

COMPARISON OF CONVENTIONAL AND ROLE PLAYING LEARNING STRATEGY TOWARDS ENGLISH VOCABULARY

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Abstract

Speaking skill is one of the indicators of the language learning quality, including English. Thus, the learning achievement of English courses can be seen from the learner's ability to speak in English. This study aims to examine differences in vocabulary learning outcomes in speaking English between students taught by using role playing and conventional learning strategies and the effect of interaction between learning strategies on English speaking vocabulary learning outcomes. The research method is quantitative by using a statistical approach in the form of a Paired Test that uses a quasi - experiment design with the design model the Nonequivalent Pretest-Posttest Control Group Design. It is processed by using SPSS version 13.0 for windows software. The results of this study are that there are differences in vocabulary learning outcomes in English speaking between students who are taught with role playing and conventional learning strategies. And role playing learning strategy is good for improving students' English speaking vocabulary skills. Both conventional and role playing learning strategy have an effect on improving students' vocabulary skills in English speaking.

Keywords: Conventional, Role Playing, Vocabulary, English Speaking

1. Introduction

Speaking skill is one of the indicators of of language learning quality, including English. Thus, the learning achievement of English courses can be seen from the ability of learners to speak in English (Roestiyah, 2001: 36). To obtain the optimal level of success in English speaking, learning strategies that are student centered must be created to make an interaction between teachers and learners and interaction between learners and learners because educational activities are a social process that cannot occur without interpersonal interaction. Because learning is a personal process and also a social process, which occurs when each person relates to each other and builds understanding and shares knowledge (Jonson & Smith, 1991 in Lie, 2002: 6). English Speaking needs sufficient vocabulary mastery. Students who have many vocabularies will be able to produce many sentences and vice versa. Learning English vocabulary is a very important thing in learning. Without some vocabularies, someone will have a difficulty in speaking, understanding the meaning, and writing in English. By paying attention to the role of mastering language communication, it is necessary to understand the meaning of vocabulary. (Khanafi, 2015; Nurgiyanto, 1987; Setiadi; Solihin, 2013; Subekti, 2015; and Witkin, 1974).

From various problem analysis in English speaking vocabulary mastery in the process of learning and teaching English at State Polytechnic of Madiun, it is necessary to apply learning theory that is suitable for this approach with the second language acquisition theory by using role playing learning strategy theory with the aim of mastering English speaking. In addition, this study applies conventional learning strategies. This research is to examine differences in vocabulary

learning outcomes in speaking English between students taught by using role playing and conventional learning strategies and the effect of interaction between learning strategies on English speaking vocabulary learning outcomes. This research was conducted in the English learning process at State Polytechnic of Madiun, Department of Business Administration, English Study Program in "Intermediate Speaking" courses in the second semester of 2017 - 2018 academic year in the ability to speak English as a comparison of the results of learning to speak English by using role playing and conventional learning strategies.

2. Literature Review

Martinis Yamin (2008) states that the role playing learning strategy a learning strategy that involves the interaction between two students or more about a topic or situation. Students carry out their respective roles according to the character they are acting on. They interact and play in a role playing activity. Students are given the widest opportunity to play so that they find problems that will be faced in actual implementation. According to Oemar (2005) role playing is a simulation learning strategy that is generally used for social education and human relations. Students participate as players with certain roles or as observers depending on the objectives of applying the learning strategy. Lee (1986: 147) explains that role playing is useful to help bring language into life or provide a real experience to learners using language as a communication tool. Amato (2003) also added that through role-playing activities learners can explore their abilities. According to Harmer (2007) role playing can be useful to fluency in speaking and train learner's skills in specific skills, especially in learning English for English for Specific Purposes.

Burrowes (2003) stated that conventional learning strategy emphasizes content recitation, without giving students enough time for reflecting on the material presented, link it to previous knowledge, or apply it to real life situations. Further stated that conventional learning has characteristics, namely: (1) teacher-centered learning, (2) passive learning, (3) lack of interaction between students, (4) no cooperative groups, and (5) assessment is sporadic. According to Brooks & Brooks (1993), the implementation of conventional learning strategy emphasizes learning goals in the form of additional knowledge, so that learning is seen as a process of "imitating" and students are required to be able to reveal the knowledge learned through quizzes or standardized tests. Learning resources in conventional learning strategy approaches are more in the form of verbal information obtained from books and teacher or expert explanations. These sources greatly influence the student learning process. Therefore, the source of learning must be structured systematically following the sequence of small components to the whole (Herman, et al., 1992) and usually deductive. Therefore, learning is articulated into goals in the form of discrete behavior. What happens during the learning process is far from efforts to make understanding happen. Students are required to demonstrate the ability to memorize and master pieces of information as a prerequisite for learning more complex skills.

The purpose of language learning is for speaking skill. Language learning includes receptive or productive abilities. Language learning is obtained through visual (reading and writing) and audio (listening and speaking). Richards & Renandya (2002) argue that there are several components that underlie the success of 3 teaching speaking. These components are grammatical, discourse, sociolinguistic, strategic competencies. Grammatical competence is a grammar competence (morphology and syntax), and vocabulary, including English sounds and spelling, pronunciation, intonation, stressing, etc. Discourse (discourse) competence relates to the types of text that are used in context or applied with full meaningfulness functionally. Sociolinguistic competence refers to the knowledge of what is expected by target language users socially and culturally, including how the language is used in accordance with the existing social cultural

situation of the local community. The definition of strategic competence is a way of using language to achieve the purpose of communicating appropriately, well, and correctly.

3. Research methods

This study tested the pre-test before treatment by using role playing and conventional learning strategies, tested the post-test after treatment by using role playing and conventional learning strategies and the influence of variables (role playing learning strategies) and (conventional learning strategies) on Y (results learn). To analyze the differences and effects of each variable by using the t-test and t-test paired sample.

The type of data in the study is quantitative with the comparison method. The researcher intends to make comparisons of conditions in two places, whether the two conditions are the same, or there are differences, and if there are differences, the conditions in which are better (Arikunto, 2013: 6). Data analysis techniques in quantitative research use statistics. So this study uses inference statistics. Which is inference statistics is a statistical part that studies the interpretation and general conclusions drawn from an available data. In quantitative research, data analysis is an activity after data from all respondents or other data sources are collected. Activities in data analysis are grouping data based on variables and types of respondents, tabulating data based on variables from all respondents, presenting data for each variable under study, performing calculations to test hypotheses that have been proposed with the t-test is a statistical test that is often encountered in problems statistical practice. This test is used to examine the relationship of independent variables with the dependent variable partially. Data is processed by using SPSS version 13.0 for Windows software.

4. Results and Discussion

Based on the results of the study between the two conventional and role playing learning strategy, which are related to the results of vocabulary assessment of every students who has taken lectures in the second semester at State Polytechnic of Madiun. In conventional learning emphasizes on content recitation, without giving enough time to students to reflect the material presented, connect it with prior knowledge, or apply it to real life situations. The following results have been obtained from before and after being given treatment in the form of conventional learning strategy as well as role playing on students Semester II of State Polytechnic of Madiun, English Study Program along with the interaction or relationship of conventional learning and role playing learning strategy:

4.1 Differences before and after the application of conventional and role playing learning strategy for students semester II of State Polytechnic of Madiun, English Study Program

4.1.1 Conventional Learning Strategy

Table 1. Testing Differences Before and After Conventional Learning Strategy

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	X1.2	22,7143	28	7,21037	1,36263
	X1.1	21,0000	28	5,35413	1,01183

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	X1.2 & X1.1	28	,858	,000

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	X1.2 - X1.1	1,71429	3,79919	,71798	,24111	3,18746	2,388	27	,024

Based on the results that have been formed in Table 1, it can be concluded that with the provision of conventional learning strategy for student's semester II of State Polytechnic of Madiun, English Study Program is able to make a difference. This can be seen in the results of calculations by using Paired test on 28 students who produce Sig (2-tailed) <0.05 which is 0.024. In other words, vocabulary learning outcomes in English speaking between students taught with conventional learning strategies are better in developing speaking English than not being given any learning strategy. So that with conventional learning strategy can provide an increase in students in English speaking.

4.1.2 Role-Playing Learning Strategy

In the next learning strategy, the role playing learning strategy is better known as the role playing learning strategy or which involves the interaction between two students or more about a topic or situation. Based on the results of calculations with statistics, the following results are obtained:

Table 2. Testing Differences Before and After Role-Playing Learning Strategy

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	X2.2	27,0345	29	7,28738	1,35323
	X2.1	23,4828	29	6,26567	1,16351

Paired Samples Correlations			
	N	Correlation	Sig.
Pair 1 X2.2 & X2.1	29	,832	,000

Paired Samples Test									
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	X2.2 - X2.1	3,55172	4,04957	,75199	2,01135	5,09210	4,723	28	,000

Based on the results that have been formed in Table 2, it can be concluded that given the role playing learning strategy for students semester II of State Polytechnic of Madiun, English Study Program is able to make a difference. This can be seen from the Sig (2-tailed) value of 0.000 < 0.05, so that in other words, the English vocabulary learning outcomes between students taught with Role-Playing learning strategies are better in developing English speaking than not given learning strategy. So, the existence of role playing learning strategy can provide an increase in students in English speaking. This is in line with Harmer's (2007) statement that role playing can be useful to stimulate vocabulary in speaking and train learner skills in specific skills, especially in learning English for English for Specific Purposes.

4.1.3 Conventional Learning Methods and Role-Playing

Furthermore, with the existence of both learning strategies in the form of conventional and role playing, it can be seen which method is better in improving vocabulary learning outcomes in English speaking to students semester II of State Polytechnic of Madiun, English Study Program. Following the results obtained in table 3.

Table 3. Testing Differences Conventional Learning Methods and Role-Playing

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	X2.2	26,8929	28	7,38035	1,39476
	X1.2	22,7143	28	7,21037	1,36263

Paired Samples Correlations			
	N	Correlation	Sig.
Pair 1 X2.2 & X1.2	28	,323	,094

Paired Samples Test									
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	X2.2 - X1.2	4,17857	8,48988	1,60444	,88654	7,47060	2,604	27	,015

In knowing the comparison of the goodness of the learning strategy is also done with a statistical approach in the form of Paired Samples Test, where it can be seen that the Sig (2-tailed) value is

$0.015 < 0.05$. So, it means that the two methods have differences in developing students' ability in English speaking. In addition, based on the average value obtained, it can be seen that the average value of the role playing learning strategy is higher than the average value obtained in conventional learning strategy, namely 26.89 and 22.71. So, by looking at the results obtained in this approach, it can be interpreted that the role-playing learning strategy is more appropriate to be applied in developing the English speaking ability of student's semester II of State Polytechnic of Madiun, English Study Program.

4.2 *The effect of interaction is applied to conventional and role playing learning strategy on students semester II of State Polytechnic of Madiun, English Study Program*

To find out the relationship between the two learning strategy, namely conventional and role playing on English vocabulary learning outcomes, a statistical approach was taken in the form of t - test analysis in Figure 4 as follows:

Table 4. Testing The Effect Of Vocabulary and Conventional Learning Strategy

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Vocabulary	57	24,1754	6,60931	,87542
Konvensional	57	23,1053	6,69671	,88700

One-Sample Test						
	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Vocabulary	27,616	56	,000	24,17544	22,4218	25,9291
Konvensional	26,049	56	,000	23,10526	21,3284	24,8821

In Table 4, it can be seen that the value of Sig (2-tailed) is $0.000 < 0.05$ which means that English vocabulary learning outcomes can be influenced by conventional learning strategy. This indicates that in improving English speaking vocabulary skill can be done by using conventional learning strategy. In addition, the English speaking vocabulary learning outcomes can be influenced by the role playing learning strategy where the Sig (2-tailed) value is $0.000 < 0.05$ which means that English speaking vocabulary learning outcomes can be influenced by role playing learning strategy. This indicates that in improving English speaking vocabulary skill can be done using the role playing learning strategy as evidenced by using a statistical approach in the form of t-test analysis, where the results are shown in table 5 below:

Table 5. Testing The Effect Of Vocabulary and Role Playing Learning Strategy

One-Sample Statistics						
	N	Mean	Std. Deviation	Std. Error Mean		
Vocabulary	57	24,1754	6,60931	,87542		
Role_Playing	57	24,0702	7,04541	,93319		

One-Sample Test						
	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Vocabulary	27,616	56	,000	24,17544	22,4218	25,9291
Role_Playing	25,793	56	,000	24,07018	22,2008	25,9396

5. Conclusions and Suggestions

Based on the results obtained by using a statistical approach, it can be concluded that there are differences in English vocabulary learning outcomes with conventional and role playing learning strategies. Both learning strategies are able to give effect in improving English speaking vocabulary skill, but the role playing learning strategies is better learning strategies to improve students' ability in English speaking vocabulary. So, in order to obtain optimal vocabulary learning outcomes you should use the role playing learning strategy.

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