

CHAPTER I

INTRODUCTION

This chapter is offering a brief description of the entire contents of the research. In detail, this chapter explains the background of the study, research questions, research objectives, research significances, rationale, and previous studies.

A. Background

This research identifies the teacher's and students' perceptions about the contribution of the drama, as a final project of an English classroom, to improve EFL students' vocabulary acquisition. In English Learning and Teaching (ELT), acquiring vocabulary becomes a fundamental factor in students' understanding and communicative ability (Wilkins, 1972, cited in Lessard-Clouston, 2012; Viera & Av, 2016). The essential element of students' knowledge and communicative competence in vocabulary is viewed as a tool for mastering any language skills, such as; reading, listening, speaking, and writing (Viera & Av, 2016). It also contributes to the understanding of written and spoken texts. Thus, while more frequent exposure to vocabulary is, learners are more confident to understand and interpret the meaning of some unknown words from context.

To tackle the problem, the drama is a popular technique used by English teachers. This technique is regarded as the possible way to develop social competence, to enable children to exhibit their linguistic capabilities, and to provide opportunities for the resolution of conflict (both social and cognitive) in authentic contexts (Sutton-Smith, 1977; Corsaro, 1997; Trawick-Smith, 1998 cited in Rogers & Evans, 2006). Additionally, it promotes meaningful, active, and reflective thinking processes, as well as communication skills. In particular, with regards to the interpersonal aspects, drama develops motivation, enthusiasm and confidence, encourages a safe atmosphere in the classroom and can lead to a more balanced distribution of power among classroom participants (Brown 1994; Stinson 2008 cited in Kalogirou et al., 2019).

Unfortunately, based on my observation on GoogleScholar in the past decade (from 2010 to 2020) the research from Demircioğlu (2010) was discussed teaching English vocabulary through drama as a teaching technique that creates supportive intellectual and emotional environments that encourage students to think, it allows students to apply their communication skills and encourages them to take risks. It becomes a teaching technique to promote long-term retention of vocabulary. There are limited reports on Indonesian practices of teaching English (particularly English vocabulary) with drama. According to Nation (2016) said that many Indonesian teachers are reported to use the teacher's explanation, translation, studying word lists, using dictionaries, guessing from context during communicative activities, and graded reading accompanied with vocabulary exercises. Consequently, this study offers the account of using drama to teach English vocabulary. It adopts Alabsi's (2016) research but explores the different angles of concerns. Alabsi (2016) discusses the effectiveness of using Roleplay in the process of improving students' vocabulary acquisition. But this research focuses on investigating teacher's and students' perceptions of the contribution of drama to enhance the students' vocabulary acquisition. It also offers an illustration of students' vocabulary improvement to support the understanding of their perceptions. Therefore, the research is entitled "TEACHER'S AND STUDENTS' PERCEPTION ABOUT THE CONTRIBUTION OF DRAMA AS A FINAL PROJECT OF AN ENGLISH CLASSROOM TO ENHANCE THE STUDENTS' VOCABULARY ACQUISITION."

B. Research Questions

From the research background, the problems are:

1. What is the teacher's perception of the contribution of drama as a final project of an English classroom to enhance the student's vocabulary acquisition?
2. What is the students' perception of the contribution of the drama project to enhance their vocabulary?

C. Research Purposes

Conducting the research questions above the purpose of the research are:

1. To find out the teacher's perception of the contribution of drama as a final project of an English classroom to enhance the student's vocabulary acquisition.
2. To find out the students' perceptions of the contribution of the drama project to enhance their vocabulary.

D. The Significances of the Research

This study is expected to know the contribution of drama as a final project of an English classroom, especially in the process of improving students' vocabulary acquisition. According to Alabsi (2016) said that the vocabulary certainly plays as an essential element key to students' understanding and colourable interaction with other people, whether in L1 or L2. This research is expected to become a source of information for some teachers and students about the contribution of drama as a strategy in the process of learning the English language.

Besides, improving the students' vocabulary acquisition by using drama, it is expected to give some ideas and understanding to English teachers about the technique of enhancing students' vocabulary.

1. Theoretical Significant

This research can be beneficial information for the teachers as an evaluation for creating student's improvement in the process of learning and teaching vocabulary.

2. Practical Significant

This research gives significance to the teacher, which is this research could contribute to all teachers to consider students' vocabulary acquisition and determine the best strategy in teaching vocabulary.

E. Rationale

In this research, to have a perception of teacher and students are essential. According to Richard and Lockart (1996, cited in Ilmi & Fitriati, 2020) stated that perception as goals and values that have relation to the content and process of teaching and their thoughts of the structures in which they work and their roles within it. Therefore, this research assumed that perception is essential as a process of selecting, organizing, and interpreting data into good mental representations of the word. It means that someone can receive something like a good or bad perception depends on what they feel in facing the object. Hence, this research is necessary to be observed because, in Indonesian, the research about teacher's and students' perception to drama in enhancing students' vocabulary was not discussed much, in consequence, this research is expected to make teacher and students can use drama techniques as their consideration in the process of learning the English language, especially in enhancing students' vocabulary acquisition.

Vocabulary is an acquisition that must be learned by everyone, especially for a student to improve their language abilities. It is essential for a student in a second and foreign language because, without its appropriate and sufficient knowledge, students cannot understand others or express their feelings (Viera & Av, 2016) (Nation, 2016). Vocabulary can be defined as the words that are taught in the foreign language and often viewed as a critical tool for foreign language learners because a limited vocabulary in a second language prevent successful communication (Alqahtani, 2015). Generally, vocabulary as the knowledge of words and word meanings or may define as a list of words organized in alphabetical order with their definitions (Alizadeh, 2016). By mastering vocabulary, students can get a good influence on their English ability, such as; their reading, listening, speaking, and also their writing.

Drama is an exciting example of active learning and teaching strategy. It can incorporate drama, simulations, games, and demonstrations of real-life cases related to

any topic. In drama, students are asked to play the part of someone else (Erturk, 2015). Teachers can give details of the characters and situations that they are supposed to be in, or the students can make their character based on the requirements that represent the materials. The students interact in small groups or pairs, taking different characters. In drama, the students involve their improvisation to make the performance runs smoothly with the interaction resulting from English learning techniques through drama, and there will be an influence on students' language skills due to increased vocabulary (Srisudarso, 2015).

To measure students' vocabulary, it needs to deal with three methodological problems: defining what the word is, selecting a suitable sample of words for testing, and determining the criterion for knowing a word. Furthermore, this research perception refers to how the teacher scored the contribution of the vocabulary quality of role play, especially in enhancing vocabulary acquisition and its contribution to the process of learning.

F. Previous Study

Several researchers have conducted a study on drama. The first research is undertaken by Moghaddas and Ghafariniae (2012), the research concentrates on the teaching of drama, its advantages to language teaching and learning, and how to utilize drama in English classrooms. This study was taken in Iran. Second, research by Ertmer, Strobel, Xi, Xiaojun, Hannah, Olesova, Sadaf, and Tomory (2010) indicates that role-play strategy can enhance critical thinking as participation in role-playing simulation base scenarios where students work together to resolve a potentially real situation.

Furthermore, this present research is different from both previous studies, which this research converges to analyze the teacher's and students' perception of the contribution of drama in enhancing EFL students' vocabulary. In this research, teacher and students will be investigated about the contribution of drama that they applied in ELT processes to

improve students' vocabulary acquisition. So, this research wants to know that the drama project has a high significance in the process of teaching students' vocabulary acquisitions. Therefore, the drama is expected to have a good effect on teachers and students, and also, the students can get a useful technique when they are going to learn English as a second language.

