

# THE EFFECT OF DRAMA ON THE DEVELOPMENT OF STUDENTS' VOCABULARY MASTERY AT THE TENTH GRADE OF SMK LAB BUSINESS SCHOOL TANGERANG IN ACADEMIC YEAR 2019-2020

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## Abstract

The purpose of this research is to find out the effect of Drama on the development to improve their vocabulary mastery for the tenth grade of SMK Lab Business School Tangerang. This research was quantitative and the method is quasi experimental with the qualitative data. In this research the total of population is 403 students in the tenth grade of SMK Lab Business School Tangerang. To choose the sample of this research the writer conducted by using the purposive sampling, and took 74 students of two classes, there are: the first is experimental class (X AP 1) and the second is control class (X AP 2). Short drama technique used in experimental class in teaching and learning process, while conventional technique in control class in teaching and learning process. To collect the data, the writer used the written test, and to counting the data of descriptive data of class experiment and control, normality, homogeneity, chi-square, rank, and Mann-Whitney U used SPSS 24. Then the result of this research showed the score of students' vocabulary by using short drama technique in the value of post-test was higher than the students' score of conventional technique in the value of post-test. In conclusion, in this research indicated that there is any significant effect of using short drama to improve student' vocabulary mastery.

**Keyword:** Conventional Technique, Short Drama Technique, Quantitative, Vocabulary Mastery.

## 1. INTRODUCTION

In this era, Language is an important communication tool among people in the world. One of language which are used for all people in the world is English language. There are millions of people in the world attempted to learn English, because English as an international language and it becomes the dominant language around the world. English is one of lesson in SMKS Lab Business School Tangerang.

On English Curriculum, there are four basic language skills such as Listening, Speaking, Reading, and Writing. In learning English, one of component that must be taught to the students is vocabulary. Vocabulary is important aspect in any language learning process, Especially in English learning. We must have many vocabularies to make both spoken and written is good, because when students do not have a lot of vocabulary they will get trouble in their Listening, Reading, Writing, and Speaking. As Alber & Foil (2003) said that the important for attaining success in language arts and academic content areas is vocabulary.

Memorizing vocabulary is very important for students. Not many students like to memorize vocabulary. If students often memorize the vocabulary, they can make it easier to interpret English reading quickly. As a teacher, we should have vocabulary mastery and the best way to teach vocabulary for students in the class. So that the students can achieve knowledge about vocabulary easily, because teacher as a facilitator in language teaching process for students in the classroom. The teacher also must focus on English learning process. Furthermore, One of the way to make students easier to achieve new vocabulary is by using drama.

Based on the observation that the writer conducted while doing the teaching practice (PPL) in SMKS Lab Business Tangerang. The researcher found some problem that student faced especially the tenth grade in vocabulary mastery. First, most of students are lack of vocabulary. The more students have vocabulary, it is can help students comprehend the text that they read quickly. The second problem, most of students difficult to remember new word that they meet. It means that to achieve vocabulary learning the learner needs not only to learn a lot of words, but also remember them. When they found words they did not know the meaning. When the teacher asked the students to mention some of the vocabulary based on the text orally, most of the students could not give the correct answers. most of the students could not give the vocabulary correctly. The last problem, students are not interested to learn English especially about

vocabulary. One of the way to teach vocabulary more effective is by using drama. According to Demircioglu (2010) "One of the most effective technique is drama."

Based on the explanation above, the researcher would like to improve students' vocabulary mastery. The researcher uses drama as a technique to make students' vocabulary is good. From the explanation above, by using drama technique the researcher hopes the effect of using drama technique can make students' vocabulary mastery and understood the new words that they new meet quickly. Therefore, the researcher interested to conducting a research by a title "The Effect of Drama on the Development of Vocabulary Mastery at the Tenth Grade of SMKS Lab Business School Tangerang in Academy Year 2019/2020."

## 2. LITERATURE REVIEW

According to John, vocabulary is knowledge of knowing the meaning of words and therefore the purpose of a vocabulary test into find out whether the learners can match each word with a synonym, a dictionary- tape definition, or an equivalent word in their own language in learning vocabulary automatically they have to know the meaning of word them salved and can use it in sentences. Alqahtani, (2016) Vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner. (Berne & Blachowicz, 2008) In this article, I summarizes important research on the impotence of vocabulary and explaining many techniques used by English teachers when teaching English, as well as my own personal view of these issues. Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication.

According to San (1991) this definition about creative drama, it can be said that drama takes the student to center and makes the student active during the process of learning and provides the teacher to play the role of a guide during the process and enables students to make presentations by doing and experiencing and provides a permanency by using all the audiovisual, tactual and affective learning fields of products created during the process. Park and Won (2003) after a total of 6 hours of English drama classes, students' overall communicative competence improved, particularly in the subcategories of grammar and vocabulary. Maley and Duff (2005) pointed out that "drama integrates language skills in a natural way. Since students read the text, listen to other people's lines, and play their roles, the integration of reading, listening, and speaking occurs, making language learning natural and effective. During the process, students become actively involved in playing the drama; thus, learning becomes learner-centered (Fuentes 2010). Secondly, drama is beneficial because it involves the use of the language in a specific context (Phillips 2003).

## 3. METHOD OF THE RESEARCH

### 3.1. Place and Time of the Research

This research is conducted at SMK Lab Business School Tangerang. The process of collecting data is going to be taken for one month.

### 3.2 The Method and The Research Design

The study will be conducted by writer. The writer choose Quasi experiment of some sort of design experiment. According Sugiyono (2011) "Quasi-Experimental Design is the shape of this experimental design is the development of a true experimental design, which is difficult to implement". This design has the control group, but it cannot function fully to control external variables that affect the execution of the experiment. However, this design is better than pre-experimental design. Quasi-Experiment Design is used because in fact difficult to obtain the control group used for research.

**Table 3.2**  
**Research Design**

Class	Pre-Test	Treatment	Post-Test
Experimental	O <sub>1</sub>	X	O <sub>2</sub>
Control	O <sub>1</sub>	C	O <sub>2</sub>

O<sub>1</sub>: Pre-test for both experimental class and control class

X: Receiving particular treatment (sort drama)

C: Without particular treatment (short drama)

O<sub>2</sub>: Post-test for both experimental class and control class

### 3.3 Population and Sample

The population in this research is tenth grade students of SMK Lab Business School Tangerang in academic year 2019/2020. Located in Jl. Syekh Yusuf Makassar No.20, Sukasari Kota Tangerang, Banten 15118. The population of this research consists of 2 classes. As the population there are about 191 students.

The selection sample of population in this research are the students of tenth grade at SMK Lab Business School Tangerang in the academic year of 2019/2020 that consists of two classes, includes 75 students. There are the students of X AP 1 (36 students) and X AP 2 (37 students). The students of X AP 2 for control class and X AP 2 for experimental class.

## 4. FINDING AND DISCUSSION

### 4.1 Finding

Based on the data above showed the value of the mean experiment class by using short drama to development students vocabulary mastery is 71.27, with a minimum 60; maximum 80; sum 2637. It means they could improve their vocabulary mastery as well. The mean score in control class is 68.92 and mean score in control class 69.03 with a minimum 60; maximum 80; sum 2550. The mean score of experiment class is higher than control class. It means the student which was taught by using short drama would improve well because students gained score significantly with deviation standard experiment is 5.004 than deviation standard control is 5.435.

### 4.2 Discussion

Based on the research at tenth grade of SMK Lab. Business School Tangerang. the writer selected two classes were the first experiment class in X.AP 1, the second class in X.AP 2 . based on the data as a result of pre-test and post-test in experiment class by using short drama the mean is 71.27 with minimum 60; maximum 80 and standard deviation 5.004. than in control class by using conventional technique the mean is 68.92 with minimum 60; maximum 80 and standard deviation 5.469. Based on the result of learning data, the different between two classes can be seen after learning namely the experiment class by using short drama as the media of learning proses in the class. while in the control class by using conventional technique. the calculation of hypothesis used Mann-Whitney U test, with the value of significant was  $0.021 < 0.05$ . therefore  $H_0$  is accepted in conclusion there is a significant effect of using short drama to development student' vocabulary mastery.

## 5. CONCLUSION

Based on the result the study entitled "The Effect of drama on Development of Vocabulary Mastery at the Tenth Grade of SMK Lab Business School Tangerang in Academic Year 2019/2020" it was known that the significance value  $0.000 < 0.05$ . It is indicated that  $H_0$  is rejected and  $H_a$  is accepted. It means that there is significant effect of drama and vocabulary at the tenth grade of SMK Lab Business School Tangerang in academic year 2019/2020.

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