

DEVELOPMENT OF LEARNING MATERIAL DESIGN OF BASIC ENGLISH VOCABULARY BASED ON ROLE PLAYING FOR JUNIOR HIGH SCHOOL STUDENTS IN MAKASSAR

Abdullah, Munir, Sarifah Arafah

Postgraduate Program, Universitas Negeri Makassar,
South Sulawesi, Indonesia

Email: abdullah5891@unm.ac.id

Abstract

The problem statement of this research is how to develop instructional teaching model and material design of Basic English vocabulary based on Role Playing for Junior High School in Makassar. This research is an extensive process to investigate students' needs and then develop a product which is specifically design to fulfill them. This research is development research aimed at developing instructional model and material design of basic English vocabulary based on Role Playing for Junior High School students in Makassar. The development of instructional design followed model of research design and development by Borg & Gall (1983). This research is an extensive process to investigate students' needs. Subject of this research are experts of English and learning material, teacher of English and students of Junior High School (SMPN2) Makassar. The result of the research showed that the development of instructional material design of basic English vocabulary for Junior High School students were composed well and can be used in teaching and learning process in the class room activities.

Keywords: Development, Material Design, Basic English Vocabulary, Role playing

A. INTRODUCTION

1. Background

This research is a development research that aims to develop English vocabulary learning materials for junior high school students in Makassar, in an effort to improve their basic English vocabulary skills and knowledge

This research has a very important role in the development of science and technology. In an effort to improve intellectually, socially, and emotionally in students, an effective way is needed. One way or method to improve intellectual ability in communication is the language taught in schools such as English as an international language. English is a tool for communicating orally and in writing where the language is included in the school curriculum as a national content subject taught from elementary school to university. The aim of teaching and learning English in Indonesia is not only to increase the academic potential of junior high school students, but also to national development in the fields of science and technology.

One of the important elements in improving English is by learning vocabulary. Vocabulary is a factor that becomes a matter of concern in teaching English because without mastery of vocabulary, students cannot express themselves using English. Students who only master a little vocabulary will find it difficult to express their ideas or opinions. Goodman (1973) states that students with large vocabulary mastery will be more successful than students with less vocabulary. In addition, students will find it difficult to learn a

language without vocabulary.

Many students find it difficult to read and, write, or understand texts in English because they have little vocabulary skills. Students feel indecisive or do not know how to express ideas both reading and writing because their vocabulary is limited. Of course this is closely related to their ability background where they fail to master the vocabulary that has been determined to be mastered. In addition, not a few teachers complain that the success of their students is far from what is expected, especially those who are in areas far from the city environment. Many reasons were expressed by students about their inability to learn English. Among them are they think English is difficult, they find it difficult to pronounce and memorize words, and they do not know how to write or read in English.

Many reasons, the most common is that students find it difficult to pronounce and memorize English words. This is also supported by the background in the student's family environment where most parents are busy working so that their children are not paid attention in learning. As a result, they do not have much time to study.

Therefore, this is where the teacher's role is to motivate their students how important English is in today's era. Teachers should provide knowledge to their students that know and mastery basic English vocabulary will help them to understand English both reading and writing.

Increasing vocabulary is not easy, but if students try to learn, they will quickly master it. In connection with the above statement, the teacher is required to increase students' vocabulary; the teacher should be able to create a relaxed and comfortable learning atmosphere in teaching so that students can learn English easily and without psychological pressure.

There are many techniques for teaching vocabulary that can be taught by teachers. One of them is by using games/Role playing. Games/Role playing is one of the best ways to increase students' English vocabulary because games can train students' brains, games/role playing are interesting and challenging, so students can master them easily.

2. Research Questions

The main problems that will be answered in this research are:

- a. How to develop English vocabulary learning materials for junior high school students in Makassar?
- b. How is the level of English vocabulary of junior high school students in Makassar after the implementation of role playing-based on learning material as a series of preliminary research?

3. Research Objectives

Based on the background stated above, the objectives of this research are as follows:

- a. To find out how to develop a Role Playing-based English vocabulary learning for junior high school students in Makassar
- b. To find out how the level of junior high school students' ability for basic English vocabulary after the implementation of Role Playing-based on learning material.

4. Research Benefits

The expected benefits in this research are:

- a. For students, the results of this study are expected to be able to overcome their problems, especially their English vocabulary skills by applying Role Playing- based learning materials.
- b. For teachers, the results of the research are expected to help teachers determine the level of English vocabulary skills and take appropriate actions in an effort to improve the Basic English vocabulary skills.
- c. For policy makers, the results of this research become a new alternative in an effort to improve English vocabulary skills through Role Playing-based on learning materials.

5. Literature Review

a. Vocabulary

Talking about language, vocabulary is a major problem because its implementation in learning is very important to communicate, express ideas, emotions, and desires. In terminology, vocabulary is a collection of letters or that conveys the meaning of language use. According to Webster (1983), vocabulary is a list of words or phrases that are usually arranged alphabetically and defined as a dictionary; the vocabulary is all the words of the language; or all the words used by certain people, groups, professions, and others. Words are sometimes known and understood by certain people even though they are not important or are rarely used.

Hornby (1995) states that vocabulary is; a number of words in a language; all the words that a person knows or uses in a particular book, etc.; or a list of words that have a meaning.

b. Vocabulary Function

Vocabulary is defined as a collection of words in a language. People use vocabulary to construct sentences. Vocabulary is like bones in our body, without bones our body will not be perfect. Without words we cannot compose written ideas or express ideas orally. No one can express his feelings to others, a teacher will find it difficult to explain a lesson to students if they don't have many words that they know or are good at. So vocabulary is the bone of language because without vocabulary language cannot be developed. In other words, vocabulary is very important to use to communicate in English.

c. The Importance of English Vocabulary

Harmer (1991) states that teaching vocabulary as a second language is clearly more important than just introducing new words. In this case, students are usually allowed to understand a number of words in one subject once a week. Do they use various words actively in their daily activities? In response, teachers teach these words to students usually not only to introduce new words, but also to learn the structure of the language, and to understand the overall reading of a text so that some grammar is actively taught when they communicate using English. and passive vocabulary, namely words that are usually used to understand the context of reading.

d. The Role of Vocabulary in Language Skills

Vocabulary is the most important component of language in communicating both spoken and written. In reading skill, vocabulary is very important. Without good vocabulary

knowledge, a reader will not be able to understand and understand the contents of the reading he reads. Students will not be able to catch the message conveyed by the author. Likewise in writing, listening, and speaking skills. Students will not be able to hear, write their ideas or ideas, even speak in daily life without good vocabulary mastery. In this case, once again the teacher's role is very important in guiding students to understand vocabulary and students can apply it in everyday life.

e. Games (Role Playing)

According to Halfield (1987), games are an activity with rules, goals, and elements of fun. From this definition it can be concluded that the game is not a simple thing because the game requires practice to master it. Cartier (1980) concludes that there are several other reasons to introduce games in English classes. Among others are:

- 1) Game is a variation in the learning process
- 2) Games can be used to change the pace of learning and a motivational tool
- 3) Games can be used as long-term formal learning units and to review students' enthusiasm for learning before starting a more formal learning process
- 4) Games can encourage student participation and can regulate the habits of students who feel intimidated by formal situations in class
- 5) Games can change the teacher's role from a formal instructor to an activity organizer, which the student feels happy in the activity. This is advantageous to reduce conflicts between teachers and students

- 6) Games can be used as a test mechanism. In this case, they can point out the students' weaknesses and strengths or need remedial

Gerlach and Ely (1971) provide the advantages of using games, namely:

- 1) Games and their stimulation allow students to express situations such as social interactions and the results can be observed.
- 2) Students are directly involved in solving problems
- 3) Students feel satisfied when their feelings and insights as well as ideas and concepts are formulated.

f. Game Variations

According to Wilkins (1972), teaching requires planning that can attract students to learn English, namely by using activities or games that can make students feel happy doing it. Furthermore, Wilkins suggests a variety of games, namely:

- 1) Alphabetic List

The teacher provides a list of alphabets and students can pronounce the word starting with the alphabet such as A for Apple, B for Ball, C for Carrot, etc.

- 2) Guessing

Each student has three cards. Students are asked to find their respective partners. Student A points to the card and asks using Yes/No questions. Student B answered. If the answer is correct, they can move on to another card. For example, student A asks, "Is this a ball? ". Student B answered, "Yes, it is or No, it isn't".

- 3) Memory Games

This game is done by all students in turn. The first student said the sentence I went to the market and bought an apple. Then the second student repeats the sentence of the first student and adds one more item. Then the next student repeats the previous two students'

sentences and adds one more item and so on until all students have had a turn.

4) Simon Says

This game is very useful in English class. The teacher chooses a student as “Simon” then the student stands in front of the class and gives instructions. Then other students follow it if the selected student has said “Simon Says”. If a student follows the instructions without starting with “Simon Says”, then he/she must change the previously selected friend. Some examples of instructions, “Stand up, please”, “Touch your nose”, “Say yes”, and others.

B. METHOD

1. Types of Research

This research is basically a *Research and Development*, development research (Gay 1987). The main objective is not to test theory but to develop a product for use in learning English in junior high school. The product is in the form of a role playing-based English vocabulary learning materials. This research will be carried out on junior high school students in Makassar who use English as a local content. The objects to be studied are the learning tools used, junior high school students who take part in learning and teachers who organize learning.

In the early stages of learning, they will be given basic English vocabulary learning materials in the form of their own names, names of days and months, the names of objects around their environment.

Learning materials will be designed in the form of a role playing-based basic English vocabulary learning device. The development of the material is adjusted to the interaction model and the pedagogical principles that underlie the development of the learning tools. The procedures and results of the development of learning tools will be documented according to the development diary.

The implementation of learning using role playing-based vocabulary learning materials will be carried out by involving students and teachers. Technical instructions for teachers and students who follow this learning will be compiled to be used by teachers in developing role playing-based vocabulary learning material, as well as for students to be able to follow the learning well. To find out the opinions of teachers and students about this learning device, a list of questions was used. A list of questions regarding the development of a role playing-based on basic English vocabulary learning tool.

2. Research Subject

Research test subjects consisted of: 1) learning experts and teaching materials, 2) teachers and 3) junior high school students. Field trials are carried out in class according to the systematic section of the research flow. The selection of this class is based on the consideration that the class has an effective learning vision.

1) Design Steps

The design step is related to the selection of formats, and the initial design of learning devices accompanied by learning designs and assessment instruments.

a). Model Selection

The selection of the model aims to determine the form of teaching materials used in linguistic learning.

b). Format Selection

Format selection is done by setting models, approaches, and learning strategies that are in accordance with the designed learning tools.

c). Design of Teaching Materials and Learning Devices

i. Teaching Material Design

The design is carried out through the following steps: 1) identifying learning needs, 2) identifying and writing down basic competencies and their indicators, 3) identifying appropriate teaching materials, 4) developing learning strategies used, and 5) developing teaching materials. The results of this design become *prototype-1*.

ii. Learning Device Design

To support the application of learning tools, researchers designed the learning tools used. The learning tools designed consist of; 1) Lesson Plans, 2) Student's Books, 3) Teacher's Books, and 4) Student Worksheets.

2) Development Step

The development step aims to produce prototypes of learning tools that have been validated by experts.

a). Expert and Practitioner Validation

The prototype of teaching materials and learning tools that have been designed will be validated by several validators consisting of experts in English learning and development of English teaching materials, and practitioners of English lessons. The validator will assess teaching materials, lesson plans, student/student books, teacher books, and student/student activity sheets. The validator of this research is Prof. M. Basri Djafar, MA., Ph.D. and Dr. Shril, M. Hum

3) Analysis of Validation Results

Based on the validation of experts and practitioners, the researchers conducted an analysis of the content, language, and design of learning devices. The results of the improvements produce 1. *prototypes* – 2. *teaching materials* and their supporting devices.

a. Field Trial

The field trial carried out included: limited field trial and extensive field trials. Through the field trials, it was found that the responses of teachers and students to the teaching materials and their supporting devices were obtained. Through the trial, data on the practicality and effectiveness of learning devices were obtained.

b. Data Collection Instruments

Research data collection includes; (1) The research team as the main instrument, (2) development guide sheets as hardware, (3) validation sheets, (4) observation sheets, (5) questionnaires, and learning outcomes tests. The duties and functions of the research team are to review, compile, and develop teaching materials

4) Teaching Material Validation Sheet

The validation of teaching materials is carried out by English learning or linguistics experts, teaching materials development experts, and practitioners. The validator provides an assessment based on content, conformity with basic competencies, conformity with the intellectual level of elementary school students. The assessment also includes technical aspects, namely language and appearance. Validators are asked to

provide an assessment based on the instrument and are also given the opportunity to comment freely (*feel free comments*). The validator also validates the supporting tools for teaching materials that are designed, including: 1) Learning Implementation Plans, 2) Student Handbooks, 3) Teacher Handbooks, and 4) Worksheets.

C. RESULT AND DISCUSSION

1. Research Finding

In this chapter, the researcher will explain the results of the research that has been carried out in accordance with the many researches plan including (1) making a syllabus and lesson plan (RPP), (2) making English teaching materials, and (3) compiling student worksheets (LK). Junior High School, the results of this research will be presented successively according to the research problem formulation to see the appropriateness of the goals and achievements of the first stage researchers (1).

The first stage of this research was carried out by analyzing needs and problems, especially related to the basic English vocabulary learning model in junior high school, at this stage the researcher conducted a field study and discussion with English teachers in junior high school, in the next stage, the researcher designed and prepared the syllabus and lesson plan, drafts of teaching materials and worksheets for learning basic English vocabulary in junior high schools.

a. English Syllabus

The preparation of the English vocabulary syllabus is adapted to language skills because in learning English, vocabulary is not taught separately, but is integrated with language skills, such as Listening, Speaking, Reading and Writing skills.

In compiling the syllabus, the research team followed the guidelines for compiling a syllabus based on K13 because all junior high schools in Makassar used the curriculum. The components of the syllabus consist of core competencies, basic competencies, indicators, main teaching materials, learning techniques, assessments, time allocation, and learning resources.

b. Teaching & Learning Plan (RPP)

The preparation of the RPP is carried out based on the curriculum (K13) which consists of components: core competencies, basic competencies, indicators, learning objectives, learning materials for learning methods, learning steps, learning resources, and assessments. The learning objectives are focused on achieving basic English vocabulary skills for junior high school students which include activities: practicing conversation using "role playing", writing down the meaning of new words in the text, conversation, pronounce and spell the new vocabulary, and use the words in simple sentences.

c. Teaching Materials

Teaching materials are arranged based on learning objectives with topics or themes related to students' daily lives. The preparation of teaching materials is done by providing money activities including Listen and Repeat, then a list of words is given, Act out the dialogues, Read the Dialogue, Look and Practice, and Practice the dialogue with your partner or friend in front of the class. In the Listen and Repeat activity, students are asked to listen

and repeat the conversation or dialogue. Then, they were also asked to demonstrate the conversation, pay attention and practice the conversation, and practice the conversation with their friends in front of the class.

d. Student Worksheet

Student worksheets are also arranged based on the learning objectives in the lesson plans. The activities provided in the worksheets are similar to those in the teaching materials. The difference lies in the number of activities given to the LK. There are fewer activities in the LK than those in the teaching materials. The purpose of giving worksheets to students is intended to train them to be proficient in speech, spelling, use of words in simple sentences, and role-playing conversations with their friends in front of the class.

2. Assessment of Teaching Materials

To find out whether a material or teaching material meets the standards or deserves to be used as teaching material, it is necessary to hold validation by an expert. The assessment results that have been obtained are analyzed based on the scores given to each assessment item. These values will be added up and averaged. The scores and assessment categories used can be seen in the table below.

CLASSIFICATION OF TEACHING MATERIAL ASSESSMENT SCORES
BY EXPERTS

Average score	Score range	Category Assessment teaching Material
1	0 - 55	Less
2	56 - 75	Enough
3	76 - 89	Good
4	90 - 100	Very Good

Furthermore, the results of the validator's assessment of teaching materials can be seen in the following table.

VALIDATOR ASSESSMENT SCORE ON TEACHING MATERIALS

Validator	Teaching Material	Content	Language	Display	Average
Validator 1	87	88	86	90	87,75
Validator 2	89	86	89	91	88,75

Based on table 2 above, validator 1 assigns a value for each component. For teaching materials, validator 1 gave a score of 87 in the Good category, the content component got a score of 88 in a good category, the Language component got a score of 86 with a good classification, and the display of teaching materials scored 90 in the very good category. The average value of the four components is 87.75 in the Good category. Furthermore, validator

2 assigns a score for each component as follows: for teaching materials the score is 89 in a good category, the content component scores 86 well, the language component scores 89 in a good category, and for the display component teaching materials gets a score. 91 in the very good category, the mean value of validator 2 is 88.75 in the Good category.

3. Assessment of Learning Outcomes

To assess student learning outcomes related to basic English vocabulary skills, the assessment of prototype teaching materials and supporting devices needs to be carried out by experts, after which the research team will use teaching materials and all supporting devices to teach English vocabulary to junior high school students through "Role". Plying" this activity was carried out as a limited trial of the use teaching materials and supporting devices, God willing, are carried out using action research.

This activity will begin by giving a pretest of English vocabulary to the students of SMPN 2 Makassar as research subjects. The aim is to find out the level of their basic English vocabulary skills before using teaching materials and supporting tools. The research team will determine the student's success criteria based on the KKM (Minimum Completeness Criteria) that has been set at the school. After that they will be taught using the material. At the end of each meeting, the research team and English teachers discuss to discuss problems that arise in the learning process and find solutions in order to improve the teaching and learning process.

Students' English vocabulary skills cover several aspects: word meaning, pronunciation, spelling, and use of words in sentences. Finally, the research team will provide a posttest (final test) to find out whether the students' mastery of basic English vocabulary has been successful or has reached the KKM that has been set after using the teaching materials and supporting devices. If the results have not reached the KKM, then proceed to the second cycle.

4. Discussion

After compiling the syllabus, lesson plans, draft teaching materials, and student worksheets, it is necessary to explain how the teaching materials are presented. The teaching materials that have been prepared will be presented using the "Role Playing" strategy. However, before students play a role in a conversation, they are first taught to read or repeat the sentences in the conversation with the correct pronunciation, stress and intonation of words. After that, they were asked to understand the meaning of the new words in the conversation. The next step, they were asked to practice the conversation in pairs. Finally, they were asked to practice conversation with their friends in front of the class.

The teaching materials and supporting devices have met the requirements as teaching materials in the Good category. However, the research team still needs to improve it based on the suggestions submitted to the validator such as the content of teaching materials, use of language, and appearance or appearance. In terms of content of teaching materials,

The research team still needs to add some exercises that attract students' attention to learn, especially those related to their daily lives or those around their environment. In terms of language use, there are still expressions that are difficult for them to understand because

of grammatical factors or vocabulary that they do not know. The research team had to use simple grammar and vocabulary that was not too difficult. In addition, the layout of the pictures in each lesson (lesson) still needs to be improved so that it looks better and more attractive.

To answer the second research question, it is necessary to apply the teaching materials and supporting devices that have been prepared previously. Furthermore, the research team will try it out in a limited way on 8th grade students of SMPN 2 Makassar. After that, the success of the application of teaching materials and supporting devices can be determined by referring to the KKM at the school.

D. CONCLUSION

In this chapter, some conclusions and suggestions are presented as follows:

1. The development of models and devices for learning basic English vocabulary at SMPN 2 Makassar has been carried out based on the signs set out in the curriculum (K13). This is done because there are still many teachers in junior high schools in the city of Makassar who are not yet proficient in learning K13.
2. English vocabulary learning tools are good, but still need improvement in terms of content, language, and appearance or appearance.
3. Basic English vocabulary teaching materials in junior high school use the "Role Playing" strategy because this strategy is expected to attract students' attention. The strategy is interactive, communicative, and fun.
4. Implementation of basic English vocabulary learning in junior high school through "Role Playing" is expected to improve the mastery of English vocabulary of junior high school students.

E. REFERENCE

- Dardjowidjojo, Soenjono. (2003) *Psiko-linguistik: Pengantar pemahaman bahasa manusia*. Yayasan Pustaka Obor Indonesia.
- Donny, Michael. (2013). *Menggunakan media gambar dalam proses belajar mengajar*. From. [http://pendas2013.blockspot.com./2013/01/penggunaan media gambar- dalam proses.html](http://pendas2013.blockspot.com./2013/01/penggunaan%20media%20gambar-%20dalam%20proses.html).
- Gay, L.R. (1987). *Educational Research. Competencies for analysis and application*. Columbus: Merrill Publishing Company.
- Gerlach, Nalson & Elly.(1971). *Teaching and media*. New Jersey: Prentice Hall.
- Goodman, CV. (1973). *Dictionary of education*. New York: Mc.Grow Hill Inc.
- Hadfield J. (1984). *Advance communication games*. London: Nelson
- Hedge.Trecia. (2000). *Teaching and learning in the classroom*. Oxford. University Press
- Hill., David A. (1990). *Visual impact: creative langauge learning through Pictures*.
- Hill., David A. (1990). *Visual impact: creative langauge learning through pictures*. Essex: Logman Group UK Limited.
- <http://jurnalpendidikaninside.blogspot.com/2014/05/jurnal-teknik-penguasaan-kosakata-Inggris.html>: diakses 20 April 2015.

<http://www.infodiknas.com/meningkatkan-kemampuan-penguasaan-kosa-kata-bahasa-Inggris-anak-usia-dini> : diakses 20 April 2015

Publishing

Quill, Roy. (1984). *96 games for beginners in ESL*. Canberra. Australian Government Publishing.

Suyanto, Kasihani K. E. (2008). *English for young learners melejitkan potensi anak melalui English class yang fun, asyik, dan menarik*. Jakarta: Bumi Aksara.