Theatrical Performance and English as a Foreign Language Learning

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ABSTRACT

To understand a foreign language, young learners must first master their vocabulary. As a result, the goal of this study was to determine the efficacy of Theatrical Performance(Role Play Technique) in improving students' vocabulary enhancement. Its specific goal was to answer the question: Is there a significant difference between students who were taught using the Role Play Technique and those who were not taught using Role Play? This was a quantitative study with an experimental using a pre & a post-test design. 68 Students participated in the study. They were divided into the experimental and the control group. According to the findings, there was a significant difference in the vocabulary enhancement of students in the experimental group and the conventional method. Based on the findings of this study, the researcher concludes that using Theatrical Performance or Role Play Techniques can help students improve their vocabulary.

INTRODUCTION

People nowadays expect to be able to communicate in more than one language. Language, as a means of communication, plays an important role in our daily lives. We will be left behind if we do not communicate. Communicating in a foreign language serves as a conduit for acquiring information, knowledge, and culture. As a developing country, Indonesia has realized that English as an International language is required for the Indonesian people to master the English language. "Indonesian students often experience problems when learning English, specifically vocabulary, because English differs from Bahasa Indonesia (the Indonesian language) in its structure, pronunciation, and vocabulary" (C. V. Katemba, 2019). English is one of the foreign languages that Indonesian students must learn in school from Junior High School level until University level. English is regarded as a difficult subject

462

by Indonesian students because it differs significantly from the Indonesian language in terms of structure, pronunciation, and vocabulary. According to (Segler et al., 2002), language learners' most common problems are lexical meaning, knowledge of word characteristics, lexicon organization, fundamental processes, and metacognitive strategies for vocabulary use (strategic competence). As a result, learning vocabulary is essential, because knowing many vocabularies is the first step in communicating.

Students in Indonesia struggle to learn English vocabulary; one of the issues is that they do not understand the connection between the new word and its function, and they are unable to apply the new word in their communication (Neaty, 2011). As we can see from the explanation above, learning English vocabulary is difficult because the English language serves multiple functions in communication and writing. When we use the incorrect word in a sentence, the meaning changes.

The researcher chose vocabulary as a research target because the researcher wants to assist students at the SMP level in developing their vocabulary in English skills so that the students can speak English with others and write sentences in English.

In this day and age, speaking the words or learning new words while conversing is a great way to expand one's vocabulary. According to (Liu & Ding, 2009), In this case,

the learners need to practice while performing.

A theatrical performance is a specific type of interaction that takes place in a shared physical space between performers and observers (actors and audience members), (Osipovich, 2006), in other words, it is called a Roleplay where you can perform a certain situation.

The theatrical performance requires that the performers pretend that the interaction is something other than what it is and that the observers are aware of this pretense (Osipovich, 2006). "Theater studies received a new impetus from the insight that a performance must be considered as a collaboration between actors and audience" (Wilfried Passow & Strauss, 2016). Using theatrical techniques such as soliloquy, simulation, improvisation, dialogue, and para-linguistics would improve students' learning abilities and creative potential. (Bibhudatta Dash & Dhishna Pannikot, 2015). Based on the above explanation we can say that Theatric Performance in other words is the Role Play used in the classrooms for language learning.

A study showed that foreign language learners' learning motivations are frequently hampered because they frequently lack opportunities to practice or apply the foreign language they are learning in their daily lives, in addition to not engaging in long-term communications in the foreign language. Nonetheless, improving learners' vocabulary is

463

an important goal of foreign language instruction. (Irene Y Huang, 2008)

The most important tool in learning English to communicate, either orally or in writing, is vocabulary. Vocabulary is important in communicating, whether it is written or spoken (Berliani & Katemba, 2021). It means that when we learn vocabulary, we must understand its meaning and be able to construct a sentence with it. Basic vocabulary must be introduced to Indonesia Junior High School students at first. They must know the meaning of English words, understand the meaning, and correctly pronounce the word. For beginner students, learning English vocabulary should be enjoyable. It means that students should be made happy and relaxed while learning. As the basic components of the four language skills (listening, reading, writing, and speaking), vocabulary has to be mastered by the students, because weak vocabulary knowledge often results from poor reading comprehension for students who entered Junior High School, (Lia, 2010).

Many students who entered junior high school now have a limited vocabulary because they did not learn English in elementary school. We need to engage them in the lessons or activities being taught on that day as (C. V Katemba & Tobing, 2020) and (C. V Katemba, 2021)stated in their study that when the lesson taught in the classroom is attractive it made the students involved in the activities make them

performs better as the Theatrical Performance or the role play used as part of our teaching and learning the foreign language which is English for the Indonesian.

The most important aspect of learning a language is mastering the vocabulary, because vocabulary is very important for students when learning a new language, and as a result, increasing vocabulary is needed in the context of EFL as their base to learn a new language and to arrange sentences in any language, as written by Erkaya and Drower (2012). Furthermore, all second language theorists and practitioners agree on the importance of vocabulary in language teaching today. For a long time, it was thought that vocabulary could only be taught in isolated word lists; however, there are now numerous ways to teach vocabulary. The most common belief among them is the critical importance of vocabulary in communication and language teaching; the more words we know, the more fluently we can communicate. (Schmitt, 2010; Meyer & Schmitt, 2002; Richards, 2002). According to the decision of the Department of Education in Indonesia in the 2013 curriculum, English is one of the foreign languages that Indonesian students must learn in school from Junior High School level until University level. English is regarded as a difficult subject by Indonesian students because it differs significantly from the Indonesian language in terms of structure, pronunciation, and vocabulary. According to

464

(Segler et al., 2002), language learners' most common problems are lexical meaning, knowledge of word characteristics, lexicon organization, fundamental processes, and metacognitive strategies for vocabulary use (strategic competence).

As a result, learning vocabulary is essential, because knowing many vocabularies is the first step in communicating.

Students in Indonesia struggle to learn English vocabulary; one of the issues is that they do not understand the connection between the new word and its function, and they are unable to apply the new word in their communication. (Neaty, 2011; Lia, 2010). As we can see from the explanation above, learning English vocabulary is difficult because the English language serves multiple functions in communication and writing. When we use the incorrect word in a sentence, the meaning changes.

The researcher chose vocabulary as a research target because the researcher wants to assist students at the SMP level in developing their vocabulary in English skills so that the students can speak English with others and write sentences in English.

In this day and age, speaking the words or learning new words while conversing is a great way to expand one's vocabulary. According to Liu and Ding (2009),

students consciously used the vocabulary strategy following the presentation of new lessons. The effect of memorization and application of new words is superior to single recitation practice, and in this case, the researcher used Theatrical Performance or commonly called the Role Play technique to improve student vocabulary. According to (Lajooee & Shaban, 2013)'s research in Iran titled "Contrastive Study on Learning Vocabulary through Role--play and Memorization among EFL Female Learners," there is an improvement in students' vocabulary after using the Role--Play technique. It has been proven that students' post--test scores are higher than their pre--test scores; they discovered that the students were very interested in this strategy and it motivated them to learn vocabulary. In Indonesia, (C. V Katemba & Sianipar, 2020) conducted a study titled "Students' Vocabulary Enhancement in Grade V, A Comparative Study Using Total Physical Response Storytelling and Jigsaw IV Improving Students' Vocabulary Mastery through Physical Response (TPR) Method and Role Play" in Bandung (2020. This study also revealed that teachers can use a variety of techniques to teach Vocabulary because they are more familiar with the situation in the classroom. According to Katemba & Sianipar (2020), Roleplay is one of the best techniques for teaching vocabulary because it asks students to act out a role in an authentic situation..

Based on the preceding case, the researcher wishes to discover an interesting method of teaching vocabulary to improve students' English learning. The researcher attempts to use the Situational Role Play technique. Using a novel method, such as Situational Role Play, to teach vocabulary will pique the students' interest in learning English in the classroom. The material provided by the teacher will not bore the students. Students are invited to play a role following the vocabulary that will be taught by the teachers in an authentic situation using the Theatrical Performance or the Situational Role Play technique, and they will feel it like a game but unconsciously, and the technique will be able to help the students improve their vocabulary.

Statement of the Problems:

This study is to find out whether Theatrical Performance or Role Play techniques can improve students' vocabulary enhancement at SMPN Cisarua Bandung. This study focuses to find out the answer to the question below:

Is there any significant difference of students' vocabulary enhancement between those who were taught through the Theatrical Performance/Role Play technique and those who were taught through the Conventional method?

Hypothesis

The hypothesis of the studies is as follow:

H_0: Null Hypothesis: There is no significant difference in students' vocabulary enhancement between those who were taught through Theatrical Performance or Role---Play technique and those who were taught through conventional method.

H_a: Alternative Hypothesis

There is a significant difference in students' vocabulary enhancement between those who were taught through Theatrical Performance or Role---Play technique and those who were taught through conventional method.

Significant of the research:

The result of this research is expected to benefit the following:

English teachers

This research can help teachers become skillful teachers in teaching vocabulary through the Theatric Performance or Role---Play method.

For the future researcher

The result of this study hopefully can be a reference, resource, and guidance to do similar research in the future in a different context.

Curriculum Planner

To help the curriculum planner to consider this methodology/technique to be included as a part of teaching vocabulary enhancement at the beginner level.

METHODOLOGY OF THE RESEARCH

This research used the quantitative method and experimental design, where the researcher tested the understanding of the students by giving the pre---test and post---test before and after the treatments begins. It means to find the enhancement of the students' vocabulary through Theatrical Performance or the Role Play technique.

In this study, the populations were grade VIII classes of students in SMP Negeri Cisarua, Bandung. And as the sample were 33 students in the grade VIII-A class as the experimental group and there were 35 students in grade VIII-B class as the control group, where the class was randomly chosen. The total of the two classes have consisted of 68 students.

Research Instruments:

The instruments of this research are Vocabulary test for pre---test and post---test. The pre--- test is designed to measure the ability of the students in the vocabulary before applying the Role Play technique. The post---test is designed to see the result of the study after applying the Role Play technique. The vocabulary tests consist of multiple choices, fill in the blank, and matching problems with a total number of 50 questions.

Data Gathering and Procedures

In gathering the data and procedures, the researcher employed the following steps:

Preparatory Phase

Construction of all instruments needed

--- Preparing of the lesson plan

--- Preparing material for the Theatrical Performance or the Role Play from the textbook of grade VIII and internet.

--- Constructing for the pilot test are multiple-choice vocabulary test, fill in the blank, and matching test.

Pilot test of instructional to grade IX group of students in SMPN Cisarua Bandung.

Polishing the instrument before administering and giving the instrument to the students. Thus the following showed the procedures done during the research.

Pre-test

Pre---test is conducted to diagnose the students' prior ability in vocabulary and it is conducted before the researcher gives the treatment. The pre---test instrument is a multiple-choice question form, and it is designed in vocabulary tests consisting of multiple choices, fill in the blank, and matching test form.

Treatments on the daily lesson

After administering the pre---test, the treatment was given to the experimental group, but the control group used a conventional method. The material taught was taken from the textbook prepared by the school and there are several

467

steps in utilizing Theatrical Performance or the Role Play technique, for the experimental group as follows:

1. The teacher introduces the lesson for that day
2. The teacher shows something to students that are related to daily life (example; Role Play "Going to the Zoo")
3. The teacher divides the students into groups that consist of 5---6 students and gives the script of Role Play.
4. The teacher asks the students to form groups and practice the Role Play before the students perform the Role Play in the class (theatrical performance)
5. When the students are done practicing in their groups, then the teacher asks each group to perform in the class.
6. The teacher lets the students find out the rare vocabulary, and then the teacher gives the small quiz about vocabulary use.
7. When students are done performing, the teacher gives one story to each group, and that will be the assignment to be performed in the next meeting.

There are also several steps for the conventional group:

1. The teacher introduces the lesson for that day.
2. The teacher explains and shows the material to be learned for that day.

3. The teacher let the students do the worksheet about the lesson.
4. The teacher explains again about the students' worksheet results if there is a mistake that students have.
5. The teacher asks the students to learn again about the lesson in their home.

Post-Test

After the treatments, a post---test was conducted to find out whether the use of the Role Play technique improves the student's vocabulary. The post---test instruments are in multiple choices; fill in the blank and match test form.

The researcher gives the pre---test for the Experimental group and Control group, then the researcher found the result of the data. After calculating the data of the pre---test, then the researcher gives the treatment to the Experimental group for one month, by using Theatrical Performance or the Role--- Play technique to enhance students' vocabulary, while the control group was given the conventional method.

In analyzing the data, the researcher asked for advice from a statistician. This research was done by computing the data using several statistical calculations through the SPSS program and AnatesV4.

A pilot test was done on the instrument to be used. All the valid and reliable items were used

for the instrument as the pre and post-test.

The result of the reliability with used Anatest software shows that the coefficient of reliability is 0.88 which means the reliability of the test is high.

The researcher used Statistical Package for Social Science (SPSS) to analyze the data. SPSS is a computer program for statistical computation. The level of significance $\alpha = 5\%$.

Normalized Gain

Gain is the result of the test which is achieved by a student in an examination in a certain subject through the deduction process of pre‑‑‑test and post‑‑‑test.

Criteria of t-test:

If, p-Value (Sig.) $\leq \alpha$ (.050): Ho is rejected. It means there is a significant difference in students' vocabulary enhancement between those who were taught through Theatrical Performance or the Role‑‑‑Play technique and those who were taught through conventional methods.

If, p-Value (Sig.) $> \alpha$ (.050): Ho is not rejected. It means there is no significant difference in students' vocabulary enhancement between those who were taught through Role‑‑‑ Play technique and those who were taught through the conventional method.

RESULT AND FINDINGS

The result of the data analysis obtained from studies conducted for 32 hours at SMPN Cisarua, Bandung, to answer the research question *"Is there any significant difference of students' vocabulary between those who were taught through* Theatrical Performance or the *Role Play technique and those who were taught through Conventional method?"*

Data Analysis

In gathering the data of the research, the researcher gave a vocabulary test to see the enhancement of students' vocabulary.

In analyzing the data, the researcher took the data of pre‑‑‑test and a post‑‑‑test score of the experimental and control group. The following table is the result of the pre‑‑‑ test and post‑‑‑test of each group.

The data was calculated through Excel and SPSS 16 computer software programs. The conclusion data can be seen in the table-1

Table 1: Pre-test, Post-test, and Normalized Gain

	Experimental Group		Control Group	
	Mean	St. Dev	Mean	St. Dev
Pre-test	34.424	1.854	37.171	2.307
Post-test	44.090	1.843	39.542	2.279
Normalized Gain	0.619	0.114	0.183	0.112

469

Based on the excel calculation of pre---test and post---test of each group, the mean and standard deviation in students' vocabulary enhancement, the mean of the experimental group in pre---test are 34.424 with a standard deviation of 1.854 and the post---test is 44.090 with standard deviation 1.843, and the normalized gain is 0.619 with standard deviation 0.114. While the mean of the control group on the pre---test is 37.171 with a standard deviation of 2.307 and the post---test result is 39.542 with a standard deviation of 2.279, from the control group data shown that the control group has normalized gain of 0.183 with a standard deviation 0.112.

Normalized Gain

In gathering the data for this study, the researcher gave the objective test to see the ability of each student, and the gain of the test has been conducted on both groups and was based on the pre---test and post---test results of each group. The result can be seen from Table 4.1 where the Mean score for the control group is 0.183 and for the experimental group is 0.619. Based on the table, there is shown that there is an improvement of the experimental group after the treatment.

Normality Test

To calculate the normality of the data in examining, the researcher used SPSS 16, and also for finding the probability distribution of the data.

The result for the normality test can be seen in Table 2: Normality test

Groups	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Control group	.172	35	.011	.945	35	.080
Experimental group	.087	33	.200[*]	.973	33	.553

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Based on the result of the data above, this study used the output from the *Shapiro---Wilk* because is the most powerful normality test, as written by Razali and Wah (2011). For that, the data is normally distributed if both data have p-value (sig) larger (>) than α=0.50 and data is not normal if p-value smaller (<) than α= 0.50. And based on the result from the table above, both data were normally distributed because the significant score of the gain score for the experimental group was (sig) .553 larger (>) than α=.050 and the significance of the gain score for the control class was (sig) .080 larger (>)than α=.050.

Test Homogeneity of Variance

Based on the conclusion of the normality test calculation that the result for both groups were normally distributed, so the homogeneity test was used.

The result of the homogeneity can be seen in the table-3

table 3. The Homogeneity test Gain

Levene Statistic	df1	df2	Sig.
Based on mean	.157	1	66	.693

This research used the data based on mean because the data for both groups were normally distributed. Based on the statistical, the data is homogenous if p-value (sig) is larger (>) than α = .050, and data is not homogenous if the p-value is smaller (<) than α= .050. And based on the result above, it can be concluded that the data between the control and experimental class were homogenous because Sig (.693) is larger (>) than α = .050.

Hypothesis Testing

According to the previous data, it was proved that the value of the gain score of the students was normally distributed, the researcher had to perform hypothesis testing by using parametric Independent Sample t---test and to answer the two assumptions to know whether the hypothesis is accepted or not:

If, p-value (Sig.) $\leq$ α (.050): Ho is rejected. It means there is no significant difference in students' vocabulary enhancement between those who were taught through the Theatrical Performance Role---Play technique and those who were taught through the conventional method.

If, p-value (Sig.) $\geq$ α (.050): Ho is accepted. The result of the calculation is shown in the table below: There is a significant difference in students' vocabulary enhancement between those who were taught through the Theatrical Performance Role---Play technique and those who were taught through the conventional method.

Table 4.

Table 4. Independent Samples Test	Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
	F	Sig.	T	Df	Sig. (2 tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Gain Equal variances assumed	.157	.693	-15.915	66	.000	-.43562114	.0273713	-.4902699	-.3809728

Based on the data in table 4, the researcher used the data of equal variance assumed concern that the data was distributed homogenous and the data was normal. And based on the result of the data sig (2 tailed) .000 is smaller < than 0.05. If the value (sig) is smaller (<) than 0.05 it means that H_a is

471

accepted and H_o is rejected, if value (sig) is larger (>) than 0.05 it means that H_a is rejected and H_O is accepted. Based on the result (table 4.) H_a is accepted and Ho is rejected, the researcher concludes that there is a significant difference in students' vocabulary enhancement between those who were taught through the Theatrical Performance Role Play technique and those who were taught through the conventional method.

Discussion

Based on the result of the data and findings, it showed that there is a significant difference in the improvement between students who were taught using Theatrical Performance or the Role Play and students who were taught using the conventional method, it is shown in the table of pre--- test, post---test and normalized gain of the experimental and control group.

According to (Irene Y Huang, 2008), using Role Play in English Education in Taiwan the result showed that the means score between Role Play technique and the traditional method are significantly different, it means that Role Play is effective to enhance students' vocabulary and enjoyable technique to learn vocabulary.

So, it means that using Role Play Technique or Theatrical Performance in teaching is very helpful and can support the students in learning as (Lajooee & Shaban, 2013) say, that learning vocabulary through

Role Play is effective and int, anding. And it is proven that students' score in post---test is higher than pre---test; and they found that the students are interested in this strategy and it has motivated them to learn vocabulary basic to learn a language. Therefore the researcher used Theatrical Performance or the Role Play in research to improve students' vocabulary and it is significant in improving vocabulary achievement through Role Play among grade VIII students at SMPN Cisarua.

The researcher also can conclude that Theatrical Performance or the Role Play technique can enhance students' vocabulary because it was supported by several theories and studies, and the strength of using Theatrical Performance or the Role Play Technique to enhance the students' vocabulary was proven.

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472

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473