

ABSTRACT

Bayinah (2019), *The Effectiveness of Creative Drama to Improve Students' Vocabulary Mastery (A Quasi-Experimental at the Seventh Grade Students in Mts Miftahul Falah Bandung the Academic Year 2019/2020)*. the Research of English Education Department, The Faculty of Tarbiyah and Teaching Training of State Islamic University of Sunan Gunung Djati Bandung.

Vocabulary is essential for EFL students to gain English skills, involving receptive skills (listening and reading) and productive skills (speaking and writing). Based on my preliminary observation in an Indonesian junior high school, many students are lack of vocabulary. This weaknesses make students hard to achieve the skills. To improve vocabulary, the proposed effective classroom method in this study is creative drama.

The research was aimed (1) to find out the result of students' achievement in vocabulary mastery taught using creative drama; (2) to find out the result of students' achievement in vocabulary mastery taught without using creative drama; (3) to find out the significant difference between students' achievement vocabulary mastery which was taught using creative drama and without creative drama

This research design is quasi-experimental research. The population was seventh-grade students of Mts Miftahul Falah Bandung in the Academic Year 2019/2020. The research took two classes as the sample randomly, class VII A as an experimental group consisting 28 students and class VII E as the control group consisting 28 students. The instrument of this study was vocabulary test used in pre-test and post-test. Students scores were processed in statistical analysis.

Students' vocabulary scores were proceeded to the statistical analysis. The analysis result shows the use of creative drama improve students' vocabulary. The hypothesis test, using the independent t-test in SPSS, shows that t-count was 2.029, while t-table for (a) – 5% was 2.005 (t-count 2029 > t-table 2.005) it means that the research hypothesis (H₀) is rejected and (H_a) is accepted. Additionally, the calculation of N-Gain score shows that experimental group was classified Average, which is higher than control group was low. to conclude, that there is a significant difference in students' score between experimental and control group.

To sum up, the use of creative drama in improving students' vocabulary is effective. Creative drama is recommended for further research.