

## CHAPTER I

### INTRODUCTION

In this chapter, the researcher presents the things that underlie this study consist of background of the research, research questions, research purposes, research significances, rationale, hypothesis, research limitation, and previous study.

#### A. Background of Study

Vocabulary is an important component to achieve language skill. Aslanabadi & Rasouli (2013) stated that vocabulary plays a meaningful role in understanding concept in the process of learning a foreign language, it is considered as one important element that links four language skill (listening, speaking, reading and writing) altogether. Manik & Christiani (2016) defined that vocabulary is a total number of words which rules for combining them make up a language. In the field of study, students are expected to master enough vocabulary to support or to achieve their language skill.

For example, based on the preliminary observation in an Indonesian junior high school, a lot of students are a lack in vocabulary mastery, and it makes the students hard to achieve four language skill. They are hard to understand teachers' instruction when the teacher delivered her class in English or bilingual instructions. Furthermore, when the teacher asked students to introduce themselves, they did not know what they want to say. Even they cannot express very simple daily expressions such as "saya berasal dari..." or "hobi saya adalah..." they cannot say it in English.

Learning vocabulary is one of the biggest challenges that EFL students will face in their studies. Among all language skills, vocabulary learning is a significant challenge (Alizadeh, 2016). Thornbury (2004:27) mentioned the factors of difficulties in learning vocabulary. First is pronunciation, when the word is difficult to pronounce, it will be difficult to learn. Second is spelling, sound-spelling mismatches is also one of the cause of errors. Third are length and complexity, long word is more difficult to remember than short word. Fourth is grammar, it is difficult to remember whether a verb like love, enjoy or hope is

followed by to infinitive or present participle ( v-ing ) form. Fifth is meaning, when the word has more than one meaning, it will make students confuse. Sixth are range, connotation and idiomatically, words that can be used in a wide range of context will generally perceived as easier than synonyms with a narrow range. Uncertainty as to the connotation of some words may cause problem too. Finally, words or expressions that are idiomatic will generally be more difficult than word whose meaning is transparent. To answer this challenge, the teacher should apply the effective method while teaching and learning process. (cited in Rohmatillah, 2010)

The proposed effective classroom method in this study is creative drama. It provides psychological meaning as well as logical meaning. According to Carkin (2008; as cited in Thuy, 2017), drama activities motivate and interest teachers and learners in teaching and learning as it lets learners communicate via role play, but they do not feel that they are learning, but playing. As a result, they may feel considerably confident in the use of language in everyday life. Abadal (2009; as cited in Kalidas, 2014) also argued that drama makes a lesson more active, engaging and meaningful for students and participants and enhances critical and creative thinking skills, thus help students to formulate and express ideas or opinions. Drama helps students to understand rational patterns, cause and effect relationship and interpreting concepts and contexts and also to learn through the use of reading and vocabulary. Thuy (2017) argued that the teaching of vocabulary via drama might facilitate young learners' acquisition of vocabulary items intended and used in the drama. Besides, understanding of the vocabulary used in discourse is another advantage of the use of drama in which one of the best ways of teaching vocabulary is to help learners make sense of vocabulary in its use. In other words, learners' understanding of the meanings of words is facilitated and reinforced when they are used in an appropriate context (Duffelmeyer and Duffelmeyer 1979; as cited in Thuy, 2017).

Creative drama is very common in the practice of EFL teaching. Many studies have reported its positive effects. Demircioğlu, (2010) for example, this research is about teaching vocabulary to young learners through drama activities.

The hypothesis of the study, that teaching vocabulary to young learners through drama activities is a highly efficient technique has been supported with the results obtained. Moreover, Zaghloul (2018) also reported the use of creative drama in his research. The research is to investigate the effectiveness of the drama on the students' self-development. The study showed the effectiveness of creative drama on the self-development of the students, which were clear on the impact of thinking skills and communication skills of the students in their courses. Furthermore, Güray (2015) The research aimed to learn teachers' perceptions and attitudes towards creative drama after a brief introduction with creative drama. the results indicated that they perceived creative drama as an effective and enjoyable way to teach a second language.

The positive results of creative drama implementation in EFL teaching inspire the writer to adopt this technique in her undergraduate thesis research. This technique was implemented in Mts Miftahul Falah Bandung in the Academic Year 2018/2019. This research entitles "THE EFFECTIVENESS OF CREATIVE DRAMA TO IMPROVE STUDENTS VOCABULARY."

## B. Research Questions

This research has the following three research questions:

1. What is the result of students' vocabulary mastery taught by using creative drama?
2. What is the result of students' vocabulary mastery taught without creative drama or by using conventional teaching?
3. How significant is the difference between students' vocabulary mastery which was taught by using creative drama and without creative drama or by using conventional teaching?

### C. Research Purposes

Based on the research questions, the purposes of this research were:

1. To identify students' vocabulary mastery taught by using creative drama
2. To identify students' vocabulary mastery taught without creative drama or using conventional teaching
3. To find out a significant difference between students' vocabulary mastery which was taught by using creative drama and without creative drama or by using conventional teaching

### D. Research Significances

The result of this research is expected to be used for either source or material references for anyone who wants to develop a method for teaching vocabulary.

#### 1. Theoretical Significance

This research is expected to be used for anyone who wants to develop a new method in teaching learning vocabulary by using creative drama in improving students' vocabulary mastery.

#### 2. Practical Significance

The result of this research hopefully can be beneficial for the researcher and the teacher in developing a method in the teaching-learning process. Moreover, the result of this study can be useful for everyone as references in teaching vocabulary. Practically, this study is useful for:

##### a. Students

- 1) The students hopefully can improve their vocabulary mastery by using creative drama as a method in teaching and learning process.
- 2) The students hopefully can get more motivation to learn English by using creative drama

##### b. Teacher

The result of the research can give more information to develop a method of teaching English, especially in improving students' vocabulary mastery.

##### c. Readers

The readers hopefully get more information about method in improving students' vocabulary mastery.

#### E. Rationale

According to French (2003), Vocabulary is the collection of words that you hear and read throughout your life. Your vocabulary will never stop growing. The larger your vocabulary is, the more you will understand what you hear and read. Your writing and speaking will improve, too. Richards and Renandya (2002; as cited in Yusuf, Mustafa, & Alqinda, 2017) suggest that “vocabulary provides much of the basis for how well learner speaks, listen, read and write and is a core component of language proficiency.” In other words, vocabulary is the core of the language itself. When a person learns a language, she or he learns vocabulary directly. By mastering enough vocabulary, a person may not get difficulty to communicate the messages. (Yashinta & Hasan, 2013)

The using and mastering words well can give the easiness for students to communicate. Having rich vocabularies will make students able to express more ideas because students can understand and learn words and the concept of using the words. Students cannot make meaningful sentences in communication without having a good vocabulary. (Sondang Manik, 2016)

According to Steven Stalh (2005), vocabulary knowledge is knowledge; the knowledge of a word implies how that word match into the world. Vocabulary knowledge is something that deepens over and expands the course of a lifetime. In contrast, it is not something that can be mastered; Vocabulary is acquired incidentally through indirect experience to words and intentionally through explicit instruction in specific words and word-learning strategies”. (as cited in Donal, 2012).

Thuy (2017) stated that Creative drama is an improvisational, non-exhibition, process-centered form of drama which guides learners to imagine, reflect and act on a plot transmitted from the teacher. Gündoğan, Ari, & Gönen, n.d. (2013) also stated that drama is a highly effective method that enables children to improve their emotional, social, mental, physical, creative and

imaginative development. In drama, participants impersonate another person and use their imagination to look at the situations from that person's point of view and thereby solve a given problematic situation. Adıgüzel & Timuçin (2010) also argued creative drama as a group's enactment of an aim, an idea with techniques such as improvisation, role-playing, etc. by using the experiences of group members. Phillips (2003) believes the use of "drama is a learner-centered approach" which allows learners to acquire actively and learn language elements. Besides, it can assist learners in improving language skills through drama-engaged activities (as cited in Thuy, 2017). Drama makes a lesson more active, engaging, and meaningful for students and participants and enhances critical and creative thinking skills, thus help students to formulate and express ideas and opinions. Drama helps students to understand rational patterns, cause and effect relationship and interpreting concepts and contexts and also to learn through the use of reading and vocabulary (Kalidas, 2014).

#### F. Hypotheses

According to Creswell (2012), Hypotheses are declarative statements in quantitative research in which the investigator makes a prediction or a conjecture about the outcomes of a relationship. This research has two variables; the first variable is creative drama as "X" variable, and the second variable is the students' vocabulary mastery as "Y" variable.

It means in hypothesis, the statement prediction the research influences the outcome or not. The hypothesis of this study are as follow:

1.  $H_0$  accepted if  $t_{\text{account}} < t_{\text{table}}$ : it means there is no significant difference between students' vocabulary mastery which was taught by using creative drama and without creative drama or using conventional teaching.
2.  $H_a$  accepted if  $t_{\text{account}} > t_{\text{table}}$ : it means there is a significant difference between students' vocabulary mastery which was by taught using creative drama and without creative drama or using conventional teaching.

## G. Research Limitation

This study is focused on the use of creative drama in improving students' vocabulary and it is conducted at the 7th grade students in Mts Miftahul Falah Bandung academic year 2019/2020. The sample chosen is in class VII A and VII E as suggested by English teacher. The researcher focused in improving students' vocabulary. The researcher conducted treatment in the experimental group and control group based on the syllabus and lesson plan for four meetings. The researcher used creative drama as method in teaching vocabulary in experimental group and used conventional teaching in control group. the topic is name of family and occupation.

## H. Previous Research

There are several researches regarding the implementation of creative drama in teaching English. First, by Demircioğlu, this research was conducted in 2010. This paper examines vocabulary teaching to young learners through drama and drama implementations. The purpose of the study is to know whether drama has a widespread impact on teaching vocabulary to young learners. Then, It covers the results of drama implementations and concludes by giving some implications and suggestions. This research design is true-experimental with the object focused on 3rd grade in the elementary school. They had already been grouped into two classes, 3 -A and 3-E. One of these two classes was randomly assigned to the experimental group, and the other was treated as the control group randomly. The hypothesis of the research, that teaching vocabulary to young learners through drama activities is a suitable technique has been supported with the results obtained. Thus, the findings of the present research show that teaching vocabulary to young learners through drama activity is more effective than traditional vocabulary teaching methods.

Second, this research was conducted by Zaghoul in 2018. This study has been undertaken by a creative drama in teaching to increase thinking skills and communication skill for the students of preparatory year students at the Northern Border University. It aimed to know the differences between the

control groups and experimental groups in skills acquisition among students. The study was conducted on 140 students, and it consists of males 70 students and females 70 students. The students were divided into four groups: each group has 35 students. The study used an experimental approach by observing students' behavior by affecting their communication and thinking skills by using drama. The result showed that using drama in teaching significantly affected the experimental group than the control group who were taught by traditional methods as the experimental group achieved better results than the control group.

Third, this research was conducted by Gürayin 2015. This study aims to know the perceptions of prospective teachers in creative drama. The samples of this study are composed of 33-second grade prospective teachers of Dokuz Eylül University, ELT Department in the 2012-2013 spring term. This particular group was selected randomly from the students who were taking 'language acquisition' lesson at the time of the study. The fact that prospective teachers of English like creative drama and know how they can use it effectively in their future classrooms is very important. This study aimed to learn their perceptions and attitudes towards creative drama after a brief introduction with creative drama. The results indicated that prospective teachers of English agree on the effectiveness of creative drama in ELT classrooms.

From the research above, it can be concluded that creative drama is the effective technique in teaching and learning process. The gap between this research of the previous research are; first, this research used quasi-experimental design with the object focused on the first grade students of junior high school. Second, this research only focuses on the effectiveness of creative drama to improve students vocabulary mastery. Meanwhile, the previous research is aimed to increase thinking skills and communication skill. This research using quantitative method by assessing students' vocabulary test, as the previous study surveyed the effectiveness of creative drama in teacher perspective by using qualitative method.