, (New York: Oxford University Press, 2003), p. 4.

From the explanation above, I conclude that in teaching vocabulary to the eight graders, teacher should not give the students too many new words in a lesson. It is better to give them about seven or eight new words rather than giving them many words. It is better to practice the words given in order to achieve comprehension. Few words would help them memorizing the words quickly and to internalize them.

C. Role Play

1. Definition of Role Play

Role play entails having students act out a situation. Each participant is given information about the role and the situation. Role play can involve two more students.[12] Role play are effective when they are open ended, so that different people have different views of what the outcome should be, and a consensus has to be reached.[13] That way there is dynamic movement as the role play progresses, with people clearly motivated to say as much or little as they need to achieve their aims. In one such intermediate level activity, '(knife in the school) a boy has brought a large hunting knife in to school and the boy, his parents, the head teacher, and class teacher have a meeting to decide what must be done about it. The students take the role of one of these characters based on a role card which tell them how they feel. In groups of five the

---

[12]David Nunan, *Op.Cit.*,p.210.
[13]Jeremy Harmer, *The Practice of English Language Teaching*, (Cambridge: Longman, 2003), p.275.

student role play the meeting, and at the end different groups discuss the decisions they have come to.

In a different kind of the role playing activity, students write the kind of questions they might ask anybody when day meet them fist. Students are then given paintings by Goya, for example, and are asked to answer those questions as if they characters from the painting. The same kind of imaginative interview role play could be based around people in dramatic photographs.

As in the information gap exercise involving teacher as interlocutor and examiner there is a danger that the mark a warded will reflect the latter's view of his own performance as well as of the student's.

2. Types and Procedures in Using Role Play

In view of the persons taking an actor, Gillian explained that there are several types of role. The first is the roles which correspond to a real need in the students' lives. In this category, it involves such roles as doctors dealing with patients, or salesman traveling abroad. The second type of role is the students play themselves in a variety of situations which may or may not have direct experience. The example which include in this category is a customer complaining or a passenger asking for information. The third type is the type that few students will ever experience directly themselves, but it is easy to play because the teachers have such vast indirect experience of them. The television journalist is a good example of this type and it is very

useful kind of role taken from real life. The last type is fantasy roles, which are fictitious, imaginary, and possible even absurd.[14]

In case of role play activities, according to Donn Byrne, role play can be grouped into two forms, scripted and unscripted role play. In details, those types of role play activities described as follows:

a. Scripted Role Play

This type involves interpreting either the textbook dialogue or reading text in the form of speech. The main function of the text after all is to convey the meaning of language items in a memorably way. For more details, Adrian Doff gave an example of scripted role play dialogue and reading text and how the process is:

Angela : Good morning. I want to send a letter to Singapore.
Clerk : Yes, do you want to send it by air mail or ordinary mail?
Angela : I think I.ll send it air mail. I want it to get there quickly. How much does it cost?
Clerk : To Singapore? That will be 30 pence, pleas.
Angela : (give the clerk 50 pence) Here you are.
Clerk : Here. s your stamp, and here. s 20 pence change.
Angela : Thank you. Where is the post box?
Clerk : You want the air mail box. It's over there, by the door.

To demonstrate a role play activity based on the dialogue, the procedures given by Adrian Doff is as follows:

---

[14]Ladusse, G.P. *Role Play: Resources Books for Teacher Series*, (New York: Oxford University Press, 1995),p.5.

1. First, the teacher guides the role play by writing these prompts: (where? / air mail / how much? / post box? / thanks). Talk as you write to show what the prompts mean.

2. If necessary, go through the prompts one by one, and get students to give sentences or question for each one.

3. Call two students to the front: one play the role as Angela and the other one is the post office clerk. They should improvise the conversation using the prompts to help them. Point out that the conversation should be similar to the one in the textbook, but not exactly the same; the conversation can be shorter than the presentation dialogue. It should just cover the main points indicated by the prompts.

4. Call out a few other pairs of students in turn, and ask them to have other conversation based on the prompts.[15]

Based on these procedures, the writer views that the ways of organizing this dialogue can be carried out into pairs of students who would improvise a conversation in front of class, in turns. The teacher can also ask the students to practice the conversation privately with their partners before they act it out in front of the class.

---

[15]A.D.H Susanti, "*Using Role Play in Teaching Speaking (A Pre Experimental Study at Islamic Junior High School Soebono Mantofani Jombang-Ciputat)*" (A Thesis, UIN Syarif Hidayatullah Jakarta, 2007), p.17.

b. Unscripted Role Play

In contrast to scripted role play, the situations of unscripted role play do not depend on textbooks. It is known as a free role play or improvisation. The students themselves have to decide what language to use and how the conversation should develop. In order to do this activity, good preparation from teacher and students is really necessary. The example and procedures of unscripted role play which is adapted from Adrian Doff's book are as follows:

One student has lost a bag.
He/she is at the police station.
The other student is the police officer, and asks for details.

To brings out this ideas:

1) The teacher could prepare the whole class, by:

   a) Discussing what the speakers might say (e.g. the police officer would asks the students how he or she lost the bag).

   b) Writing prompt on the board to guide the role play, and any key vocabulary.

2) The teacher could divide the class into pairs, and:

   a) Let them discuss together what they may say.

   b) Let them all try out the role play privately, before calling on one or two pairs to act out in front of the class.

Susan House explained that there are 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 dialogues.

c.   Let students act out their role play, not just say them but students should read it loudly.

d.   Walk around correcting and checking.

e.   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.[16]

The above procedures do not mean an exact to be used. It is flexible; teacher can create or develop procedures which is appropriate and suitable with his/her own class.

And this method there advantages and disadvantages there are:

Advantages:

a.   The technique be valid in both face and content terms for wide variety of situations and the experience of the examination boards suggests that it is a practical and potentially a highly valid and reliable mean of assessing a candidate's ability to participle effectively in oral interaction.

Disadvantages:

a.   There is a danger that the histrionic abilities of some candidates may weigh in their favour at the experience of the more introverted. There is also the danger in all oral interactions that a candidate cannot think what to say. The

---

[16]*Ibid.*, p.18-19.

question of role familiarity arises in this technique in the sense that some candidates may not know what it is normal to do in certain situations. Another problem is that candidates often use the language of reporting and say what they would say rather than directly assuming the role.

b. Practical constraints operate here as well, especially in large scale testing operations. If it is necessary to use different role plays then great care needs to be taken to ensure that they are placing equal demands on candidates.[17]

The researcher conclusion the role play has the advantages and disadvantages.

3. Significance of Role Play in Teaching Vocabulary

It has been mentioned before in the above discussion that role play is one of vocabulary. Through role play activities the students learn how to express ideas, opinions, or feeling to others by using words or sounds of articulation.

Role play is a highly flexible learning activity which has a wide scope for variation and imagination. Role play uses different communicative techniques and develops fluency in the language, promotes interaction in the classroom and increases motivation. Here peer learning is encouraged and sharing of responsibility between teacher and the learner in the learning

---

[17]Cyril J. Weir, *Communicative Language Testing*, (Sidney: Prentice Hall, 1990),p.80.

process takes place. Role play can improve learners. In addition, it is fun and most learners will agree that enjoyment leads to better learning.

In conclusion, role play is a technique which can develops students. Fluency in target language, promotes students to speak or interact with others in the classroom, increases motivation and makes the teaching learning process more enjoyable.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

The research design was qualitative approach. Penelitian kualitatif adalah penelitian untuk memahami peristiwa tentang apa yang merupakan pokok penelitian mengalami metode latihan."[1] It means Qualitative research was the research to understand the phenomenon about what is the subject of the research undergone scientific method.

Gay and Airaisan stated that, qualitative approach was based on the collection data and analysis of non-numerical data such as observation, interviews, discursive, sources of information.[2] This research was descriptive method. The descriptive method is a research that describe phenomenon what does we see to get information.

The descriptive method was a kind of method used in research. Descriptive research is the research was a sense that perception descriptive about situations or events.[3] According to Muhammad Nasir said that, descriptive method is a method in search human, object, and condition, system of thinking or class of thinking on the present time.[4] The descriptive method

---

[1] L.J. Moleong, *Metode Penelitian Kualitatif*, (Bandung: Remaja Rosda Karya, 2006), p. 126.
[2] L.R. Gay & Peter Airasian, *Educational Research: Compentencis for Analysis and Aplication*, (USA: Prentice Hall, 2000), p. 9.
[3] Sumadi Suryabrata, *Metode Penelitian*, (Jakarta: Raja Grafindo Persada, 1983), p. 76.
[4] Muhammad Nasir, *Metode Penelitian,* (Jakarta: Ghalila Indonesia, 1988), p. 83.

had the purposes to make description about facts, characteristic and correlation between phenomenon which is searched systematically, factually, and accurately.[5]

It means that the descriptive method had the purposes to get some information based on the present time situation. So, it could be concluded that descriptive research means to analyze or make a sense perception (descriptive) about situation or events. It used to describe how the students' ability in vocabulary mastery.

B. The Location and Time of the Research

This research was done at MTsN Barus. It was located at the Jl. Syeh Rukunuddin Kec. Barus Tapanuli Tengah Region. This subject of research was at the VIII class of students at MTsN Barus. This research was done from at November 2012 to April 2013.

---

[5]*Ibid.,* p. 85.

Table of schedule

No	Time	Schedule				Activities
		I	II	III	IV	
1.	January	√	√			I guidance with advisor II.
2.	February		√	√		I guidance with advisor I
3.	March	√ √	√ √	√		I guidance with advisor I I research
4.	April	√ √	√	√ √	√ √	I legalization my title research. I guidance with advisor II. I guidance with advisor I I research
5.	May	√ √	√	√	√	I guidance with advisor II. I guidance with advisor I I guidance with advisor I I guidance with advisor I
6.	June					
7.	July					
8.	August					
9.	September					
10.	October					
11.	November					
12.	December		√	√		I guidance with advisor I

C. The Sources of the Data

The sources of data for this research take from two sources. They were primary sources and secondary sources of the data. The primary sources were of the data from three teachers, they were Dahmiati Marbun, S.Pd.I., Laila Hafsah, S.Pd., Sri Hartati Simamora, S.Pd.I., at grade VIII-2 in MTsN Barus. That was the researcher interviewed three teachers that pertinent and then noting what did I asked, and then concludes it.

And the secondary sources were the data from students and the principal and in MTsN Barus. That was the researcher asked to principal and interviewfifthteen of student's and conclude it. From that data researcher could get information's other than teachers at school that.

D. The Instrument for Collection Data

Instruments for collecting data had use in this research are:

a. Observation

Observation saw direct to research location how situation of that school. Abdurrahman Fathoni says that, Observation is technique of collecting data which is done though an observation and take a note of condition or object behavior.[6]

"Observasi adalah pengamatan yang dilakukan secara sengaja, sistematis mengenai fenomena social dengan gejala-gejala psikis untuk

---

[6]A. Fathoni, *Metodologi Penelitiandan Tehnik Penyusunan Skripsi*, (Jakarta: Rineka Cipta, 2006), p. 104.

kemudian dilakukan pencatatan".[7] Its mean observation is observed that at do witting, systematic hits social phenomenon with psyches phenomena to then done by registries. The observation as instrument of collector data can be done spontaneous gets too with foam already being made ready previous.

"Ada beberapa macam alat observasi yang dapat digunakan dalam situasi-situasi yang berbeda. Diantaranya ialah: (1) Anecdotal Records, (2) Catatan bersekala, (3) Check List, (4) Rating Scale, dan (5) mechanical devices."[8]It means there were instrument of observation are: (1) anecdotal record, (2) scale note, (3) check list, (4) rating scale, (5) mechanical devices. So, the researcher took observation of rating scale, rating scale is record indication according its level.[9] The reason researcher taken because the note easy with result between note relative and very simple for analyze. The kind of observation was observation systematic.

So, this observation used to know the situation in the school, the English learning process in the class, students learning activities, and the way of the teacher in transferring the lesson at MTsN Barus. And the result english learning proses and activities that when teacher came to learned English, the first gave matter, and the second divide

---

[7]J. Subagyo, *Metodologi Penelitian,* (Jakarta: Rineka Cipta, 2004), p. 63.
[8]Sutrisno Hadi, *Metodologi Research*, (Yogyakarta: ANDI Yogyakarta, 1989), p. 169.
[9] *Ibid.,*p.171

group of students, afterward students activity searched answer from matter have been submitted by teacher.

b. Interview

Interview is a purposeful interaction usually between two people, focused on one person trying to get information from the other person.[10]" Fungsi interview pada dasarnya dapat digolongkan kedalam tiga golongan besar: (1) sebagai *metode primer*, (2) sebagai *metode pelengkap*, dan (3) sebagai *kriteria*."[11]It means the function interview based can groups into 3 function: (1) as *primary of method*, (2) as *complement* of *method* (3) as *criterion*.

The kind of interview was structural interview. Wawancara terstruktur adalah wawancara yang pewawancaranya menerapkan sendiri yang menerapkan masalah dan pertanyaan yang akan di ajukan.[12] Its mean, the structural interview is interview that its interviewer applies alone problem and question who would at propose. The researcher took kind of interview is structural interview. It is attributed to look for hypothesis answer. To it question was arranged with strict. The questions that at proposes with same for a subject.

---

[10]L.R. Gay& Peter Airasian, *Educational Research: Competencis for analysis and Application,* (USA: Prentice Hall, 2000), p. 219.

[11]Sutrisno Hadi, *Op. Cit.*, p. 218.

[12]Burhan Bungin, *Metodologi Penelitian Kualitatif,* (Jakarta: PT Raja Grafindo Persada, 2011), p. 156.

It means the kind of interview was interview free guided interview, because this interview the interviewer bring framework of question for presented, but how trick that questions at proposes and interview's rhythm (timing) absolutely turned over on interviewer's wisdom.

In this research, the researcher did the interview directly with the principal and the English teacher that could give data about teaching vocabulary by using role play method.

E. The Techniques of Data Analysis

The data of this researcher was from the interview. The scores of students presented in descriptive. The procedures are:

1. Describing Role play method used in vocabulary mastery. After collecting their answer, the researcher could the result of interview because the teachers had described role play method.

2. Explaining the Role play method used in vocabulary mastery. Reduction of the data when the researcher interviews teacher and students. Display of the data, the researcher arrange the data with systematically, so the data could explain and answering the formulation of the problem in this research.

So, from the explain above that the researcher interviews teacher and students, the researcher arranged the data with systematically and concluding of the research descriptive.

CHAPTER IV

THE RESULT OF RESEARCH

A. Findings

1. General Findings

This research findings dealing with the data had investigated and taken from the observation and interview. In this chapter, the findings were classified into data description and discussion. Besides, it also presented limitation of the research. The location of the research was school at MTsN Barus. It located at the Jl. Syeh Rukunuddin Kampung Mudik village Kecamatan Barus Growth Tapanuli Region North Sumatra. The location of this MTsN Barus was strategic because the school stood in the center of society so other society gets easy to reach it, as well as its location very peaceful and balmy, although by the side of its environmental roadway still silent not too much late vehicle.

MTsN Barus was 37 teachers and staff administration 4 peoples. There were 3 English teachers. They were Hafsah Laila, S.Pd, Sri Hartati Simamora, S.Pd.I, and Rahmiati Marbun, S.Pd.I. The level education of teacher in MTsN Barus average strata I (S1). And the students grade VIII was 91 students.

The research was conducted at grade VIII of MTsN Barus. The first principal was Mr. Irfan Pasaribu, S.Pd.I he said, that there were some facilities in MTsN Barus and all of the buildings were in good condition even

though a part old and a part again new buildings. Paying attention to the facilities, teaching learning process was generally could well in the school without any serious barriers. Students could study comfortably and they can focus on the lesson with the good condition of facilities.

MTsN Barus was 13 classrooms. The grade VIII-IX was four rooms and grade VII was 5 rooms. There were some facilities in this school, such as:

a) 1 teacher office

b) 1 headmaster office

c) 1 administration office

d) 1 library

e) 1 computer room

f) 1 laboratory

g) 1 mosque

h) 2 bathrooms

i) 1 badminton field and 1 volley ball field

j) 1 UKS room and 1 OSIS room

There were 327 students of MTsN Barus in 2012 until now. At grade VII was 143 students, grade VIII was 91 students and grade IX was 93 students. The information could see as follows:

Table 1

Students number of MTsN Barus

No	Grade	Male	Female	Total
1	VII	62	81	143
2	VIII	42	49	91
3	IX	41	52	93
	Total	145	182	327

Based on the table it was concluded that percentage of female students was bigger than male students.

Curriculum this school was curriculum of KTSP. Problem met in teaching vocabulary the students still a lot less its vocabulary. in learning English, the teacher seldom order students memorize vocabulary and make media nor method which could make students so that interest to learn English. However, sometime also use method to interest students so that take a fancy to English and to able many vocabulary. Because, if students had not many vocabulary mastery so, its English won't be good and fluent.

2. Specific Findings

Vocabulary is all the words that a person knows or uses. Teaching vocabulary is ideas of a particular person or group for understanding of lesson the study of words and how the words are used. If you make a grammar and it may be wrong but a very often people will understand you anyway.

The results research interview and observation the researcher when teaching vocabulary there were: role play are effective when they are open ended, so that different people have different views of what the outcome should be, and a consensus has to be reached. To demonstrate a role play activity based on the dialogue, the procedures:

First, Teaching English by this method which it was first invited its student's leisure and gave material to them. Afterwards, they would have role play fit with material which I gave; the teacher guides the role play by writing these prompts: (where? / air mail / how much? / post box? / thanks). Talk as you write to show what the prompts mean. If necessary, go through the prompts one by one, and get students to give sentences or question for each one. Call two students to the front: one play the role as Angela and the other one is the post office clerk.

Second, They should improvise the conversation using the prompts to help them. Point out that the conversation should be similar to the one in the textbook, but not exactly the same; the conversation can be shorter than the presentation dialogue. It should just cover the main points indicated by the

prompts. Call out a few other pairs of students in turn, and ask them to haveother conversation based on the prompts.

The students could mention about that, but they were just made some words, such as the conversation about introduction, and about others. I made introduced vocabulary at classroom. And they pronounce to memory in front class, this constitute in vocabulary addition while end up study.

Based on these procedures, the writer views that the ways of organizing this dialogue can be carried out into pairs of students who would improvise a conversation in front of class, in turns. The teacher can also ask the students to practice the conversation privately with their partners before they act it out in front of the class.

Then, the teacher also procedures of unscripted role play which are as follows:

One student has lost a bag.
He/she is at the police station.
The other student is the police officer, and asks for details.

1) The teacher could prepare the whole class, by:

a) Discussing what the speakers might say (e.g. the police officer would asks the students how he or she lost the bag).

b) Writing prompt on the board to guide the role play, and any key vocabulary.

2) The teacher could divide the class into pairs, and:

    a) Let them discuss together what they may say.

    b) Let them all try out the role play privately, before calling on one or two pairs to act out in front of the class.

    c) Walk around correcting and checking.

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. Most of them were very enthusiastic in this session. From this view, the writer thought that most of the vocabularies are new for them, and they were so curious to know the meanings of the words. After that, I asked the students to repeat up her many times, and then asked them to write the words in their books. At the end the lesson, I gave the students answer sheets and a short test. This activity had purpose to check the students' understanding about the lesson.

And then, the result interview with the teachers about vocabulary mastery by using role play method of students there: since I saw the students' ability at braze it was enough can gain control vocabulary and it all us work hard blessing in applications this method if they can gain control it. Since begin learned introduced vocabulary at classroom and also around environment at school. They were also leisured learned while I teaches

English language in particular while vocabulary, eventless it's studied in our class. [1]

When in class by it could not yet be established deep their English. While we did to process vocabulary's teaching and learning students was enough gets better, and that advancement for students especially at this class. The teaching learning process happened with a few Facilities; it could see from the condition of the class that there were not practice tools. And also the students are diligent.

The difficult are making students as noisy in learned, sometime they become to play around at the site, if they had not go it's that forward, not order. I involved all students to get interaction in materials, and given sanction to them divided that students could not along deep this activity. Their sanctions were found vocabulary again and memorize. [2]

With this method students would more active and creative from others method, because more lot of students role. Their respond is good and their also happy, because with this method they were not chanted in class, not rigorous, and not boring, and they could express themselves. Other method such as require, zip saw, flash card, using picture, sometimes this method I made for vocabulary mastery. That were students not boring in studying, in studied this students respondent for more active.

---

[1] Dahmiati Marbun, S.pdi, English Teacher, *Interview,* at 24th March 2013.
[2] *Ibid.*

The result interview from students the difficult in grammar, speaking. Role play method make our interested learning English, enjoyable, and also made quick understood learned English. They could understood, miss, make me interested learning English. One that formerly apart students like with studied English, but apart more dislike this studied. Wherever that teacher very happiness and fine when learned English.

And then, the teaching vocabulary by using role play at grade VIII of MTsN Barus could be viewed in full and would be described in a systematic effort after collecting data from interviews with the teacher of grade VIII, the principal and students, the description was as follow:

From interview sheets the principal (see appendix 2) the researcher found that headmaster said, from explanation principal that level disciplined of students and teachers input hour 7.30 WIB. Around 90% it was attending and 10% again ever come late. The level students present were good enough, and divides that late at gives sanction or punishment. But 10% this again was at completes so its level discipline better.[3]

Then, there were program plan to given vehicle as bicycle, to avoid late students, because mostly home students far from school. Its aim to easier students so far could quickly come to school.

---

[3]Irfan Pasaribu, S.pdi, Headmaster MTsN Barus, *Interview,* at 20th March 2013.

Its facilities till less especially in English. Example just laboratory language, the plan at this year will be made. But for students temporary students could utilize school computer to find task or need even that at need students for increase this English. Because our school be providing with Wi-fi.[4]

And headmaster also said, and then level teacher's ability in this school was goodly lovely especially English teachers. Because while learning English in learning teaching process (PBM) students active and serious in learning.[5]

The activity implementable to increase English students every Friday there were speech 3 languages which is English, Indonesian language and Arabic language. Its aim to increase creativity students and their braving in converses and also perform in society fronts. And there is planning to the fore will contest speech one KKM, PORSENI. [6]

This was the result of interviewed with headmaster while researched in this school. And the researcher conclusion from interviewed was the level percentage of present students and teachers was 90% and 10% again ever come late, and process learning teaching was good and also level skill of teachers was be good.

---

[4] *Ibid.*
[5] *Ibid.*
[6] *Ibid.*

B. **The Discussion**

The findings that had been gathered from the result if interview and observation shows that the teachers teaching vocabulary by using role play method in MTsN Barus. Before this research, teaching vocabulary by using role play method done demonstrated vocabulary by using memorizes and require according to the vocabulary presented.

Teaching vocabulary by using role play method in the process of learning English was medium. The method could be very varied and communicative. As a teachers could make the usual method to be more effective in teaching process for novice learners.

Normally, teaching vocabulary with other method such as memorize they were boring in class. And also require method they not brought dictionary when learning process. So that, teaching vocabulary not interested. They were just focus in memorize and vocabulary with their found. After that the teachers used role play method.

Role play method could be increased vocabulary mastery of students. So Such as, the method was integral part of the interested learning process in order to achieve the purpose of education in learning objectives in particular. And also, the researcher found that teaching vocabulary used by the teachers in MTsN Barus as better of instruction in the teaching learning process could be: generating new desired and interested, motivated and stimulated learning

vocabulary activities and helped students improved comprehension, presented the data and facilitated interpretation of the data.

C. The Limitation of the Research

The study produced a simple paper in the form of thesis with various limitations. The researcher faced limitations in carrying out the study and the completion of this thesis were:

1. Researcher could not as certain the level of honesty and seriousness of the respondents in interviews and observation.

2. Limitation of knowledge, insight and the existing literature on a particular author relating to the issue discussed were also one of the obstacles in the completion of this thesis.

3. In this research their lacks in the problem time which need so long time and sometimes its teachers is busy teach.

The limitation in this study was the lack of ability of researchers in terms of the basic theories about the chapter. Another limitation was the lack of ability researchers in developing the interviews to make accurate data, so that respondents did not understand well that there were questions that allowed respondents to provide answers to match the skill and knowledge they had, the lack of reference books to analyze the theory that it was possible this research study was less profound and accurate.

CHAPTER V

CONCLUTION AND SUGGESTION

A. Conclusion

Based on the result got in the chapter IV before, it could be concluded that the research had the result as follow:

From teachers:

1. From the result of this research, first, the teacher guides the role play by writing these prompts. And second, get students to give sentences or question for each one.After that, call two students to the front of, This result had answered the research question that use of role play in teaching vocabulary is quite effective.

2. The use of role play makes their vocabulary and also speaking in learning activity more enjoyable and interesting. It's because role play help speaking students, when students difficult in conversation. And this method also could increase vocabulary mastery. In addition, it has fun and makes most students enjoy to better learning especially in vocabulary mastery.

From students:

1. In role play, the world of the classroom is broad to include the outside world. This offers a much wider range of language

opportunities. So, the students could be anyone and situation they wish. And a part students shy when practice in front of their friends.

2. The use of role play made the class more active and alive. The use of role play made the students more motivated in learning and easier to grasp the lesson. Problems that the students faced mostly in role play are lack of confidence and lack of vocabulary.

For principal:

1. The teacher's ability in this school was goodly lovely especially English teachers.

2. The researcher conclusion from interviewed was the level percentage of present students and teachers was 90% and 10% again ever come late, and process learning teaching was good and also level skill of teachers was good.

B. Suggestion

The success in teaching doesn't depend on the lesson program only, but more important is how the teacher presents the lesson and uses various techniques to manage the class more lively and enjoyable. Regarding to the teaching vocabulary by using role play, the writer gives some suggestion for the teacher and students as follow:

For the teacher:

1. The teachers should choose the materials that are appropriate and not too difficult for the students. And this method more increases again, especially vocabulary mastery.

2. Before assigning the role play to the students, the teacher will make sure that the students have fully understood and have the information they need. The teacher shall present the language in an enjoyable, relaxed and understandable way. And I hope in teaching English use other methods again to make students interest in learning English, not only in grade VIII but in grade VII also. So, vocabulary mastery progressively increases.

For the students:

1. The students are hope not to be shy in acting when play. The students are hoping to be active and creative in enriching their vocabularies. The students should ask to the teacher if there is something that they don't understand regarding to the role play activities.

2. For students must be confidence in front of friends. So that, activities learning teaching process go well.

For the principal:

1. The principal give evaluate to teachers in upgrades education.

2. The programs planning add for work smoothly and carried with good.

REFERENCES

Abdurrahman Fanthoni, *Metodologi Penelitian dan Tehnik Penyusunan Skripsi,* Jakarta: Rineka Cipta, 2006.

A.D.H Susanti, *Using Role Play in Teaching Speaking, (A Pre Experimental Study at Islamic Junior High School Soebono Mantofani Jombang-Ciputat)*, Jakarta: UIN Syarif Hidayatullah, 2007.

Ali, A.Y. *The Meaning of the Holy Quran in the English* Al- Alami Publications: Beirut, 2001.

Bungin Burhan, *Metodologi Penelitian Kualitatif,* Jakarta: PT Raja Grafindo Persada, 2011.

Cahya Wardayani, *The Effectiveness of Using Flashcard in Teaching Vocabulary Achievement of Students of Khaira Ummah Islamic Elementary School,* Padang: Universitas Bung Hatta, 2009.

Creswell, W.J, *Research Design, Quantitative, Qualitative and mixed method*, London: SAGE Publications, 2003.

Finocchiaro, M. and M, Bonomo, *The Foreign Language Learner*: *a Guide For Teacher*, New York: Regent Publishing Company, Inc, 1973.

Gay, L.R. & Peter A, *Educational Research: Compentencis for Analysis and Aplication,* USA: Prentice Hall, 2000.

Harmer, Jeremy, *thePractice of English Language Teaching*, Cambridge: Longman, 2003.

Hornby, A.S. *Oxford Learner's Pocket Dictionary*, New York: University Press, 2000.

J.C Richards &W.A. Renandya, *Methodology in Language Teaching,* Cambridge: Cambridge University Press, 2002.

J. Subagyo, *Metodologi Penelitian,* Jakarta: Rineka Cipta, 2004.

Jack, C.R &Willy A.R, *Methodology in Language Teaching,* Cambridge: Cambridge University Press, 2002.

Jones, S, *Multisensory Vocabulary Intruction*, Guideliness and Activities,1999.

Ladusse, G.P, *Role Play: Resources Books for Teacher Series*, New York: Oxford University Press, 1995.

Moleong, L.J, *Metode Penelitian Kualitatif*, Bandung: Remaja Rosda Karya, 2009.

Muhammad Nasir, *Metode Penelitian*, Jakarta: Ghalila Indonesia, 1988.

Muhammad Muhsin khan, *Interpretation of the meaning of the noble quran in English Language,*Al-Madinah Al-Munawarah: Islamic University, 1993.

Muhammad puad Abdul Baqi, *Sunan Ibnu Madja, Zus Awwal Babul Muqoddimah,*Beirut-Lebanon: Dar Alkitab Ilmiah, ttp.

Nunan, David, *Practical English Language Teaching*, Boston: McGraw Hill, 2003.

Oxford learner's pocket dictionary, New York: Oxford university press,2006.

Slaterry, W and Willis, J,. *Teaching for Foreign Language*, New York: Oxford University Press, 2003.

Suharsimi Arikunto, *Prosedur Penelitian,* Jakarta: PT Asdi Mahasatya, 2006.

──── , *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakrta: Rineka Cipta, 2006.

Sutrisno Hadi, *Metodologi Research,* Yogyakarta: ANDI Yogyakarta, 1989.

Suryabrata, Sumadi, *Metode Penelitian*, Jakarta: raja Grafindo Persada, 1983.

Wallace, L; Marry, *Vocabulary Building and Word Study*, New York: Mc. Graw-Hill Book Company, 1982.

Weir, C.j, *Communicative Language Testing*, Sidney: prentice Hall, 1990.

TABLE OF CONTENT

Page

CHAPTER IV THE RESULT OF RESEARCH

CHAPTER V CONCLUTION AND SUGGESTION

REFERENCES
CURRICULUM VITAE
APPENDIXS

LIST OF TABLES

LIST OF APPENDIXS

Appendix 1: The List of Observation.

Appendix 2: The List of Interviews.

Appendix 3: The Result of Interview.