

STUDENTS' PERSPECTIVE ON ROLE-PLAY AND PREVIEW /REVIEW TEACHING METHODS IN LEARNING VOCABULARY: A COMPARATIVE STUDY

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ABSTRAK

Penelitian ini menggali tantangan dalam pembelajaran bahasa Inggris bagi mahasiswa di STKIP Paracendekia NW Sumbawa, dengan fokus khusus pada penguasaan kosakata, aspek dasar dalam pembelajaran bahasa. Dalam perspektif kualitatif, penelitian ini mengeksplorasi efektivitas dua metode pengajaran, yakni Role-Play dan Preview/Review. Temuan menyoroti manfaat dari metode Role-Play dalam meningkatkan pemahaman kosakata, namun juga menunjukkan kendala-kendala terkait pengucapan dan rasa percaya diri. Sebaliknya, metode Preview/Review, yang memanfaatkan bahasa ibu mahasiswa dan bahan tambahan, muncul sebagai penyederhana proses pemerolehan kosakata. Penelitian ini sangat menekankan perlunya mengatasi kendala-kendala dalam pengucapan, meningkatkan rasa percaya diri mahasiswa, dan mengusulkan pendekatan pengajaran yang menggabungkan keduanya. Rekomendasi yang diajukan mencakup intervensi yang ditargetkan, penggabungan metode pengajaran, promosi strategi belajar yang efektif, dan penyebaran temuan ini sebagai sumber daya pendidikan yang berharga. Secara keseluruhan, penelitian ini memberikan kontribusi signifikan untuk pendidikan bahasa Inggris di STKIP Paracendekia NW Sumbawa. Tidak hanya memberikan wawasan praktis bagi pendidik dan lembaga, tetapi juga berupaya meningkatkan pengalaman pembelajaran kosakata secara keseluruhan bagi para mahasiswa, sehingga menambah dimensi berharga bagi dunia pendidikan.

Kata kunci: Pembelajaran Bahasa Inggris, Pelajar Bahasa Indonesia, Perolehan Kosakata, Metode Pengajaran, Role-Play, Preview/Review

ABSTRACT

This research delves into the challenges faced by students at STKIP Paracendekia NW Sumbawa in their pursuit of English language proficiency, with a specific focus on vocabulary acquisition, a fundamental aspect of language learning. Through a qualitative lens, this study delves into the effectiveness of two teaching methods: Role-Play and Preview/Review. The findings underscore the advantages of the Role-Play method in bolstering vocabulary comprehension, while simultaneously shedding light on the hurdles related to pronunciation and self-assurance. In a contrasting vein, the Preview/Review approach, leveraging students' native language and supplementary materials, emerges as a facilitator for efficient vocabulary acquisition. This research places a notable emphasis on the imperative need to address pronunciation challenges, boost students' self-confidence, and introduces a promising hybrid teaching strategy. The recommendations outlined encompass targeted interventions, the amalgamation of teaching methods, the promotion of effective learning strategies, and the dissemination of these findings as a valuable educational resource. In sum, this study significantly contributes to the realm of English language education at STKIP Paracendekia NW Sumbawa. It not only offers practical insights for educators and institutions but also strives to enhance the overall vocabulary learning experience for students, thereby adding a valuable dimension to the educational landscape.

Keywords: English language learning, Indonesian students, Vocabulary acquisition, Teaching methods, Role-Play, Preview/Review

INTRODUCTION

Many language learners around the world still find the process of acquiring a new language, such as English, to be quite challenging. The disparities in grammatical structure, pronunciation, vocabulary, writing systems, and other linguistic elements between their native language and the target language might cause the learners encounter difficulties in learning the target language. Indonesian and English are two examples of languages that have huge

differences. Although English is one of the most popular languages used around the world, and even this language has become a compulsory subject to be taught at junior and senior schools in Indonesia, Indonesian students still confront difficulties in learning it.

In learning any new language, the first language aspect that learners should learn is vocabulary. Without sufficient amount of vocabulary, it might be difficult for the learners to effectively express their ideas to other people. As Alhaqtani (2015, p. 22) emphasizes, strong vocabulary is widely recognized as a vital asset for second language learners. Even if learners have mastered pronunciation and sound production, a limited vocabulary hampers their capacity to convey meaning proficiently in the target language. In line with Schmitt and Schmitt (2020) who point out that even with proficient pronunciation, learners' limited vocabulary hinders effective communication in a foreign language. In other words, vocabulary plays a critical role in enabling meaningful communication in a foreign language. Considering the importance of vocabulary, educators, teachers, and experts in education field have researched diverse teaching method to be used in teaching vocabulary; two of them are Role play and Preview/Review methods.

The Role Play method, introduced by Gillian Porter Ladousse in his book "Role Play", was designed to enhance students' understanding through a psychomotor approach. Students may perceive the term "role" as their function in specific scenarios, whereas "play" denotes the activities undertaken by students within a secure setting for exploration and creativity (Ladousse, 1995). Do-Jin, Jong-Hyuck, Wi-Young, and Eun-Ju (2017) highlight that this method not only aids in improving communication skills but also fosters socialization and self-control. It can be concluded that beside this method used for training the communication skills, learning that utilizes the psychomotor system may also be able to improve socialization skills and self-control. Therefore, the role-play method is particularly suitable to be used in teaching vocabulary in the classroom.

The preview/review method is a learning strategy for English Language Learners (ELLs) that aims to facilitate their acquisition of English language material. This method works by using the students' mother tongue, in this case, Indonesian, along with English. This method enhances not only vocabulary but also the comprehension of core English material through the use of supporting materials such as concrete objects, activities, visuals, and graphic organizers (Green & Pekel, 2013). Therefore, it can be inferred that the Preview/Review method not only enhances vocabulary but also deepens students' comprehension of core English material.

To determine which method is more suitable for learning English vocabulary from the students' perspective, The researchers conduct a comparison between the two methods. The goal is to identify the method that best meets students' needs and aids in their understanding of the teaching material.

Formulation of the Problem

This study tried to answer the following research questions:

1. How do students at STKIP Paracendekia NW Sumbawa perceive and experience the Role-Play and Preview/Review methods in English vocabulary mastery?
2. What difficulties do students at STKIP Paracendekia NW Sumbawa encounter when utilizing the Role-Play and Preview/Review methods for English vocabulary mastery?

Research Aim and Significance

The aim of this research is to qualitatively explore and describe the differences in students' perspectives on the Role-Play and Preview/Review teaching methods for mastering English vocabulary. Another aim is to examine potential difficulties students encounter when using these teaching methods, providing a comprehensive understanding of their experiences. By addressing these difficulties, teachers can refine their instructional practices and create supportive learning environments that foster students' vocabulary mastery.

This research aims to provide both practical and theoretical contributions to the field of English language learning, specifically in the area of vocabulary acquisition.

1. Practical Advantages:

Practical contributions will be made through this research by offering insights and recommendations for educators and researchers interested in teaching methods and English vocabulary acquisition. By gaining an understanding of how students view the Role-Play and Preview/Review methods, teachers can obtain valuable information to improve their teaching techniques and tailor them to their students' specific needs and preferences. Moreover, these findings can serve as a foundation for the development of innovative teaching approaches that effectively engage students in vocabulary learning.

2. Theoretical Advantages:

- a. Knowledge Enrichment: The research findings will enrich the theoretical understanding of English language learning by expanding students' knowledge of vocabulary acquisition. Vocabulary mastery is widely acknowledged as a fundamental stepping stone to advancing to higher levels of English proficiency,

and this research will offer valuable insights into how different teaching methods can influence students' grasp, retention, and application of vocabulary.

- b. **Alternative Teaching Strategies:** The research will provide theoretical benefits by introducing alternative teaching methods to educators looking for creative ways to enhance vocabulary instruction. By examining the Role-Play and Preview/Review methods from the students' perspective, the research will equip teachers with evidence-based insights on the effectiveness, engagement, and practical implementation of these methods. This knowledge can empower educators to diversify their teaching strategies, fostering more dynamic and interactive classroom environments.

RESEARCH METHOD

In research, the selection of the population and sample was a critical aspect. As outlined by Sugiyono (2010), a population refers to a group of subjects chosen by the researcher for the purpose of study and drawing conclusions. To gain insights into the students' vocabulary learning strategies, the researcher conducted brief interviews. The sample represented a subset of the population and was chosen to be representative of the entire population. In line with Sugiyono's definition, the sample for this study consisted of third-semester students at STKIP Paracendekia NW Sumbawa. The researcher employed purposive sampling as the sampling technique and selected four students based on specific characteristics that could address the research questions (Sugiyono, 2013). The chosen criteria included students majoring in English education in their third semester, students who had demonstrated strong performance in vocabulary, reading, listening, and writing courses, and students willing to cooperate in the research.

Data Collection Techniques

The data collection techniques included interviews and observations. According to Estenberg (2002) in Sugiyono (2013), interviews serve as a platform where two individuals can exchange insights and knowledge. In this research, a semi-structured interview approach was employed. This method combines flexibility with a focused approach to qualitative data collection. It enables the interviewer to have a predefined set of questions or topics to guide the conversation, while also providing the flexibility to explore unexpected responses or delve deeper into specific areas of interest. Sugiyono (2017) regards observation as a common yet distinctive data collection method that sets it apart from other techniques. Notably, observations are not confined solely to individuals; they can encompass a wide array of natural entities. The primary aim of employing observations in this study was to collect information and directly gain insights into the students' engagement with the "Role-Play" and "Preview/Review" teaching methods for mastering English vocabulary.

FINDINGS AND DISCUSSIONS

Definition of Vocabulary, Types of Vocabulary, The Importance of Learning Vocabulary, and Vocabulary Learning Strategies

Definition of Vocabulary

According to Nagy, Scott, and Kamil (2000, p. 22), vocabulary could be defined as either the study of words and words meaning, or a list of words with each definition that are sorted in an alphabetical order. It indicates that vocabulary act both as the knowledge of words, and/or a list of words in an alphabetical order with various definitions. Furthermore, Richards and Renandya (2002, p. 255) defines vocabulary as a fundamental element of language proficiency which functions as a building block for students' speaking, writing, listening and reading skills. In other words, a strong vocabulary is the basis for effective language communication in all aspects. Hence, it serves as the cornerstone for effective communication and comprehension in language learning. A strong vocabulary empowers learners to express themselves accurately, comprehend written and spoken texts, and engage with language in various contexts. Therefore, the development and expansion of vocabulary are essential for learners to achieve proficiency and succeed in their language learning journey.

Types of Vocabulary

According to Alqahtani (2015, p. 25), there are two types of vocabulary: receptive vocabulary and productive vocabulary.

1. Receptive vocabulary is defined as words that learners can recognize and understand when encountered in context, but cannot be generated by them. These are words that learners can understand while reading, but may not use in their own conversation or writing (Webb, 2009). It can be concluded that receptive vocabulary is vocabulary that refers to a collection of words that can be understood by language learners when encountered in

context, such as when reading or listening. However, these words may not be actively produced or used by learners in their own speech or writing. In other words, learners may understand the meaning of the words, but they may not remember or use them spontaneously

2. Productive Vocabulary includes words that learners can understand, pronounce correctly, and use effectively when speaking and writing. This includes the ability to actively use words to express thoughts and communicate with others (Webb, 2005). In other words, learners can actively use these words to express their thoughts and communicate with others. Productive vocabulary is not only about recognizing words, but also about using them actively and appropriately in various language contexts.

The Importance of Learning Vocabulary

Learning vocabulary is important for developing a diverse and broad vocabulary to facilitate effective communication and language proficiency. If students lack an extensive vocabulary, they will struggle to understand other people's concepts or convey their own thoughts effectively (Rashid, Lan, & Hui, 2022). Having a broad vocabulary is crucial for effective communication and understanding others' ideas. Without a diverse range of words, students may struggle to comprehend the thoughts and concepts of others, as well as expressing their own ideas clearly and effectively. Thus, the significant role vocabulary plays in facilitating successful communication and understanding in various contexts.

The relationship between vocabulary knowledge and language use is reciprocal. As explained by Nation (2001), vocabulary knowledge enables the use of language, and language use in turn contributes to the expansion of vocabulary knowledge. The importance of vocabulary is evident in a variety of contexts, including in the classroom, where students with greater vocabulary abilities tend to excel. Learning vocabulary is essential for second language acquisition, academic success, reading comprehension, and general fluency (Tozcu & Coady, 2004, p. 473). It is closely related to these aspects of learning and using language.

Vocabulary Learning Strategies

Vocabulary learning strategies refer to specific approaches employed during the task of learning vocabulary in the target language (Taka, 2008). While Taka defines the strategies of learning vocabulary, Schmitt (2008) proposes a comprehensive taxonomy of vocabulary strategies, summarized as follows:

1. Determination strategies
These strategies are utilized by individuals when they encounter unfamiliar words and need to determine their meanings without relying on external assistance. For instance, analysing available pictures or gestures associated with the word. In summary, when people encounter words they do not know, they use a strategy of determination to figure out their own meaning. This independent approach allows them to guess and interpret meaning based on the context in which the words are presented, such as visual cues such as pictures or non-verbal cues such as gestures.
2. Social strategies
These strategies involve interacting with other people to enhance language learning. For example, learning and practicing new words within a study group. In means, social strategies for language learning involve being actively engaged with others, such as participating in study groups, language exchange programs, or conversation partners, to learn and practice new words and language elements. By interacting with peers, language learners can receive feedback, practice using new vocabularies in real-life contexts, and gain confidence in their language abilities.
3. Memory Strategy
Memory strategies revolve around connecting new words with previously acquired knowledge, often through the use of imagery or grouping techniques. For instance, associating a new word with its synonyms and antonyms that are already known. In conclusion, memory strategies in language learning are designed to increase the retention of new words by linking them to existing knowledge or familiar concepts. Learners use techniques such as visual imagery or organizing words into related groups, such as synonyms and antonyms, to reinforce associations and make it easier to recall the meanings of the words later.
4. Cognitive Strategy
Cognitive strategies involve transforming information about the words to be learned, although they are not specifically focused on mental processing like memory strategies. Examples include written repetition and maintaining a vocabulary notebook. In other words, cognitive strategies in language learning involve methods that help learners actively engage with and process new words to enhance comprehension and retention. Unlike memory strategies, which focus on memory aids and associations, cognitive strategies emphasize a more active and analytical approach to learning vocabulary.
5. Metacognitive Strategy

Metacognitive strategies encompass a conscious examination of the learning process and making informed decisions regarding planning, monitoring, and evaluating the most effective ways to study. For instance, testing oneself with word-based assessments. Thus, metacognitive strategies in learning involve a higher level of awareness and self-regulation, where individuals actively assess and adjust their study techniques to optimize their learning outcomes. By using metacognitive strategies, learners can become more efficient and effective in their learning process, leading to improved retention and understanding of the subject matter.

These vocabulary learning strategies offer learners a variety of approaches to effectively acquire and retain new vocabulary, catering to different learning preferences and facilitating the overall vocabulary acquisition process.

Definition of Role-Play Method, Benefits of Role-Play Method, Reasons for Using Role-Play Method

Definition of Role-Play Method

According to the research held by Rusman, Asriati, and Maharida (2020, p. 26), Role Play method facilitates mastery of learning material by stimulating students' imagination and growing their appreciation. This instructional approach usually involves many participants who assume certain characters in a complex story or social situation. By being involved in role plays, students are encouraged to actively practice and improve their speaking skills. According to Ladousse (1987), the word "role" can be interpreted by students as the part they play in certain situations, while the word "play" refers to the activities students engage in with in a safe environment where they can explore and create.

In conclusion, Role-play is an instructional method which stimulates students' imagination, fosters appreciation for learning, and improves speaking skills. It involves participants assuming certain characters in complex scenarios, providing a safe environment for exploration and creativity. The method facilitates a deeper understanding of the material and active involvement in learning activities.

Benefits of Role-Play Method

Alabsi (2016, p. 229) strongly believes that Role-play methods has shown their efficacy in educating English to learners, as role-play can amplify students' enthusiasm, bolster self-confidence, nurture empathy, and stimulate the cultivation of critical thinking. Integrating role-play aligns with communicative language teaching and offers an engaging method to empower students in their language learning journey, reflecting the ongoing pursuit of innovative strategies for comprehensive language development. Moreover, other researchers (Kuipers & Clemens, 1998; Huang and Shan, 2008; Altun, 2015) point out that Role-play serves as an instructional method that presents vocabulary acquisition in an economical, managed, and enjoyable manner for both educators and learners. Indeed, based on result of the research undertaken by Yavaşlar and Demirci (2018, pp. 201-202) Role-play methods has benefitted the students in some points; students could remember the words easily, students remember how to pronounce the words, Students had a lot of fun during the lesson, Students could recognize their creativity while acting out a scene, and students found the opportunity to practice English in the classroom. In line with one of the previous researchers, Holt and Kysilka (2006) in their book mention one of the benefit students obtain from Role-Play is the entire class enjoy the learning activity and this potentially leads to improved language learning. In the same way, the result of Rahimy's (2012, p. 57) study reveals that role-playing creates an enjoyable environment for learners to thrive in, fostering increased attention and encouraging active participation in role-play activities.

Reasons for Using Role-Play Method

Ladousse (1987, pp. 6-7) in his book specifically mention in details six reason for using Role-Play, namely:

1. In any situation, students' speaking skills can be trained through Role-Play.
2. Students' social skills are possible to be built up from a very low level through Role-Play.
3. Students are actually rehearsing for real life through diverse situations offer in Role-Play.
4. Students with a great difficulty participating in conversation are able to perform without having shy feeling in Role-Play activity.
5. Students feel that learning a new language is far from frustrating or in other words they really enjoy the learning process.
6. Students' language fluency develops which result in better classroom interaction.

Definition of Preview/Review Method, Objective of Preview/Review Method, Benefits of Preview/Review Method

Definition of Preview/Review Method

Ferlazzo and Sypnieski (2018, p. 13) define Preview/Review Method as a method where the language used for facilitating classroom interaction is the students' native language. In implementing this method, teacher uses

students' home language for introducing the lesson, teaches the lesson in English, and finally summarize the lesson in student's home language.

1. Preview

Based on Green and Pekel's (2013) explanation, preview serves as an introduction to a lesson, offering information on the key components that students will be learning. It can be taught effectively using an English language learner's (ELL) home language to enhance comprehension. The implementation of preview involves the use of support materials, including concrete objects, visuals, activities and graphic organizers to facilitate understanding. During this phase, students are encouraged to draw based on their background knowledge, establishing connections with the new information being presented.

2. Review

After the completion of the lesson, a review session is conducted to reinforce the key components covered. During this phase, the lesson's main points are summarized and further discussed. Support materials may be utilized to emphasize important concepts and vocabulary. Review is an ongoing process that may necessitate additional practice and assessment to ensure understanding and retention. Furthermore, it is worth noting that review can also be conducted in the English language learner's (ELL) home language to enhance comprehension and reinforce learning outcomes (Green & Pekel, 2013).

The same approach can be modified for English-only classes by including realia, visuals, gestures, and vocabulary instruction as part of the preview phase. During an actual lesson, reference can be made to these supporting materials, and afterwards course content can be reviewed and explained to students using the same materials. The adaptation of the preview/review method is very effective for increasing the acquisition of content knowledge because it contextualizes academic language through the use of realia and visuals.

Objective of Preview/Review Method

According to Green and Pekel (2013) "The preview view review approach is among several bilingual teaching strategies aimed at facilitating connections between the target language and the students' native language. By previewing and reviewing the lesson content in the students' dominant language, the preview view review strategy assists bilingual learners in making meaningful associations and enhancing their understanding." Hence, the objective of the preview/review method is to facilitate the learning process for bilingual learners by helping them establish connections between the target language and their native language. By previewing the lesson content in the students' dominant language, it enables them to activate their prior knowledge and build a foundation for understanding. Likewise, the review phase reinforces the key concepts and vocabulary by revisiting them in the students' dominant language, ensuring a deeper understanding and retention of the material. Overall, the purpose is to improve comprehension and make learning more accessible and meaningful for bilingual learners.

Benefits of Preview/Review Method

According to Green & Pekel (2013), the use of Preview/Review techniques in teaching offers several advantages:

1. **Improving vocabulary and fundamental concepts:** By engaging students in the Preview/Review method, they actively interact with key terms and concepts before and after lessons, strengthening their understanding and retention. This structured approach ensures that learners gradually build a solid foundation of vocabulary and basic knowledge essential for language development.
2. **Facilitating the recall of prior knowledge:** The Preview/Review strategy prompts students to revisit previously learned material during the preview phase, fostering relationships with their existing knowledge. This recall mechanism helps in activating prior knowledge, enabling learners to seamlessly integrate new information into their cognitive framework, thus enhancing comprehension.
3. **Supporting understanding of academic language in English:** The deliberate preview of academic language components in English equips learners with exposure to specialized terminology and linguistic structures before encountering them in the lesson. This proactive engagement enhances students' understanding of subject-specific language, which is particularly valuable for content-based language instruction.
4. **Helping in organizing new information for English learners:** The Review phase of the Preview/Review method allows learners to recap and organize the newly acquired knowledge. This reflective step enables English learners to process and structure new information effectively, facilitating their incorporation into their cognitive scheme and promoting a deeper understanding of the content.

In summary, the Preview/Review Method offers multifaceted benefits, ranging from vocabulary enhancement and knowledge reinforcement to improved understanding of academic language and more effective organization of new information. These benefits collectively contribute to a comprehensive and targeted approach to language learning.

Students' Perceptions on Role-Play and Preview/Review Methods in English Vocabulary Mastery

The data obtained through observation and semi-structured interview reveals students' perception on Role-Play and Preview/Review methods in English vocabulary mastery as follows:

Role-Play Method

1. Improving Vocabulary Mastery and Pronunciation

The findings indicated that Role-Play is an effective method for improving vocabulary mastery and pronunciation. Based on the result of interview, two out of four participants found that this method helped them in understanding and remembering new vocabulary through practice and pronunciation while the other two students supported that this method facilitated memory through real-life application. This finding is in line with what the researchers found during the observation stage in which the students were able to answer teacher's questions, successfully mentioned vocabulary words, and completed tasks assigned by the teacher. This research finding is supported by the previous research undertaken by Yavaşlar and Demirci (2018, pp. 201-202) where students were easily memorized and pronounced vocabulary.

2. Enjoy the Learning Activities

Another positive impact of Role-Play experienced by the participants is a new different learning atmosphere. Still based on the interview result, the other two participants mention that they believed that Role-Play made learning more enjoyable. This finding is also supported by the observation data where it was noted that all four students actively engaged with the Role-Play Method. They were attentive and actively participated in role-play activities. This finding is supported by many scholars (Ladousse, 1987; Holt and Kysilka, 2006; Rahimy, 2012; Yavaşlar and Demirci, 2018) who point out one of the advantages of Role-Play is creating enjoyable learning environment. The other experts (Kuipers & Clemens, 1998; Huang and Shan, 2008; Altun, 2015) emphasize that enjoy feeling is not only experienced by the students but also by the teachers.

Preview/Review Method

1. Enhancing Vocabulary Mastery and Pronunciation

Compare to Role-Play method, it seems that Preview/Review method more effective for one of the participants. Based on the interview result, this participant felt that Preview/Review method is more effective than Role-Play for direct vocabulary mastery while the other three participants stated that both Role-Play and Preview/Review methods are effective for improving vocabulary mastery and pronunciation. The perception of one of the participants might be caused by the use of the students' native language. As Ferlazzo and Sypniewski (2018, p. 13) explains, the implementation of this method requires the use of the students' native language at the beginning and the end of the lesson, whilst lesson activity is instructed in English. However, it can be concluded that this method is effective because the students have been instilled the terms and concept of the language prior to and after the lesson (Green and Pekel, 2013),

2. Enjoyable learning

Similar to Role-Play method, the participants did enjoy the learning process through the application of Preview/Review method. It can be assumed that the reason for this feeling is due to the involvement of the participants' native language during the learning process. The reflective step in Preview/Review method enables English learners to process and structure new information effectively, facilitating their incorporation into their cognitive scheme and promoting a deeper understanding of the content.

Difficulties Students Encounter when Utilizing the Role-Play and Preview/Review Methods for English Vocabulary Mastery

Based on the data obtained from observation and semi-structured interview, there four major difficulties students encounter in both Role-Play and Preview/Review methods namely pronunciation, vocabulary retention, nervousness, and confidence. Most students faced difficulties related to pronunciation and mentioning list of vocabulary during the implementation of the methods. However, Nervousness and Confidence mostly occur during Role-Play activities. Indeed, some students experienced moments of silence or a lack of confidence during Role-Play. From this finding, it can be concluded that the participant encounter more difficulties during Role-Play method.

CLOSING

Conclusion

In this extensive investigation, the researcher's analysis provides valuable insights into students' differing viewpoints on the Role-Play and Preview/Review methods for vocabulary learning. The Role-Play method significantly enhances vocabulary recall and understanding, and students favor it due to its engaging nature.

However, difficulties, such as pronunciation issue and nervousness, exist. These challenges highlight areas where teaching strategies could be improved. Conversely, the Preview/Review method is effective for direct vocabulary acquisition, particularly as it exposes students to text materials. Students appreciate it for simplifying the learning process, but it also presents challenges related to pronunciation and vocabulary recall. This analysis stresses the importance of addressing pronunciation issues and boosting student confidence in language learning. An exciting possibility arises from these findings: a blended teaching approach that combines the strengths of both methods. This synthesis promises to enhance vocabulary learning and retention while mitigating challenges, offering students a more comprehensive and rewarding vocabulary learning experience.

Suggestions

Here are the suggestions derived from the conclusion:

1. Tackle Pronunciation and Nervousness: Develop specific interventions to help students overcome pronunciation and nervousness issues associated with the Role-Play method. This may include targeted pronunciation exercises and creating a supportive classroom environment to boost student confidence.
2. Combine Teaching Methods: Explore the integration of elements from the Preview/Review method into Role-Play. This merger could provide a more balanced and effective teaching approach, offering the benefits of direct material exposure and the interactive nature of Role-Play.
3. Promote Diverse Learning Strategies: Encourage students to identify and embrace their preferred learning strategies, emphasizing the advantages of using multiple strategies for effective language learning. Incorporate this awareness into the curriculum to help students adapt their strategies.
4. Boost Confidence: Recognize the significance of building students' confidence in language learning. Integrate activities or exercises designed to enhance their confidence, especially in speaking and using English.
5. Share Educational Insights: Acknowledge the research findings as a valuable resource for educators and academic institutions. These insights into successful teaching techniques and strategies should be shared to benefit other English language educators and institutions.

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