

The Use of Role Play Model to Develop Vocabulary Mastery of Grade Ten Students at SMA Negeri 2 Palu

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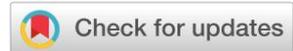
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ABSTRACT

This study, entitled The Use of Role Play Model to Develop Vocabulary Mastery of Grade Ten Students at SMA Negeri 2 Palu, aims to examine the effectiveness of the role play model in enhancing students' vocabulary mastery. The research was motivated by the observation that many tenth-grade students at SMA Negeri 2 Palu struggle with limited vocabulary, which is often caused by low motivation, monotonous teaching methods, and a lack of confidence in using English. The study employed a pre-experimental design involving one group of 32 students. Data were collected using pre-test and post-test instruments administered before and after the implementation of role play activities based on real-life scenarios. The results showed a significant increase in vocabulary scores, with the mean rising from 12.06 (pre-test) to 18.75 (post-test). Statistical analysis using SPSS revealed that the data met normality and homogeneity assumptions, and the Independent Sample t-Test indicated a significance value of 0.000 (< 0.05), confirming the positive effect of the role play model. These findings support the conclusion that role play is an effective, interactive, and engaging strategy to develop students' vocabulary mastery.

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KEYWORDS

Role Playing; Vocabulary Mastery; English Language Learning; Tenth Grade; Classroom Strategy

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1. Introduction

Language is a vital tool for human communication and social interaction. Mastering a language, especially a second language like English, is essential for academic success and global competence. One of the core components of language acquisition is vocabulary mastery, which directly impacts learners' ability to understand texts, participate in conversations, and express thoughts effectively (Aswad et al., 2019; Junaid et al., 2024; Prihandoko et al., 2021; Sachiya et al., 2025).

Vocabulary serves as the foundation for developing listening, speaking, reading, and writing skills. According to Schmitt & Schmitt (2020), learners with strong vocabulary knowledge are better equipped to comprehend input and produce output in meaningful ways. In contrast, limited vocabulary restricts learners' ability to understand and be understood. For this reason, vocabulary instruction has become a focal point in English as a Foreign Language (EFL) classrooms around the world.

However, vocabulary learning is not without its challenges. Many high school students in Indonesia find it difficult to remember and apply English vocabulary in real-life situations. Factors such as lack of interest, monotonous teaching methods, limited exposure to authentic language use, and low motivation hinder students' progress (Indrawati & Resti, 2020; Ritonga et al., 2020; Weda et al., 2022). Teachers often rely on rote memorization or textbook exercises, which may fail to engage students or reflect practical language usage.

In response to these challenges, educators have sought innovative methods to make vocabulary learning more interactive and meaningful. One such method is role playing, an instructional strategy where students act out roles in simulated scenarios. This approach is grounded in experiential learning theory, which emphasizes the value of active involvement and contextual learning. Role playing allows students to use vocabulary in dynamic, communicative settings, thereby enhancing retention and application (Mohammadi & Pouya, 2021; Sachiya et al., 2025; Youngsun et al., 2024).

Role playing has been shown to increase students' motivation, confidence, and participation in language learning activities. By simulating real-life interactions, such as shopping at the market or checking into a hotel, students are encouraged to practice vocabulary in relevant contexts. This not only reinforces word meanings but also develops

communicative competence (Kaffa & Miaz, 2022). Furthermore, the cooperative nature of role play fosters peer learning and social interaction, which are essential for language development.

Research by Ali & Angraeni (2020) demonstrated that role playing, particularly when integrated with game-based learning, significantly improved students' vocabulary acquisition. Similarly, Alabsi (2016) found that learners in the role playing group outperformed those in traditional classrooms in vocabulary tests. These findings suggest that role playing is an effective tool for vocabulary instruction, especially for students who need engaging and practical learning experiences.

This study aims to build upon existing research by exploring the effectiveness of the role play model in the specific context of tenth-grade students at SMA Negeri 2 Palu. Based on preliminary observations and discussions with English teachers at the school, students in this grade level exhibit low vocabulary mastery and limited enthusiasm for English learning. By implementing role playing activities tailored to real-life themes, this study seeks to determine whether this approach can enhance vocabulary acquisition and student engagement.

2. Methodology

This study employed a pre-experimental research design, specifically the one-group pre-test and post-test model, as suggested by Sugiyono (2018). This design was chosen to measure the effectiveness of the treatment by comparing students' vocabulary mastery before and after the intervention. The participants in this study were 32 tenth-grade students from class X-G at SMA Negeri 2 Palu. They were selected purposively based on their low English achievement, particularly in vocabulary. This selection ensured that the treatment targeted students who needed the most support.

To collect data, the researcher used two main instruments: a pre-test and a post-test. Both tests contained vocabulary-based tasks designed to assess students' knowledge and application of English vocabulary relevant to everyday communication. The treatment given to the students was role playing, which was conducted over a series of sessions. Five practical and familiar contexts were chosen for the role plays: at the market, at the doctor's office, at the airport, at a restaurant, and at a hotel. Each treatment session followed a structured format where students were divided into small groups, received a specific role play scenario, performed the role play in front of the class, and answered vocabulary-based questions related to the scenario. This approach was designed to improve vocabulary acquisition in a meaningful and interactive way.

To analyze the data, the researcher used SPSS version 26. The Shapiro-Wilk test was used to check the normality of the data, Levene's Test was applied to assess the homogeneity of variance, and the main hypothesis testing was carried out using an Independent Samples t-Test to determine whether there was a significant difference in vocabulary mastery after the treatment. The use of role play as an instructional technique, combined with careful statistical analysis, aimed to provide valid and reliable evidence on the effectiveness of the method in improving students' vocabulary skills.

3. Result and Discussion

3.1. Results

The researcher applied two types of tests in the study, namely pre-test and post-test to measure students' vocabulary mastery. The purpose of the pre-test is to find out the difficulties experienced by students in learning English, especially in mastering vocabulary. While the post-test was given after the treatment. The post-test was designed to find out whether their knowledge improved. The researcher gave an initial test to measure the vocabulary ability of tenth grade students at SMA Negeri 2 Palu. The researcher conducted the initial test on January 17, the results of the pre-test are presented in the following figure.

Table 1. Experiment class score on Pre-test

No	Initial	Student Score		Obtained Score	Max. Score	Standard Score
		CD	CW			
1	A	14	4	18	40	45,00
2	AAP	6	8	14	40	35,00
3	AAU	12	8	20	40	50,00
4	AB	10	8	18	40	45,00
5	APML	4	6	10	40	25,00

6	AST	2	2	4	40	10,00
7	ATM	6	4	10	40	25,00
8	AZ	6	6	12	40	30,00
9	CHM	2	2	4	40	10,00
10	DAC	8	4	12	40	30,00
11	DI	8	4	12	40	30,00
12	F	6	4	10	40	25,00
13	FF	14	6	20	40	50,00
14	GSW	2	2	4	40	10,00
15	H	4	4	8	40	20,00
16	IANN	6	12	18	40	45,00
17	KPU	6	4	10	40	25,00
18	M	4	2	6	40	15,00
19	MAR	6	6	12	40	30,00
20	MJ	10	0	10	40	25,00
21	MRNPB	4	2	6	40	15,00
22	MYD	8	4	12	40	30,00
23	MZ	6	4	10	40	25,00
24	NAD	2	2	4	40	10,00
25	NF	12	6	18	40	45,00
26	NTH	12	6	18	40	45,00
27	PAT	14	6	20	40	50,00
28	R	14	10	24	40	60,00
29	RNM	12	4	16	40	40,00
30	SS	2	4	6	40	15,00
31	TNP	6	4	10	40	25,00
32	ZVQ	6	4	10	40	25,00
TOTAL						965,00

After the researcher gave the treatment, the researcher gave a post-test to students in the experimental class on April 23, 2025. The researcher applied the same method as the Pre-test in analyzing the data taken from the post-test. The results of student scores in the experimental class can be seen in the following table.

Table 2. Experiment class score on Post-test

No	Initial	Student Score		Obtained Score	Max Score	Standard Score
		CD	CW			
1	A	12	8	20	40	50,00
2	AAP	10	6	16	40	40,00
3	AAU	12	12	24	40	60,00

4	AD	14	6	20	40	50,00
5	APML	4	4	8	40	20,00
6	AST	10	10	20	40	50,00
7	ATM	10	10	20	40	50,00
8	AZ	10	8	18	40	45,00
9	CHM	8	10	18	40	45,00
10	DAC	10	8	18	40	45,00
11	DI	10	6	16	40	40,00
12	F	10	10	20	40	50,00
13	FF	10	4	14	40	35,00
14	GSW	12	10	22	40	55,00
15	H	20	8	28	40	70,00
16	IANN	14	8	22	40	55,00
17	KPU	8	8	16	40	40,00
18	M	10	8	18	40	45,00
19	MAR	8	10	18	40	45,00
20	MJ	10	2	12	40	30,00
21	MRNPB	10	10	20	40	50,00
22	MYD	20	8	28	40	70,00
23	MZ	6	6	12	40	30,00
24	NAD	10	6	16	40	40,00
25	NF	10	6	16	40	40,00
26	NTH	10	10	20	40	50,00
27	PAT	18	6	24	40	60,00
28	R	20	6	26	40	65,00
29	RNM	18	6	24	40	60,00
30	SS	10	6	16	40	40,00
31	TNP	6	6	12	40	30,00
32	ZVQ	12	6	18	40	45,00
TOTAL						1500,00

After calculating the scores obtained from the pretests and posttests, researchers obtained the maximum, minimum and average results in the descriptive statistics table below.

Table 3. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	32	4,00	24,00	12,0625	5,52961
Posttest	32	8,00	28,00	18,7500	4,62113
Valid N (listwise)	32				

Based on table 4.3 above, it can be seen that the minimum value of the experimental group is 4.00 on the pretest and 8.00 on the posttest. While the maximum test results were 24.00 on the pretest and 28.00 on the posttest. The above table shows that the average value of students after treatment has increased.

The normality test is used to determine whether the data collected is normally distributed or not. As explained in the previous chapter, if the significance value is greater than 0.05 then the data is normally distributed and if on the contrary then the data is not normally distributed. The results of the normality test can be shown below.

Table 4. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	,161	32	,035	,935	32	,055
Posttest	,143	32	,093	,969	32	,472

Table 4.4 shows that the significant value of the data on the learning outcomes of each student is greater than 0.05. Therefore, it can be concluded that the data is normally distributed.

Homogeneity test is conducted to determine whether the samples of this study have the same variation. If the significance value based on the mean is greater than 0.05, then the results can be said to be homogeneous. The homogeneous test results can be seen in the following table.

Table 5. Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	1,438	1	62	,235
	Based on Median	1,358	1	62	,248
	Based on Median and with adjusted df	1,358	1	61,354	,248
	Based on trimmed mean	1,362	1	62	,248

Based on table 4.5, the mean homogeneity value is 0.235. This means that the significance is greater than 0.05 (0.235 > 0.05) or it can be concluded that the data in the experimental class is homogeneous.

This research needs to be proven right by testing the hypothesis to find out whether the hypothesis is accepted or rejected. In addition, it is also to find out whether the use of the role playing method in developing students' vocabulary as a treatment is successful or not. Hypothesis testing using SPSS 26, namely independent sample t-test. The hypothesis is rejected if the significance (2-tailed) is greater than 0.05. Conversely, the hypothesis is accepted if the significance (2-tailed) is smaller than 0.05. The results of hypothesis testing can be seen in the following table.

Table 6. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Differen- ce	Std. Error Differen- ce	95% Confidence Interval of the Difference Lower Upper	
Result	Equal variances assumed	1,438	,235	-5	62	,000	-6,68750	1,27391	-9,23402	-4,14098
	Equal variances not assumed			-5	60,105	,000	-6,68750	1,27391	-9,23562	-4,13938

Table 4.6 shows that the significance value is smaller than 0.05. This can be seen from the sig value. (2-tailed) ,000 is smaller than 0.05 ($.000 < 0.05$). It can be concluded that the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected. The application of role playing in developing students' vocabulary produces significant changes.

3.2. Discussion

Based on the results of data analysis from the pre-test and post-test, there is a significant increase in students' vocabulary mastery after the role playing learning method is applied. In the pre-test section, the average score obtained by students was 12.06 with a minimum score of 4.00 and a maximum of 24.00. This value shows that before giving treatment, students' vocabulary skills are generally still low. This also strengthens the initial assumption that students have difficulty in understanding and mastering vocabulary in English learning. After giving treatment through the role playing method, the post-test scores showed a significant increase. The average score rose to 18.75, with the minimum score 8.00 and the maximum reaching 28.00. This increase shows that the role play method succeeded in creating more contextual and meaningful learning for students in understanding and using vocabulary.

The results of the normality test using the Kolmogorov-Smirnov and Shapiro-Wilk tests also show that the data is normally distributed because the significance values of both tests are above 0.05. This means that the data can be further analyzed using parametric tests. Furthermore, the homogeneity test results also showed that the data came from a homogeneous population, as the significance value was greater than 0.05. This reinforces that the two groups or samples have comparable variability. The results of hypothesis testing through Independent Sample t-Test show that the significance value (2-tailed) is ,000, which is smaller than 0.05. Therefore, the alternative hypothesis (H1) is accepted, and the null hypothesis (H0) is rejected. This means that there is a significant difference between the students' pre-test and post-test results after being given treatment in the form of the role play method.

Overall, the data shows that the use of role play method in English learning is effective to improve students' vocabulary mastery. Through simulation and role playing, students are more active, motivated, and able to understand vocabulary in a real context, so that learning becomes more meaningful and fun.

4. Conclusion

Based on the results of data analysis and the discussion that have been carried out, it can be concluded that the application of the role playing method is effective in developing the vocabulary mastery of grade ten students at SMA Negeri 2 Palu. This is evidenced by the increase in students' test results from pre-test to post-test. The average score of students in the pre-test was 12.06, increasing to 18.75 in the post-test. In addition, the hypothesis test results showed a significant difference between the pre-test and post-test scores, with a significance value (2-tailed) of $.000 < 0.05$, which means that the alternative hypothesis is accepted. This indicates that the improvement in students' vocabulary scores after the treatment was not due to chance, but because of the role playing activities. Through interactive role playing in real-life

scenarios, students were actively involved in using and remembering new vocabulary. The engaging nature of the method helped reduce students' anxiety and increased their confidence in practicing English, which contributed to better learning outcomes.

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