

## THE USE OF ROLE PLAY METHOD TO IMPROVE STUDENTS' VOCABULARY AT JUNIOR HIGH SCHOOL

AMALIA. R<sup>1</sup>, ST. ASRIATI<sup>2</sup>, MAHARIDA<sup>3</sup>

<sup>1,2,3</sup>Universitas Muhammadiyah Makassar, Indonesia

[amalariusman1887@gmail.com](mailto:amalariusman1887@gmail.com)

### ABSTRACT

*Teaching role play method improve the students' vocabulary in term of noun at VIII grade students of SMP Handayani Sungguminasa? (2) Does teaching role play method improve the students' vocabulary in term of verb at VIII grade students of SMP Handayani Sungguminasa? The researcher used pre-experimental method. That applies pre-test and post-test. The pre-test was given to the students to find out the students' improvement vocabulary in (noun and verb) before process the treatment and the post-test to find out the students improvement vocabulary in (noun and verb) after the treatment. The population were the second grade students that consisted of 90 students in academic year 2020/2021. Meanwhile, the sample of this research taken by using purposive sampling which consisted of 30 students. The researcher findings indicated that the improvement of the second grade students of SMP Handayani Sungguminasa, improved after the application of Role Play Method. It was proven by the mean score of pre-test was 50.33 and post-test was 146.83 and the result of t-test also shown that the use of role play method was effective to improve students' vocabulary because t-test, 43.97, is higher than t-table, 1.699 ( $43.97 > 1.699$ ). Based on the mentioned results above, it can be conclude that the teaching vocabulary in English through role play method was successful to be implemented. In other words, role play method helped the teacher to improve students' vocabulary.*

**Keywords:** Role Play Method, Vocabulary.

### ABSTRAK

*Tujuan dari penelitian ini adalah untuk mendapatkan informasi tentang (1) Apakah metode bermain peran meningkatkan kosakata siswa dalam hal kata benda di siswa kelas VIII SMP Handayani Sungguminasa? (2) Apakah metode bermain peran meningkatkan kosa kata siswa dalam hal kata kerja pada siswa kelas VIII SMP Handayani Sungguminasa? Peneliti menggunakan metode pra-eksperimen. Itu berlaku pre-test dan post-test. Pra-tes diberikan kepada siswa untuk mengetahui peningkatan kosakata siswa dalam (kata benda dan kata kerja) sebelum memproses perawatan dan post-tes untuk mengetahui peningkatan siswa dalam kosakata (kata benda dan kata kerja) setelah perawatan. Populasi siswa kelas dua yang terdiri dari 90 siswa pada tahun akademik 2020/2021. Sedangkan sampel penelitian ini diambil dengan menggunakan purposive sampling yang terdiri dari 30 siswa. Temuan peneliti menunjukkan bahwa peningkatan siswa kelas dua SMP Handayani Sungguminasa, meningkat setelah penerapan Metode Role Play. Itu dibuktikan dengan skor rata-rata pre-*

*test adalah 81,44 dan post-test adalah 147,68 dan hasil dari t-test juga menunjukkan bahwa penggunaan metode role play efektif untuk meningkatkan kosa kata siswa karena t-test, 42,09, adalah lebih tinggi dari t-tabel, 1,699 ( $42,09 > 1,699$ ). Berdasarkan hasil yang disebutkan di atas, dapat disimpulkan bahwa pengajaran kosa kata dalam bahasa Inggris melalui metode role play berhasil dilaksanakan. Dengan kata lain, metode bermain peran membantu guru untuk meningkatkan kosa kata siswa.*

***Kata kunci:*** Metode Role Play, Kosakata.

## **Introduction**

All around the world, English has important roles in our life especially in Indonesia. Therefore, Indonesia government has decided that English is one of the subject curriculums used in Indonesia school. In learning English, there are four skills that need to be mastered by students. Those are listening, writing, speaking, and reading. Listening and reading are receptive skills but speaking and writing are productive skills. The four skill are important. But, speaking seems intuitively the most important. (Nugroho, 2010:1).

Vocabulary is one of important thing to make easy to speaking. The master vocabulary can support the students' to speaking communication. In learning English vocabulary we have to know the meaning of the people say and it is makes understand quickly.

Vocabulary is the key to master the four language skills. It is because vocabulary becomes the basic component to support the speakers in communication to express their ideas. Vocabulary plays an important role in supporting the students' English learning achievement. The students who have good vocabulary mastery always get good learning achievement.

Vocabulary is a composite of words that used by the speakers in certain language. Vocabulary need to be improved because vocabulary is the total number of words will be very easier in communicate with the other people. Hatch & Brown (1995) say that vocabulary refers to a list or set of words, a particular language or a list set of words that individual speakers of language might use.

Karamoy in Humairah (2018) defines vocabulary as words that are taught in foreign language course. Generally, vocabulary can be defined

as a list of words with their meanings. In other words, vocabulary is always related with words and dictionary. Vocabulary refers to all the words known and use by a particular person. It usually grows and evolves and serves as a useful and fundamental tool for communication and acquiring knowledge.

Therefore, according to the problems, the researcher wants to fix the problems by using Role Play Method.

Role Play method is a way to master learning material through developing students' imagination and appreciation. This game is generally carried out by more than one person depending on what is played, where students play certain characters in a story or other complex social situations. Role play encourages students to practice their speaking skill.

## **Materials and Method**

### **Materials**

#### **1. Vocabulary**

##### **a. The Definition of Vocabulary**

Vocabulary is one of important thing to make easy to speaking. The master vocabulary can support the students' to speaking communication. In learning English vocabulary we have to know the meaning of the people say and it is makes understand quickly.

The definition about vocabulary is clear enough that is almost cases of human life, they use set of words. The use of words itself differentiate according to the field, person, class, or profession. It means that beggar use set of words to ask for some money to rich people, the teacher also use set of word when their students command. The writer has opinion that vocabulary is one aspect of language which is important in learning language because vocabulary carries meaning which is use in communication.

Karamoy in Humairah (2018) defines vocabulary as words that are taught in foreign language course. Generally, vocabulary can be define as a list of words with their meanings. In other words, vocabulary is always relate with words and dictionary. Vocabulary refers to all the words known and use by a particular person. It usually grows and evolves and serves as a useful and fundamental tool for communication and acquiring knowledge.

### **b. Aspect of vocabulary**

According to Ur in Jurasni (2019), there are some aspects of vocabulary that should be mastered in learning foreign language, they are as follow:

#### 1) Pronunciation and spelling

The students have to know what a word sounds like (its pronunciation) and what it looks like (its spelling).

#### 2) Meaning

The meaning of words is primarily what is refers to in the real world, its denotation. A less obvious component of the meaning of an item it is connotation.

### **c. The Types of Vocabulary**

Legget in Rahayu (2014) points that there are two types of vocabulary.

**a.** Passive of recognized vocabulary which is, made up words, of recognized in the context of reading material but he doesn't actually use himself

**b.** Active vocabulary which consists of working words used daily in writing and speaking.

### **d. Aspects of Learning Vocabulary**

Actually, there are many ways that will help students to expand their vocabulary and proficiency. The following are:

#### **A. Word Classes**

A word is a single unit of language which has meaning and can be spoken or written (*Cambridge Advanced Learner's Dictionary*). Word is a microcosm of human consciousness Thornbury (2002:1). Word is classified based on their functional categorized, it is called part of speech, (Harmer, 1998:36). The kinds of part of speech are:

#### a. Noun

The noun is one of the most important parts of speech. Its arrangement with the verb helps to form the sentence core which is essential to every complete sentence. Noun is a word (or a group of words) that is the name of the person, a place, a thing or activity or quality or idea. Nouns can be used as the subject or object of a verb. For instance: *man, Muhammad, village, Indonesia, pencil, and town hall*. There are types of noun as follows:

### 1) Common Noun

Common noun is a noun referring to a person, place or thing in general sense, usually we should write it with capital letter when it begins a sentence.

For example: dog, man, table, pencil, book, stone, shoes, etc

### 2) Proper Noun

A proper noun begins with a capital letter in writing. It includes personal name, names of geographic units such as countries, cities, rivers, etc. the names of nationalities and religions, names of holidays, names of time units and words use for personification (Frank, 1972:6).

For example: Muhammad is the last prophet.

Bobby does not like Monday.

### 3) Abstract Noun

An abstract noun is noun which names anything which cannot perceive through five physical senses, and is the opposite of a concrete noun.

For example: Maria has high imagination about her future.

The boy is annoying.

### 4) Collective Noun

A collective noun is a noun which describes groups, organization, animals or person. A collective noun is similar to an uncountable noun, and is roughly the opposite of a countable noun, (Harmer, 1998:38).

For example: Our team is the best.

The audience seemed enthusiastic.

### 5) Countable Noun

A countable noun is a noun with both a singular and a plural form, and it names anything that can count. It is the opposite of uncountable nouns and collective nouns, (Harmer, 1998:38).

For example: Arfy painted the door red and the chairs blue.

Kayla buys a book and three pencils.

### 6) Uncountable Noun

An uncountable noun is a noun which does not have a plural form, and which refers to something that could not count (Harmer, 1998:36).

For example: He has not got much hair.

I want some information.

### 7) Concrete Noun

A concrete noun is a noun which names anything or anyone that can perceive through physical senses: touch, sight, taste, hearing, or smell. A concrete noun is the opposite of abstract noun (Thomsom, 1986:29).

For example: The bread was eaten by Salsa.

We use both eyes to see.

### 8) Noun Plural

Most of nouns change their form to indicate number by adding –s or –es (Thomsom, 1986:25).

For example: Yesterday, I gave three veils for my sister.

Martin buy three books for him child.

#### b. Verb

The verb is the most complex part of speech. Its varying arrangements with nouns determine the different kinds of sentences, statements, questions, commands, exclamations.

There are three important types of verb to be aware of:

#### 1) Auxiliary verbs

These are “be, do, have and the modal auxiliary verbs (shall, should, will, would, can, could, may, might, must or ought to)”. They are used with main verbs in affirmative, negative sentences, and question formation (Harmer, 1998:38)

For example: We cannot afford to pay for a hotel.

We are studying at our friends’ house.

#### 2) Main verbs

These carry the main meaning (Harmer, 1998:38).

For example: She arrived at six o’clock.

He wrote a poem to his girls’ friend.

#### 3) Phrasal verbs

These are formed by adding an adverb or a preposition (an adverb and a preposition) to a verb to create new meaning (Harmer, 1998:38).

For example: Can we put off the wedding till after the funeral?

#### 4) Transitive and Intransitive

a) A Transitive verb needs a direct object to complete its meaning or it cannot stand alone.

For example: The plants need water.

b) An intransitive verb can stand alone in the predicate because its meaning is complete.

For example: The plant grows.

#### 5) Regular and Irregular verb

a) Regular verbs are formed by adding “ed” *call-called, arrive-arrived*.

b) Irregular verbs change completely in the past tense: *go-went-gone*.

For example: Hendri went to the school by bus yesterday.

## 2. Role Play

### a. The Definition of Role Play

Role Play method is a way to master learning material through developing students' imagination and appreciation. This game is generally carried out by more than one person depending on what is played, where students play certain characters in a story or other complex social situations. Role play encourages students to practice their speaking skill.

According to Larsen freeman (2000: 68) role play method is very important in the communicative approach because they give learners an opportunity to practice communicating in different social context and different social roles.

According to Ladousse (1995: 4) role play method is use different communicative techniques and develops fluency in the language, promotes interaction in the classroom and increases motivation.

### b. Benefits of Using Role Play

According to Thomas in Nining (2015) there are some benefits why teachers should use role play technique in teaching speaking as in Communication Activities. Those are:

- 1) Role play allows a wider range of language functions and language varieties to occur than would normally occur within a classroom.
- 2) Role play allows exploration of cultural issues, in particular, appropriate ways to behave in certain situations such as when being offered food or drink.
- 3) Role play can add interest to an activity and by distributing roles can ensure participation in an activity.

- 4) Role play can result in repetition of speaking activity by providing a change. In short, role play covers a wide range of possibilities because in students have to enter into many different situations. Moreover, it can help students to achieve maximum communication.

**c. The Significance of Role Play**

It has been mention before that role play is one of the activities which is particularly suitable for practicing the sociocultural variations in speech acts, such as complimenting, complaining, and the like.

**METHOD**

In this research, the writer used pre-experimental research to know the use of Role Play Method to improve students' vocabulary at SMP Handayani Sungguminasa with one group pre-test and post-test. Pre-test was given to the students before the treatment and post-test was given after the treatment.

<b>Pre-test</b>	<b>Treatment</b>	<b>Post-test</b>
O1	X	O2

(Gay, 2012)

- O1 : Pre-test  
X : treatment  
O2 : Post-test

The population of this research was the eighth grade of SMP Handayani Sungguminasa in the academic year 2019/2020. The population consist of three classes. The total of the population of this research is 90 students.

The sampling technique of this research was purposive sampling technique. The writer selected this technique based on the statement of the teacher that students' achievement in eighth grade is getting low in English especially in vocabulary. The writer selected class VIII-A SMP Handayani Sungguminasa as a sample. The total of the sample is 30 students.

1. Scoring the students' correct answer of pre-test and post-test by using this formula:



$$\text{Score} = \frac{\text{Students' correct answer}}{\text{The number of item}} \times 100\%$$

(Depdikbud, 2017 : 93)

2. Classifying the score of the students into following criteria:

The mean score of the students was classified in to four levels as follows:

No.	Score	Mark
1.	Score 96 – 100	Excellent
2.	Score 86 – 95	Very good
3.	Score 76 – 85	Good
4.	Score 66 – 75	Fairly good
5.	Score 56 – 65	Fairly
6.	Score 36 – 55	Poor
7.	Score 0 – 35	Very poor

(Depdikbud, 2017)

The researcher used 20 numbers of item for every pretest and posttest. To get the score for every student, the researcher divided the students' correct answer with the number of items and times 100. After getting students' score, it can be categorized by using the table above.

3. Calculating the mean score of the students' answer by using the following formula

$$\bar{X} = \frac{\sum X}{N}$$

Notation:

$\bar{X}$  = The mean or arithmetic average of the score

$\sum X$  = The sum of all scores

N = The total number of subject

(Gayet al, 2012)

## Findings

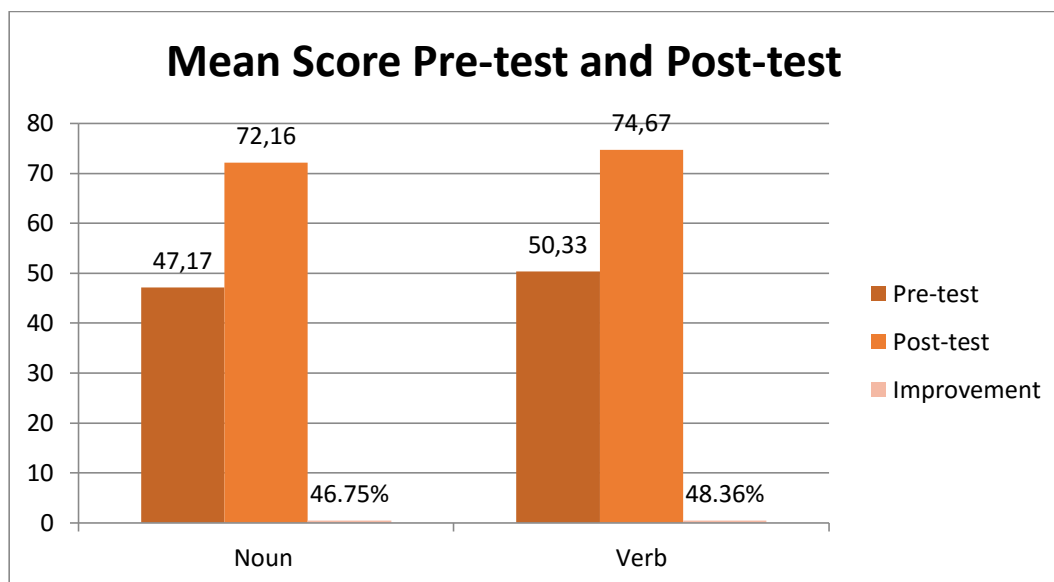
### 1. The Students' Mean Score of Noun and Verb in

#### Pre-test and Post-test

Variables	Mean score	Percent Improvement
-----------	------------	---------------------

	Pre-test	Post-test	
Noun	49.17	72.16	46.75%
Verb	50.33	74.67	48.36%

2. The students' mean score of noun and verb (pre-test and post-test) from the recapped in the following chart:



3. The Classification of Students' Pre-test and Post-test Scores (noun)

N o.	Classificati on	Scor e	Vocabulary (Noun)			
			Pre-test		Post-test	
			f	%	F	%
1	Excellent	96-100	0	0%	0	0%
2	Very Good	86-95	0	0%	2	6,67%
3	Good	76-85	0	0%	8	26,67%
4	Fairly Good	66-75	2	6,67%	17	56,66%
5	Fairly	56-65	6	20%	3	10%
6	Poor	36-55	17	56,66%	0	0%

7	Very Poor	0-35	5	16,67 %	0	0%
<b>Total</b>			<b>3</b> <b>0</b>	<b>100%</b>	<b>3</b> <b>0</b>	<b>100%</b>

#### 4. The Classification of Students' Pre-test and Post-test Scores (verb)

N o.	Classificati on	Scor e	Vocabulary (verb)			
			Pre-test		Post-test	
			f	%	F	%
1	Excellent	96- 100	0	0%	0	0%
2	Very Good	86- 95	0	0%	1	3,34%
3	Good	76- 85	0	0%	7	23.33 %
4	Fairly Good	66- 75	2	6,67%	1 8	60%
5	Fairly	56- 65	6	20%	4	13,33 %
6	Poor	36- 55	1 9	63,33 %	0	0%
7	Very Poor	0-53	3	10%	0	0%
<b>Total</b>			<b>3</b> <b>0</b>	<b>100%</b>	<b>3</b> <b>0</b>	<b>100%</b>

#### 5. The Comparison of the Test Result

##### Distribution the value of t-test and t-table

Variab les	Pre - test	Pos t- test	t- test	t- tab le	Compari son	Classificat ion
Noun	49. 17	72. 16	22. 42	1.6 99	t-test>t- table	Significan ce
Verb	50. 33	74. 67	21. 55	1.6 99	t-test>t- table	Significan ce

## Discussion

In this part, the discussion dealing with the interpretation of findings derived from the result of finding about observation result of the students' vocabulary in terms of noun and verb.

In improving the students' vocabulary in terms of noun and verb, the researcher used role play method in teaching vocabulary. Where using role play method such as vocabulary (noun and verb) around the classroom can help the students improve their vocabulary and it can also help the students to differentiate between noun and verb.

The findings of this research similar to Firman, (2013) "the correlation between the vocabulary enrichment and reading ability at the second year students of SMP Negeri 2 Sungguinasa". the result of the research indicated that there was standard correlation between students' enrichment vocabulary and reading ability, it concluded that there was high correlation between students' enrichment in vocabulary and reading ability.

Meanwhile, Irwan, (2010) "the correlation between students' vocabulary mastery and reading comprehension". The result of the research indicated that there was a correlation between vocabulary mastery and reading comprehension, who gain the better score in vocabulary test they get the better score in reading test too. It means the vocabulary mastery is important for reading comprehension and it also shows that vocabulary score can support the reading score and at last no students get good score in reading unless their vocabulary score is good as well.

The other researcher, Darmayanti, (2003) conclude that improving the vocabulary mastery of the second year students of MAN Model Makassar through English derivation and inflection is an effective way to improve students' vocabulary.

The students thought that the teaching vocabulary through using role play method was very helpful to improve their vocabulary. The effective at this method is that it should fulfill what they need to memories the vocabulary, how to make the subject interesting to it is easy to save in their mind.

The data had been showed in pre-test there were many students' inadequate score. In pre-test, some students found many difficulties in vocabulary. It made

them could not distinguish between noun and verb. It was too different with post-test that some of students got higher than the value in pre-test. The students got a significant development after giving treatment. The students could improve their vocabulary.

From the result of pre-test, the total mean score of the students' vocabulary in terms of noun and verb was 99.50, it can be concluding that the students' in vocabulary were classify as inadequate. The result of the post-test was 146.83, it can be classified average.

Based on the result of the data, the researcher concluded that after the treatment by using role play method the students were in very good category. It means that by using role play method in teaching vocabulary the students can improve their vocabulary.

On the other hand, the result of the post-test showed that the students had significant progress, one of the students got excellent classification. In other words, the students vocabulary increased by using role play method. So, using role play method in this research had a big influence in students' vocabulary because can help the students to improved their vocabulary.

The data described the most of them success to improve their score into the students' vocabulary in terms of noun and verb by using role play method. The improvement is also following by the significance. It is obtained the value of the t-test in noun was (22.42) the degree of freedom (df) is 29 (obtained from  $N-1 = (30-1=29)$ ), the value of the t-test in verb is 21.55 the degree of freedom (df) is 29 (obtained from  $N-1 = (30-1=29)$  is greater than t-table (1.699) for the degree of freedom (0.05), it means that the null hypothesis ( $H_0$ ) was rejected and alternative Hypothesis ( $H_1$ ) was accepted.

From the result of calculation, it is obtained the value of the t-test in noun is 22.42 the degree of freedom (df) is 29 (obtained from  $N-1 = (30-1=29)$ ), the value of the t-test in verb is 21.55 the degree of freedom (df) is 29 (obtained from  $N-1 = (30-1=29)$ ). The researcher used the degree of significance of 0.05 the value of degree of significance are 1.699. If the test compared with each value of the degrees of significance, the result of noun is  $22.42 > 1.699$ , the result of verb is  $21.55 > 1.699$ . Since t-test score obtained from the result of calculating,

the alternative hypothesis ( $H_1$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected.

The data of this research showed that there was a significant difference of students' vocabulary between before and after teaching by using role play method, it was beneficial for the students in secondary school who studied English as foreign language because it could improve their comprehension in vocabulary (noun and verb) around the classroom. It also caused by the involvement of the students during the process.

Based on the discussion above, the researcher can concludes that there was different result between pre-test and post-test in teaching English vocabulary through different method in form of role play learning. The researcher may say that teaching English vocabulary by using role play method was a good way to improve the students' vocabulary at the eighth grade of SMP Handayani Sungguminasa. By using role play method, the students became more interested to learn vocabulary. The students could remember the vocabularies easily.

### **Conclusion**

After conducting the Experimental Research about the use of role play method to improve students' vocabulary in secondary school and based on research findings in the previous chapter, the researcher concluded that teaching material by using role play method in vocabulary (noun and verb) around the classroom was effective to improve the students' vocabulary in details or specific information, and it was proved by the mean score of students' achievement before and after giving treatment.

1. The use of role play method is able to improve the students' vocabulary in term of noun at VIII Grade Students of SMP Handayani Sungguminasa Kab. Gowa. Sulawesi Selatan. It was proved by the mean score of post-test (72.16) is higher that pre-test (49.17).
2. The use of role play method is able to improve the students' vocabulary in term of verb at VIII Grade Students of SMP Handayani Sungguminasa Kab. Gowa. Sulawesi Selatan. It was proved by the mean score of post-test (74.67) is higher that pre-test (50.33).

The students who are taught by using Role Play Method have better vocabulary especially noun and verb. So, Role Play Method was effective in improving students' vocabulary (noun and verb).

### References

- Abdulah, Ishak dan Ugi Suproyogi. 2012. *Penelitian Tindakan Dalam Pendidikan Nonformal*. Jakarta: Raja Grafindo Persada.
- Arini, Meliyaningsih Isnaen. 2015. *Improving the Students' Speaking Ability through the Use of Role Playing Technique for Grade Students of SMPN 1 Banguntapan in the Academic Year of 2013/2014*. Thesis. Yogyakarta: University of Yogyakarta.
- Asrina, Amaliyah Hasibuan. 2017. *Improving the Students' Vocabulary Mastery through Word Square Method at Seventh Grade of State Islamic Junior High School Sibuhan*. Thesis. Medan: Islamic University of North Sumatera.
- Brown, H. Douglas. 2001. *Teaching by Principle: An Interactive Approach to Language Pedagogy*. New York: Longman.
- Cameron Lyne. (2001). *Teaching Language to Young Learners*. Cambridge: Cambridge University Press.
- Cameron, Keith. 2001. *Call and the Challenge of Change*. United Kingdom: Intellect Books.
- Dewi, Nurhalimah. 2017. *Improving the Students' Vocabulary Mastery by Using Story Telling at the Seventh Grade of SMP Ta'mirul Islam Surakarta in the Academic Year of 2016/2017*. Thesis. Surakarta: Islamic Institute of Surakarta.
- Frank, Marsela. *Modern English (a practical reference guide)*, United states: Prentice Hall.
- Gay L. R. (1981). *Educational Research*. Ohio: A Beel & Howell Company.
- Harmer, Jeremy. *How to Teach English*, England: Longman.
- Harmer. 2010. *The Principle in Teaching English*. United Kingdom. New York: Oxford University Press.
- Hartatik. 2011. Thesis "Using the Role Play Technique to Improve the speaking achievement of the Five Grade Students in MI Sukorejo 02 Suruh in the Academic Year of 2011/2012". State Islamic Students Institute (STAIN) Salatiga.
- Ika, Rahmadani Lubis. 2017. *Improving Students' Vocabulary Mastery by Using Fly Swatter Game in the First Grade of MTS Persatuan Amal Bakti (PAB) 1 Helvetia*. Thesis. Medan: University of North Sumatera.
- Jurasni. 2019. *The Use of Hangman Game to Increase Students' Vocabulary*. Unpublished Thesis. Makassar: Universitas Muhammadiyah Makassar.

- Kasmira, Kasim 2014. *Increasing the Students' Vocabulary Achievement through Memory SPAN Technique*. Unpublished Thesis. Makassar: Universitas Muhammadiyah Makassar.
- Larsen-Freeman, Diane. (2000). *Techniques and Principles in Language Teaching: Teaching Techniques in English as a second language*. ed: 2<sup>nd</sup>. New York: Oxford University Press.
- Ladousse. 1997. *Role play*. New York; Oxford University Press.
- Littlewood, W. (1992). *Teaching oral Communication: A Methodical Framework*. Oxford: Basil.
- M.Fardal Rakasiwi. 2011. *Improving the Students' Vocabulary Achievement through Anagram Method*. Unpublished Thesis. Makassar: Universitas Muhammadiyah Makassar.
- Nation, I. S. P. 2001. *Learning Vocabulary in Another Language*. New York: Cambridge University Press.
- Nining, Hidayanti. 2015. *Using Role Play to Improve Students' Speaking Ability in Second Year Student of MTS. NU 05 Sunan Katong Kaliwungu in the Academic Year of 2014/2015*. Thesis. Semarang: Islamic University Semarang.
- Prasetyo. 2001. *Metode Role Playing untuk Meningkatkan Hasil belajar siswa kelas II SLTP N 1 Driyono Gresik*. Bulletin Pelangi Pendidikan. Edisi IV Tahun II
- Rahayu, Yuyun Sri. 2014. *Enhancing the Students' Vocabulary Mastery through Vocabulary Self-Collection Strategy*. Unpublished Thesis. Makassar: Universitas Muhammadiyah Makassar.
- Random House Webster's Collage Dictionary. 2001. America: United States of America.
- Read, John. 2000. *Assessing Vocabulary*. Cambridge UK: Cambridge University Press.
- Wilkins, 1972, *Linguistics in Language Teaching*, University College, London.
- Sari, Irianti. 2011. *Using Role Play in Improving Students' Speaking Ability in the Second Year Students at VIII.1 Class of SMP PGRI II Ciputat*. Thesis. Jakarta: Islamic University Jakarta
- S.T, Humairah. 2018. *Using I Spy to Improve Students' Vocabulary Mastery*. Unpublished Thesis. Makassar: Universitas Muhammadiyah Makassar
- Thomson, A.J. and Martinet, A.V. *A Practice English Grammar*, Oxford University Press.