

CHAPTER I

INTRODUCTION

This chapter contains the introduction of the research, which includes various important aspects, such as research background, problem identification, research limitations, problem formulation, research objectives, and research benefits. This section provides an initial overview of the research focus as well as the fundamental reasons for raising this topic as an object of study.

1.1 Research Background

In countries where English is not the main language, being able to speak English is considered important to get a better job. This makes many students motivated to learn English. As English is not widely used in everyday life, the role of the teacher is crucial in determining the success of the language learning process. (Artini & Padmadewi, 2018). In English language teaching at the junior high school level, the aim is to develop students skills in using English effectively in a variety of situations. To achieve this, students are expected to master four essential language skills: listening, reading, speaking, and writing (Hasan et al., 2022). While all four skills are important for overall language proficiency, speaking plays a central role, especially in helping students express their ideas, emotions and opinions clearly. Speaking also allows students to engage in real-life communication and build confidence in using language actively. However, for many EFL learners, speaking remains one of the most challenging skills to develop, mainly due to vocabulary limitations (Akhter, 2021)

According to Jambari (2020), speaking in a variety of situations is an important aspect in the development of students language and is considered a primary skill in communication. Speaking becomes one of the most important communication skills because through speaking one can convey their thoughts and feelings, both in everyday life and in more formal contexts. According to Iriance (2018), Indicators of speaking proficiency and language skills include the main elements that is understanding of grammar and vocabulary, knowledge of conversational conventions such as when to start and end a sentence, ability to use and respond to various topics such as pleading, apologizing, inviting, and the ability to use language appropriately. Students must also practice communicative speaking

in real-world situations to develop effective speaking skills. Jambari (2020) states speaking is an important part of the language learning process. Through speaking, we not only communicate with others but also convey ideas and thoughts.

Speaking is a very important skill to learn. Vocabulary acts as one of the main aspects that support the success of English language learning. Vocabulary is one of the linguistic components that play an important role in supporting speaking skills. According to Richards and Renandya (2002), vocabulary is a crucial element in language that greatly affects students ability to speak, listen, read, and write. According to Afzal (2019), vocabulary mastery is essential to achieve competence in a language. One of the problems found in current research is that some teachers ignore or skip important terminology. Therefore, to be able to participate fully in the learning process, mastery of vocabulary and the four language competencies are essential. In the EFL curriculum, junior high school students are expected to master sufficient vocabulary to support their reading, writing, speaking and listening skills. Laufer (2003) states that although vocabulary can be acquired indirectly through reading activities, this is often not enough to achieve the amount of vocabulary needed to communicate well, especially in the context of foreign language learning (EFL). In grade 9, students are usually targeted to understand 2,000 to 3,000 basic words, which are essential for fluency and reading comprehension (Nation, 2012). However, many students do not achieve this target due to a lack of language exposure outside the classroom (Laufer, 2003). This shows the importance of more targeted vocabulary teaching. Innovative methods such as drama-based learning, which involves students actively in the context of language use, can be an effective solution to improve vocabulary acquisition and recall (Schmitt, 2008).

There are various methods to develop students vocabulary, one of which is by using drama-based pedagogy in classroom learning. Drama has been used extensively in educational contexts to facilitate more effective learning. This method uses childrens literature in the form of drama. Based on the theory of childrens literature from Obi (2010), Childrens literature is a term used to describe literary works designed specifically for children. It includes various types of works such as stories, poems, rhymes, fairy tales, and plays aimed at readers of different age groups, ranging from infants and toddlers to teenagers. Drama is one of the key

elements in childrens literature that offers a unique opportunity to explore language, develop critical thinking, and evoke emotional engagement. Incorporating drama in childrens literature is vital to their educational progress and artistic development. According to Carol (1974) integrating drama in childrens literature is important for several reasons. First, drama as a genre of childrens literature enriches the curriculum. Second, teachers need to have a critical and practical understanding of drama in the classroom, which requires in-depth analysis from a literary perspective. Finally, like other arts, drama needs an active and constructive community of critics to thrive, including in the context of childrens drama related to childrens literature.

Drama-based pedagogy is a method that utilizes drama as a medium of artistic expression to support the learning process (Cawthon, Dawson, and Ihorn, 2011). Drama-based pedagogy uses an active and dramatic approach to engage students in academic, emotional and aesthetic learning by creating meaning through dialog across curriculum areas (Dawson & Lee, 2018). According to Nanda & Susanto (2021), the application of drama-based pedagogy in education can improve students ability to learn English. Dawson & Lee (2018) state that drama-based pedagogy explores the mutually beneficial interaction between the worlds of drama and education, emphasizing flexibility in teaching and learning that integrates harmoniously with the classroom curriculum. It means the language learning aspect, this method also improves literacy by expanding students understanding of life, culture, and values. With its various benefits, drama-based pedagogy is a relevant and effective approach to be applied in English language teaching.

After conducting an observation interview with one of the English teachers for ninth-grade students at SMPN 5 Singaraja, the researcher found that students experience difficulties in English speaking skills. The teacher stated that many students lack confidence when it comes to speaking in front of the class and often face obstacles in constructing sentences effectively. In addition, the low level of English vocabulary is also one of the factors that cause students to have difficulty expressing themselves fluently. Therefore, the drama-based pedagogy method was chosen as a solution to overcome these challenges. This method is expected to increase students engagement in learning, help them practice speaking skills in a

fun and interactive context, and enrich their vocabulary through dramatic and creative activities.

There are few previous studies similar to enhancing students vocabulary mastery conducted in previous research. The first study was conducted by Bessadet (2022) *Drama-Based Approach in English Language Teaching* the results of this study revealed the positive impact of teaching English through drama on students physical, emotional, social, and cognitive development. Drama techniques were found to enhance communication skills, collaboration, creativity, self-esteem, critical thinking, and autonomous learning. Another research from Saunders (2022) *The study found that the use of drama-rich pedagogy, particularly the School Drama program, had a positive impact on student English and literacy learning, specifically in the area of inferential comprehension.* Also research by Demircioglu (2010) the study found that drama was more effective in helping students learn and retain new vocabulary. The results indicated that drama-based vocabulary teaching improved students vocabulary acquisition more successfully. This suggests that incorporating drama into language teaching can be beneficial for young learners. A third of the study above suggests that incorporating drama into language teaching can be beneficial for young learners. However, these studies focus more on the general effects of drama in vocabulary learning and communication skills, without an in-depth exploration of the integration of specific literature-based methods or the application of specific technologies in vocabulary teaching. In this context, there is a research gap regarding the use of specific drama-based pedagogy from literary works, such as Roald Dahls novels, that has not been thoroughly explored, especially in secondary schools.

Moreover, based on the results by the researcher who interviewed with the English teacher and observed by sharing a questionnaire in the ninth grade at SMPN 5 Singaraja as part of the preliminary study, it was found. This is why drama-based pedagogy is chosen, because drama-based pedagogy is one of the best alternative media that makes students interested in learning vocabulary. From the preliminary research and literature study, it is proven that drama-based pedagogy is an effective method for learning vocabulary.

Therefore, the novelty of this study is the use of the drama-based pedagogy method based on the story “The Giraffe and the Pelly and Me” by Roald Dahl, which has not been widely researched in the context of English vocabulary teaching. The Giraffe and the Pelly and Me is one of Roald Dahls great works, combining humour, imagination, and fantastic elements in a touching story about friendship and dreams. While the book is aimed at children, its appeal extends to adults as well, making it a read that all ages can enjoy. The application of this book in drama-based pedagogy allows students to act out characters in the story, explore universal themes such as friendship and dreams, and experience the creative use of language firsthand. The use of lively and diverse language in his works makes this book an excellent resource for introducing and enriching new vocabulary to students in a fun and engaging way. This approach offers a comprehensive overview of the benefits and challenges of drama-based pedagogy. The researcher also supports the importance of conducting this study to find out whether drama-based pedagogy is still relevant in vocabulary acquisition. in this case, the researcher wants to investigate the application of drama-based pedagogy as a learning method to improve students vocabulary acquisition .

1.2 Problem Identification

Based on observations and interviews with the English teacher in grade nine of SMPN 5 Singaraja, many obstacles were found that affected students English learning process. The main problem found is students difficulty in speaking English fluently and confidently. Many students feel anxious and lack confidence when asked to speak in English, especially in activities that involve conversation or group discussion. These feelings of anxiety inhibit them from communicating effectively and impact on students overall low speaking skills.

One of the main causes of this anxiety is students limited vocabulary. Their limited vocabulary makes it difficult for them to express their ideas and opinions appropriately. This causes students to use only basic and limited vocabulary when speaking, which results in a lack of variety in the language used. As a result, communication becomes less smooth and students find it difficult to convey ideas clearly.

Opportunities to practice speaking skills in the classroom are still very limited. Learning often focuses on grammatical aspects and written materials, so students lack adequate speaking practice. This limits students opportunities to practice their vocabulary and develop their speaking skills in real contexts. Without sufficient practice, students find it difficult to achieve fluency and accuracy in speaking English.

Another problem that contributes to low speaking skills is students low motivation to learn. Many students feel bored or uninterested in learning methods that tend to be conventional and not interactive. The material presented is often monotonous and irrelevant to their lives, so students tend to be passive and participate less in the learning process.

Based on these problems, a learning method that can increase motivation, expand vocabulary, and provide more opportunities for students to practice speaking skills in a supportive atmosphere is needed. Drama-based pedagogy is seen as an appropriate method because the role-playing and simulation activities carried out can provide direct experience to students in using vocabulary contextually. With the application of drama-based pedagogy, it is expected that students can be more confident, active, and motivated in developing their English speaking skills.

1.3 Limitation of the Study

Considering the limited time and resources available, this study focused on the application of drama-based pedagogy to improve vocabulary acquisition of Grade ninth-D students at SMPN 5 Singaraja. The study included only one class as a sample and focused on drama-based learning from the novel “The Giraffe, the Pelly, and Me” by Roald Dahl, so the results of this study may not be generalizable to a wider context or different groups of students. In the meantime, the limited time also limited the duration of the action cycles that could be conducted to evaluate the effectiveness of this approach in more depth.

1.4 Research Question

As a continuation of the previous discussion, this study explores the use of drama-based pedagogy to improve students vocabulary. To guide this study, the research questions are as follows:

1. Can the implementation of drama-based pedagogy improve the students vocabulary at SMPN 5 Singaraja?

1.5 Purpose of the Research

This study aims to improve students English vocabulary acquisition and wants to find out to what extent this method can help students enrich their vocabulary and whether or not drama-based is an effective strategy in the context of language learning.

1.6 Research Significance

This study has two types of significance: theoretical significance and practical significance. These two significances can be explained as follows:

1.6.1 Theoretical Significance

The result of this study is expected to be significant in strengthening existing theories regarding the use of drama-based pedagogy for vocabulary learning. In other words, the results of this study are expected to expand the understanding of how to enrich vocabulary and improve speaking skills as part of English language teaching strategies.

1.6.2 Practical Significance

a) English Language Teachers

The results of this study can hopefully be useful for English teachers as an alternative strategy in teaching vocabulary through drama-based pedagogy. Teachers can use the findings of this study to develop more creative and interactive teaching methods, to increase students motivation and engagement in learning.

b) For the Students

This study is expected to help students in improving vocabulary acquisition through Drama-Based Pedagogy (DBP). By engaging in drama activities, students can use vocabulary in real contexts, making it easier to remember and apply in daily

conversations. In addition, this method can also increase confidence in speaking, as well as make English learning more interesting and interactive.

c) Further Researcher

The results of this study are expected to be a valuable reference for researchers who wish to further explore the use of drama in students vocabulary development. The results of this study can be used as a reference for comparison in similar studies and provide insight into students perceptions of the implementation of drama-based pedagogy

