

**EXPLORING SECONDARY SCHOOL STUDENTS'  
VOCABULARY LEARNING EXPERIENCE IN DRAMA  
BASED ACTIVITIES IN SPEAKING CLASSROOM**

**THESIS**



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**ENGLISH EDUCATION PROGRAM  
FACULTY OF TARBIYAH AND THE TEACHER TRAINING STATE  
ISLAMIC UNIVERSITY OF KH. ACHMAD SIDDIQ JEMBER  
2022**

**EXPLORING SECONDARY SCHOOL  
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DRAMA BASED ACTIVITIES IN SPEAKING CLASSROOM**

**THESIS**

Submitted to Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember  
in Partial Fullfilment of the requirements for Bachelor Degree of Education  
(S.Pd)

Faculty of Tarbiyah and Teaching Training  
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## THESIS

Has been examined and approved in Partial  
Fulfillment of the Requirement of Bachelor Degree (S.Pd)  
Faculty of Tarbiyah and Teacher Training  
Islamic Education and Language Department  
English Education Department

Thesis Examination  
Day: Friday  
Date: December, 2 2022

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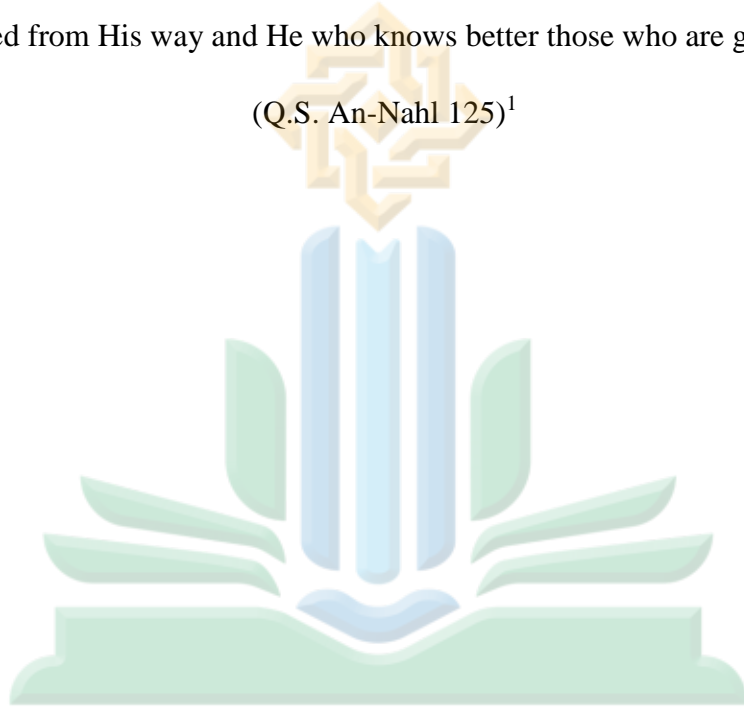
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## MOTTO

أُدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ ۗ وَجِدِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ ۚ إِنَّ  
رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ ۗ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

“Invoke (people) to the way of your Lord with wisdom and good lessons and argue with them in a good way. Verily, your Lord is He who knows best who has strayed from His way and He who knows better those who are guided.”

(Q.S. An-Nahl 125)<sup>1</sup>



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<sup>1</sup> Qur'an Kemenag. Online version. Access from <https://tafsirweb.com/37129-surat-an-nahl.html> (Accessed on 15 November 2022, 08.53 pm).

## DEDICATION

I am pleased to dedicate this thesis for:

1. Mrs. Siti Mulikatun and the late Mr. Suwoto, my beloved father who passed away since four years ago, who always supports me and saw my struggles even though we could only meet in dreams and I missed him so badly. To my mother who always support me and loved me so well, who always work really hard for me, who always take good care on my condition, who always pray and motivates me to finish my thesis. Who can be a best mother and friend to me, you mean a lot in my life and I love you more than anything.
2. Mrs. Alya Rahma Nur Intani, my beloved sister who always be beside me, even though she still did not know about my thesis, but I love you so much.
3. My friends Vhata, Fiki and Yuni who give me a positive words and support to finish this thesis. I want to say thank you to all of you and good luck on your life.



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## ACKNOWLEDGEMENT

First and foremost, I want to express my appreciation and all the thanks of gratitude for Allah SWT, who has blessed me with good health and the ability of planning of process to complete my thesis. In addition, I would like to express my deepest gratitude to these people as follows:

1. Prof. Dr. H. Babun Soeharto, S.E.MM, the Rector of Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember who has given me the chance to study at this university.
2. Prof. Dr. Hj. Mukni'ah, M.Pd.I, the Decan of the faculty of tarbiyah and teacher training of Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember who has facilitated my study in this faculty.
3. Dr. Rif'an Humaidi, M.Pd.I the head of Islamic and Language Education Department who had supported and facilitated me in every matters.
4. Mr. As'ari, M.Pd, the Chief of English Education Department who approved the title of this thesis.
5. Mr. Sandi Ferdiansyah, M.Pd, my advisor who has supported, guided, and advised me in conducting the research and writing this thesis.
6. All of lecture of Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember who has contributed a wealth of knowledge.
7. My participants who are willing to participate in my research project of using drama strategy in vocabulary learning.

This final word the author realized that in the writing of this thesis is still far from perfection. Therefore, the authors invoke suggestions and criticisms which is build for the sake of oerfection and may be useful for all of us. Hopefully, Allah will reward all of the wonderful actions that people did help in completing this thesis.

Jember, 14 November 2022

Researcher

## ABSTRACT

**Arini Habibatun Nisa', 2022:** Exploring Secondary School Students' Vocabulary Learning Experience in Drama Based Activities in Speaking Classroom

**Keywords:** *Students' experience, Drama Strategy, Speaking Classroom.*

Learning vocabulary in an EFL context can become a basic part of language learners' studies of English. Although studies about vocabulary learning are abundant, there are a few studies focusing on how students can learn vocabulary through drama, particularly in speaking classroom. Drama also become one of of method that can explore studets' vocabulary in speaking class and explore their experience when learning vocabulary through drama. To fill the void, this research focuse on how do the students' feeling during the speaking by using drama.

This case study reports on the use of drama projects to teach vocabulary learning for EFL students in the senior high school. This study also aims to describe students' vocabulary learning experience through drama strategy. The researcher employed case study as a research design. This research project was conducted in the one of Islamic senior high schools located in Jember. The participants were recruited from students at the 10<sup>th</sup> grades and their age range between 15 and 16 years old. The data were gathered from three stages including classroom observation of the students' learning activity, document analysis of students' learning artifact such as reflection in the post activities, and semi-structured interview. For data analysis, the researcher used transcription and thematic analysis.

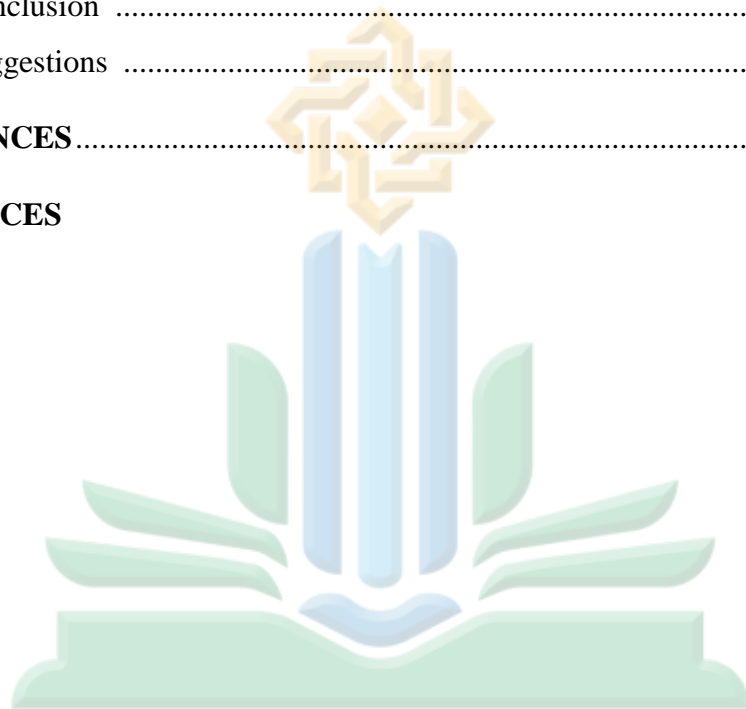
There are three major findings of this study. It was found out that students experience when drama mediated vocabulary learning: 1) Students' feeling when playing drama to develop vocabulary; 2) Students motivation in learning vocabulay and 3) Fun learning students experience in speaking classroom. Drawing on the findings of the study, it can be concluded that how do the students feel when learning vocabulary through drama and also benefits both students and teachers. Theoretical implication addressed in this study confirms that drama-mediated vocabulary learning helps students to making their meaning skill, feeling fun when their learning vocabulary, and develop their speaking abilities. As a result, this study suggests that students who want to learn their vocabulary acquisition can use drama as a learning approach.

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## CHAPTER 1

### INTRODUCTION

This chapter contains a variety of topics related to the current research including background of study, research questions, research objectives, research significances, and definition of key terms. The explanation about them as follow.

#### A. Research Background

Speaking either in second language or foreign language has generally focused on helping students attain language accuracy and native-like pronunciation. In fact, knowing the linguistic components of a message is only one aspect of speaking a language, and learning a language needs more than just memorizing vocabulary and understanding grammar<sup>2</sup>. Furthermore, indicators of speaking proficiency, language proficiency includes four elements: 1) knowledge of language's grammar and vocabulary; 2) knowledge of speaking conventions, such as knowing when to begin and end a sentence; 3) knowledge of how to use and respond to different topics, such as pleading, apologizing, inviting, and others; and 4) knowledge of how to use the language correctly<sup>3</sup>. On the other hand, students should practice speaking in communicative ways and in real-world situations in order to develop effective speaking abilities. Affective elements play a significant role in how affective

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<sup>2</sup> Pishkan, K. Moinzadehi, A. and Dabaghi, A. (2017) Modern English Drama and the Students' Fluency and Accuracy of Speaking. *English Language Teaching*. 10(8), 69-77

<sup>3</sup> Iriance (2018) Improving speaking ability of the students of SMK Kelautan dan Perikanan Negeri 12 Medan Labuhan by implementing role play technique. *Journal of Applied Studies in Language*. 2(1), 88-95

learners might be when speaking<sup>4</sup>. With this in mind, speaking not only involves grammatical and vocabulary, but speaking also should be mastery on affective speaking skill.

Vocabulary becomes one of linguistics components in speaking which plays an important role to support language skill. Learning vocabulary is important to build students' speaking skill if it is enacted through appropriate vocabulary learning strategies. "Any collection of approach or learning behaviors, which language learners employ to understand the meaning of new word, to restore the knowledge of newly-learned words, and to enhance one's understanding of vocabulary" are referred to as vocabulary learning strategies<sup>5</sup>. There are many ways to learn vocabulary, one of them is using Vocabulary Learning Strategy (VLS). VLS is a loom which expedites and facilitates the vocabulary development. As a learning strategy, VLS is considered as the progression of activities a learner adapts to ease in accomplishing the given task in learning. So, VLS create the atmosphere of self-learning and practicing the target words on their own, which in turn learners appear as "better learners". Drawing on these studies, Vocabulary

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<sup>4</sup> Sirisimangkorn, L. (2018) The use of project-based learning focusing on drama to promote speaking skills of EFL learners. *Advances in Language and Literary Studies*. 9(6), 14-20

<sup>5</sup> Rahimy, R. & Shams, K. (2012) An Investigation of the Effectiveness of Vocabulary Learning Strategies on Iranian EFL Learners' Vocabulary Test Score. *International Education Studies*. 5(5), 141-152

Learning Strategies (VLS) can be use the teacher to build students speaking skill<sup>6</sup>.

There are many ways to explore students' vocabulary, one of which is through drama in speaking class. Drama is useful for the development of student's language skills such as speaking skill. Drama contributes to speaking skills as it relates to both verbal and non-verbal communication. These verbal and non-verbal communication help students to interact with their interlocutors in real life<sup>7</sup>. But, in fact some students feel less inhibited if they have a role to play, and can escape from "being themselves" for a while<sup>8</sup>. While, drama as a teaching tool that stimulates the "whole brain" and activates various types of intelligence<sup>9</sup>. Therefore, it targets students who need a challenge, as well as students who cannot be reached through conventional teaching methods. Therefore, drama can be one of method that can to explore students' vocabulary in speaking class.

Drama has been widely used in educational contexts to facilitate learning for decades. Although drama may be referred to a general type which includes actors, play, and script, it has evolved throughout the ages. In a fact, actually there are some of drama that can be used by teacher in speaking

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<sup>6</sup> Khan, R. Radzuan, N. Shahbaz, M. Ibrahim, A. Mustafa, G. (2018) The Role of Vocabulary Knowledge in Speaking Development of Saudi EFL Learners. *Arab World English Journal (AWEJ)*. 9(1), 406-418

<sup>7</sup> Sirisimangkorn, L. (2018) The use of project-based learning focusing on drama to promote speaking skills of EFL learners. *Advances in Language and Literary Studies*. 9(6), 14-20

<sup>8</sup> Gill, C. (2016) Maximising Asian ESL Learners' Communicative Oral English via Drama. *Advances in Language and Literary Studies*. 7(5), 240-246

<sup>9</sup> Alshraideh, D.S. and Alahmadi, N.S. (2020) Using drama activities in vocabulary acquisition. *International Journal of English Language Teaching*. 7(1), 41-50

classroom such as traditional drama, modern drama, or virtual drama which emerged in this pandemic era. As opposed to traditional drama, there are various ways to define the texts of contemporary English drama. It could be interpreted as a general phrase encompassing “a wide variety of speech acts that contain a creative component”<sup>10</sup>. In other hand, modern drama also has differences with virtual drama, virtual reality is actively used in e-learning or in the field of teachers’ education in virtual drama classrooms. In plays, the audience decides the direction of their gaze and field of view for themselves, however, in screen dramas, they have no choice but to follow the view director composes<sup>11</sup>. From these statements, teachers can consider the use of modern drama or virtual drama as an alternative learning strategy used particularly in this pandemic era.

Many previous researches have reported the use of drama for speaking learning both in virtual and face-to-face classroom settings. For example, the students engaged with studying activities by logging into a chosen Facebook group made them feel convenient to do drama in virtual setting. Integrating the drama based activities and Facebook into the EFL classroom provided the students with nice experience through interesting and flexible activities<sup>12</sup>. As a result, the students have become actively concerned in simulated real looking

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<sup>10</sup> Pishkan, K. Moinzadehi, A. and Dabaghi, A. (2017) Modern English Drama and the Students’ Fluency and Accuracy of Speaking. *English Language Teaching*. 10(8), 69-77

<sup>11</sup> Kim, P.W. Shin, Y.S. Ha, B.H. and Anisetti, M. (2017) Effect of avatar character performance sin virtual reality dramas used for teachers’ education. *Behavior & Information Technology*, 1-14

<sup>12</sup> Wongsa, M. and Son, J.B. (2020) Enhancing Thai secondary school students’ English speaking skills, attitude and motivation with drama-based activities Facebook, *Innovation in Language Learning and Teaching*, 1-12

conversations that helped them improve their speaking ability. Student participants undertaking speaking class were involved in drama, through which they used six process drama tools consisting of video-recording, transcription, interviews, cognizance group, concept mapping and video-stimulated recall<sup>13</sup>. Findings showed that process drama helped to neutralize this pattern and foster an automatic willingness to communicate within the target language. The information additionally indicated that system drama enable the individuals to communicate more immediately. Last but not least, the effect of two decided on textual content from current English drama on students' speaking fluency and occuracy through experimental study take a look at 60 EFL participants in learning. They distinguish themselves from learners who lack fluency and accuracy<sup>14</sup>. From these statements, in speaking learning through drama one of strategies that can improve students' speaking skill in speaking classroom.

There have been many ways to improve student's vocabulary in speaking class to create more affective and flexible learning. One of those ways is use drama which can explore students' vocabulary in speaking learning or speaking class. Drama itself has many kinds, such as modern drama, virtual drama, traditional drama and. Through drama, students can use verbal and non-verbal communication, that drama includes actors, play, and

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<sup>13</sup> Piazzoli, E. (2011) Process drama: the use of affective space to reduce language anxiety in the additional language learning classroom, *Research in drama Education: The journal of applied theater and performance*, 16(4), 557-573

<sup>14</sup> Pishkan, K. Moinzadehi, A. and Dabaghi, A. (2017) Modern English Drama and the Students' Fluency and Accuracy of Speaking. *English Language Teaching*. 10(8), 69-77

script, it has evolved throughout the ages. Again these backdrops, the present study will engage students' vocabulary in speaking classroom through drama. Additionally, it will look into the implementation of drama to build secondary school students' vocabulary.

## **B. Research Question**

Following from the previous discussion, this study has been examine how drama was used to improve students' vocabulary in speaking class. To guide this study the research questions are formulated as follows: How do the students' feeling during the speaking by using drama?

## **C. Research Objective**

Based on the previous questions, the objective of this study is to investigate the ways students' feeling during the speaking by using drama.

## **D. Research Contributions**

The results from this study are anticipated to be both theoretically and practically useful. The significances of the study are explained as follow:

### **1. Theoretically**

The result of this research is expected to support the previous theories on the use of drama on vocabulary learning in speaking classroom. In others words, this study hopefully can add knowledge on how to enrich vocabulary and improve speaking skill in teaching strategy or in English learning,

### **2. Practically**

- a. Pre-service and in-service English teachers

The result of this research hopefully can be useful for pre-service and in-service English teacher as one of alternative strategies for teaching in vocabulary learning through drama. It is expected that students can build their vocabulary through drama strategy in learning process.

b. Further Researcher

The result of this research is supposed to serve as reference for further researchers interested to conduct future research dealing with drama in building students' vocabulary. Furthermore, the result from this study may be used as a comparison in conducted the similar research and become one of students' perceptions on the use drama in speaking classroom.

**E. Definition of Key terms**

1. Speaking skill

Speaking skill refers to the ability to communicate their ideas and vocabulary for students. Additionally, it can refer toast the ability to give response directly, to persuade others to do something, to clarify unclear thing, and to express an opinion and feeling. In English language teaching context, speaking skill is often referred to as the ability to speak with appropriate and meaningful grammar, pronunciation, fluency, and content.

2. Vocabulary Learning

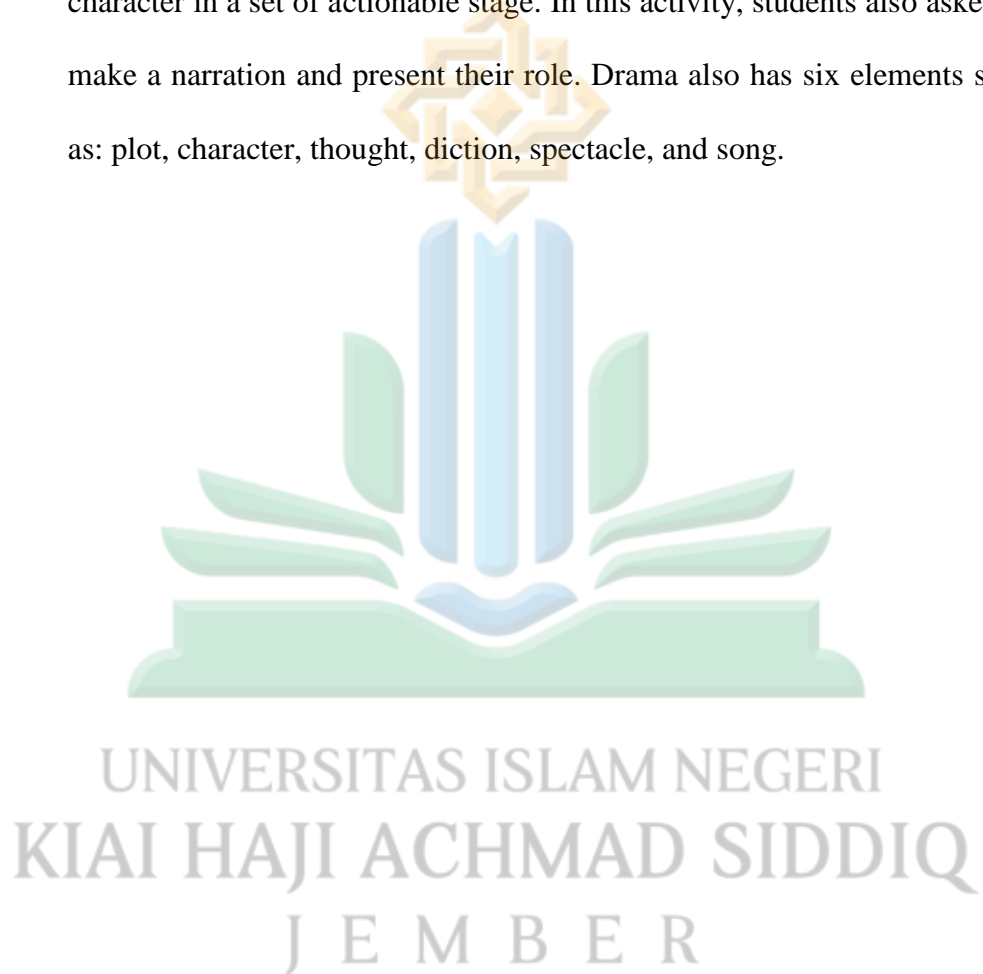
Vocabulary learning is the process of engaging students in learning activities to comprehend the meaning of new words, refresh one's memory of recently taught words, and increase one's understanding of vocabulary



that is crucial to the growth of speaking abilities. For the example, students learn about verbs, noun, pronoun, adjectives, and adverbs. This learning is important to build students' vocabulary in English learning or teaching.

### 3. Drama stimulated speaking tasks

Drama is an activity where someone takes a chance to play a different character in a set of actionable stage. In this activity, students also asked to make a narration and present their role. Drama also has six elements such as: plot, character, thought, diction, spectacle, and song.



## CHAPTER II

### LITERATURE REVIEW

This chapter discusses two points namely previous research and theoretical framework. The point of previous research describes about the several previous studies which dealing with the current study. Meanwhile, the theoretical framework explains about various theories to support the current study. The discussion on this part presents in the below

#### A. Previous Research

In the previous research context, there are several research topics that are related to the current research as follow:

First off all, the researcher will start from a study by Wongsa and Son (2020) with the title ‘Enhancing Thai Secondary School Students’ English Speaking Skills, Attitude and Motivation with Drama-Based Activities Facebook’ with examine students can improve their speaking skill with drama based activities Facebook<sup>15</sup>. By logging into a specific Facebook group for study purposes, the students felt comfortable performing drama in an online setting. The use of Facebook and drama based activities in the EFL classrom gave the students a pleasant learning experience through engaging and adaptable exercises. Due to their active engagement in the simulated real-lookinh dialogue, the students’ speaking skill has improved.

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<sup>15</sup> Wongsa, M. and Son, J.B. (2020) Enhancing Thai secondary school students’ English speaking skills, attitude and motivation with drama-based activities Facebook, *Innovation in Language Learning and Teaching*, 1-12

Second, Piazzoli (2011) published a piece titled ‘Process Drama: The Use of Affective Space to Reduce Language Anxiety in the Additional Language Learning Classroom.’ investigates a action drama used six process drama tools consisting of video recording, transcription, interviews, cognizance group, concept mapping, and video-stimulated recall<sup>16</sup>. Findings showed that process drama helped to neutralize this pattern and foster an automatic willingness to communicate within the target language. The information additionally indicated that system drama enable the individuals to communicate more immediately.

Another researcher conducted by Pishkan et al. (2017) entitled ‘Modern English Drama and the Students’ Fluency and Accuracy of Speaking’ applies the effect of two decided on textual content from current English drama on students’ speaking fluency and accuracy through experimental study<sup>17</sup>. The study attempts to probe one of the main concerns of language learners, that is, how to improve their speaking components e.g. oral fluency and accuracy.

Next is a research conducted by Zhang et al. (2018) entitled ‘Collaborative Drama-Based EFL Learning in Familiar Contexts’ analyze the effect that collaborative contextual drama and the contextual drama

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<sup>16</sup> Piazzoli, E. (2011) Process drama: the use of affective space to reduce language anxiety in the additional language learning classroom, *Research in drama Education: The journal of applied theater and performance*, 16(4), 557-573

<sup>17</sup> Pishkan, K. Moinzadehi, A. and Dabaghi, A. (2017) Modern English Drama and the Students’ Fluency and Accuracy of Speaking. *English Language Teaching*. 10(8), 69-77

system have on students' learning styles and academic performance<sup>18</sup>. A mobile device contextual drama system was developed as part of the project for EFL instruction. To better their English learning, students can utilize the contextual drama system to plan, create, and perform drama with voices, images, and texts in real-world settings.

The last one is an article journal written by Galante and Thomson (2016) 'The Effectiveness of Drama as an Instructional Approach for the Development of Second Language Oral Fluency, Comprehensibility, and Accentedness', the researcher examining language instruction specifically aimed at improving this cognitive skill<sup>19</sup>. Results show that compared to more reditional communicative EFL instruction, drama instruction can result in significantly larger gains in L2 English oral fluency. Comprehensibility scores also seem to be impacted, but only sightly, and accentedness scores do not seem to benefit from of type of instruction over the other.

**Table 1**  
**The Similarities and differences**  
**Previous research and researcher's study**

No.	Researcher's name and tittle	Similarities	Differences
1.	An article journal written by Manit Wongsa and Jeong-Bae	Both of research investigated the	<ul style="list-style-type: none"> <li>• Research participant</li> </ul>

<sup>18</sup> Zhang, H. Hwang, W.Y. Tseng, S.Y. Chen, H.S.L. (2018) Collaborative Drama-Based EFL Learning in Familiar Contexts, *Journal of Educational Computing*, 0(0), 1-26

<sup>19</sup> Galante, A. and Thomson, R.I. (2016) The Effectiveness of Drama as an Instructional Approach for the Development of Second Language Oral Fluency, Comprehensibility, and Accentedness, *TESOL international Association*, 0(0) 1-28

	<p>Son (2020) “English Speaking Skills, Attitude and Motivation with Drama-Based Activities Facebook”</p>	<p>improving speaking skill with drama learning</p>	<ul style="list-style-type: none"> <li>• Research focus The previous study focus on use drama in speaking classroom based activities Facebook and the present study focus on students’ vocabulary</li> <li>• Type of research design The previous study use group experimental and the present study use case study</li> </ul>
<p>2.</p>	<p>An article journal written by Erika Piazzoli (2011) “Process drama : The Use of Affective Space to Reduce Language Anxiety in the Additional Language Learning Classroom</p>	<p>Both of research investigated the process drama in language learning classroom</p>	<ul style="list-style-type: none"> <li>• Research Participant</li> <li>• Research focus The previous study focus on process strategies are applied to an advances level of additional language learning and the present study focus on students’ vocabulary</li> </ul>

			<ul style="list-style-type: none"> <li>Type of research design</li> </ul> <p>The previous study designed following educational objectives suggested by the students and the present study use case study</p>
3.	<p>An article journal written by Pishkan, K. Moinzadehi, A. and Dabaghi, A. (2017)</p> <p>Modern English Drama and the Students' Fluency and Accuracy of Speaking</p>	<p>Both of research in investigated the use of drama to developing language skills requires more than grammatical comprehension and vocabulary memorization</p>	<ul style="list-style-type: none"> <li>Research participant</li> <li>Type of research design</li> </ul> <p>The previous study use experimental research and the present study use case study</p>
4.	<p>An article journal written by Hao Zhang, Wu-Yuin Hwang, Shih-Ying Tseng, and Holly S.L. Chen (2018)</p> <p>Collaborative Drama-Based EFL Learning in Familiar Contexts</p>	<p>Both of research investigated the use of drama activities engaging speaking in learning achievement</p>	<ul style="list-style-type: none"> <li>Research participant</li> <li>Research focus</li> </ul> <p>The previous study focus on drama in writing abilities through contextual drama and the present study focus on students' vocabulary</p>

5.	An article journal writtem by Angelica Galante and Ron I. Thomson (2016) ‘The Effectiveness of Drama as an Intructional Approach for the Development of Second Language Oral Fluency, Comprehensibility, and Accentedness’	Both of research investigated the use of drama to improving speaking skill	<ul style="list-style-type: none"> <li>• Research participant</li> <li>• Research focus</li> </ul> <p>The previous study focus on drama improving cognitive skill through instructional techniques and the present study focus on students’ vocabulary</p>
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From these previous studies, it could be seen that even though numerous studies have investigated the use of drama in teaching English with modern tools like mobile device and Facebook in English learning and teaching context, further study on implementing drama to stimulate speaking activities in classroom need to be explored. With this in mind, the researcher has been explore the ways the drama strategy is applied for teaching vocabulary in the speaking classroom in EFL context.

## B. Theoretical Framework

### 1. Drama strategy in language learning

Drama is beneficial for coaching and learning of English because it brings learning to the newbies to become expertise about language and

the development of language abilities. Drama becomes one affective performance and its final product or output can make drama as a meaningful pedagogical approach. Additionally, drama is a learner-centered strategy that enables students to participate actively in the teaching and learning process. Drama activities also can motivate language learners and teachers<sup>20</sup>. It also enables students to play a certain role to use their speaking ability and vocabulary. Drama activities let students communicate in English including those with limited vocabulary. When students participate in pair and group activities, for instance, they have the opportunity to spend more time conversing with their peers and negotiating meaning. The group member has the option to switch groups so they can get to know one another better and gain more confidence.

There are many aspects that influence how language is learned and new concepts are mastered through drama, but “learning by doing” is one of the most crucial ones. By taking on various roles and using language to clarify ideas, students can learn new language and comprehend new concepts through drama. The idea that learning is situated within interactions, particularly in drama, makes another significant contribution to understanding the interaction between language acquisition and

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<sup>20</sup> Moghaddas, B. and Ghafariniae, R. (2012) Applying drama techniques in teaching English in Iran. *International Journal of Social Science & Interdisciplinary Research*, 1(9), 24-32



drama<sup>21</sup>. In other study, incorporating drama in the classroom enhances learning and makes it enjoyable. Dramatic English instruction is a helpful strategy for encouraging students to practice effective communication<sup>22</sup>. According to the prior remarks, drama has a favorable influence on students' personalities as well as their learning processes.

## 2. Enactment of drama strategy in speaking classroom

For the time being, speaking can also be categorized according to the purposes in ELT context. In relations to other skills, speaking is considered to be one of the most threatening dimensions of language learning, and anxiety may cause EFL learners who are not yet proficient to perform poorly<sup>23</sup>. Speaking skill in classroom relates to both verbal and non-verbal communication, the five verbal communication behaviors that were used to evaluate the students' performance were: 1) Identifying the purpose for communicating; 2) Using acceptable vocabulary; 3) using correct grammar; 4) Using correct pronunciation; and 5) Modulating tone/voice correctly. The students were evaluated based on five additional areas for non-verbal communication behaviors: 1) Willingness to communicate; 2) confidence in communicating; 3) acceptable eye contact; and 4) Use of facial expression. To get the existence of speaking principles, a teacher can use learning strategies to teach speaking, such as

<sup>21</sup> Moghaddam, S.M. (2018) Using drama and drama techniques to teach English conversation to English as a foreign language learner. *International Journal of Applied Linguistics and English literature*, 7(6), 64-68

<sup>22</sup> Sirisimangkorn, L. (2018) The use of project-based learning focusing on drama to promote speaking skills of EFL learners. *Advances in Language and Literary Studies*. 9(6), 14-20

<sup>23</sup> Galante, A. (2018) Drama for L2 Speaking and language Anxiety: Evidence from Brazilian EFL learners. *RELS Journal*. 00(0), 1-1

drama strategy<sup>24</sup>. Therefore, drama strategy can be utilized as one of the strategies to engage students speaking skill and enrich their vocabulary.

Teacher acts as facilitator during re-enactment of scene from students learning in drama based speaking tasks. Teacher can engage students to negotiate the meaning of critical scene through dialogue, critically engage them when the topic changes to a social justice issue, and lastly, develop a sense of critical awareness about social inequities<sup>25</sup>. In addition, the need to assess whether to communicative skills of teaching programs created using texts from contemporary. English drama technique have an impact on enhancing fundamental abilities, advanced speaking, continuing interactions, working in groups, self-control, emotional control, and cognitive abilities<sup>26</sup>. In order to teach speaking skills in a speaking classroom, one flexible learning strategy that can be used is the drama strategy.

### 3. Vocabulary learning in EFL context

Vocabulary becomes an important component in English skill, because vocabulary is a basic knowledge to learn foreign language. Some of EFL students may find vocabulary become a difficult thing to learn.

Sometimes, they do not understand the meaning of the word and they

<sup>24</sup> Wongsu, M. and Son, J.B. (2020) Enhancing Thai secondary school students' English speaking skills, attitude and motivation with drama-based activities Facebook, *Innovation in Language Learning and Teaching*, 1-12

<sup>25</sup> Garcia, S.M. (2020) Yeah things are rough in Mexico. Remember we talked about hard times? Process drama and a teacher role in critically engaging students to dialogue about social inequities in a dual language classroom. *The Urban Review*. 1-20

<sup>26</sup> Pishkan, K. Moinzadehi, A. and Dabaghi, A. (2017) Modern English Drama and the Students' Fluency and Accuracy of Speaking. *English Language Teaching*. 10(8), 69-77

handle those problem with their dictionary. How EFL students can master the foreign language by memorizing vocabulary. More study has been done on EFL vocabulary teaching as a result of practitioners and academics realizing the importance of vocabulary learning for communication and language learning. Using dictionaries, EFL students have observed their techniques<sup>27</sup>.

To teach vocabulary effectively, teachers should be familiar with their teaching strategies they use when they teach their students vocabulary. They can employ a variety of teaching techniques to help students learn vocabulary, including “decision-making techniques, social techniques, memory techniques, cognitive techniques, metacognitive techniques, word-remembering techniques, and guessing techniques”<sup>28</sup>. From the previous statement, it approach that function of the use of the learning strategies in language teaching makes students recognize the kinds of approach can use to examine vocabulary. Consequently, in the English learning process, teachers’ position of the use the learning strategies of techniques in teaching vocabulary, additionally has a significant impact for the students to develop their language skills.

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<sup>27</sup> Soleimani, H. Mohammaddokht, F. and Fathi, J. (2022) Exploring the effect of assisted repeated reading on incidental vocabulary learning and vocabulary learning self-efficacy in an EFL context. *Frontiers in Psychology*. 13, 1-11

<sup>28</sup> Rahimy, R. & Shams, K. (2012) An Investigation of the Effectiveness of Vocabulary Learning Strategies on Iranian EFL Learners’ Vocabulary Test Score. *International Education Studies*. 5(5), 141-152

#### 4. Vocabulary learning through drama strategy

Pedagogically speaking, drama strategy can be used not only to teach speaking, but also to teach vocabulary. Teaching vocabulary skills is one of the most crucial aspects of language to take into account. Students can learn vocabulary by being tasked with introducing new words and knowing their meanings as part of drama role. The use of drama exercises in English classes is cited as a method that helps students gain the capacity to utilize language skillfully. Drama in the language classroom gives students crucial chances to use the target language to negotiate their own meanings in the target language<sup>29</sup>. Additionally, it improves their capacity to apply the language in variety of situations and pursuits that meet their requirements and learning preferences. To add, memorizing new vocabulary items is very difficult for young learners who have different learning styles and different dominant intelligence<sup>30</sup>.

Drama is always improvised. Demircioglu (2010, p. 439) state that “Whether the content is drawn from a well-known story or is an original storyline, the students may act the story they have read using their own words or a dialogue they have devised. The students play roles while engaging with others in roles, serving as both participants and observers.

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<sup>29</sup> Alshraideh, D.S. and Alahmadi, N.S. (2020) Using drama activities in vocabulary acquisition. *International Journal of English Language Teaching*. 7(1), 41-50

<sup>30</sup> Demircioglu, S. (2010) Teaching English vocabulary to young learners via drama. *Procedia Social and Behavioral Science*. 2, 439-443

The fact that students are actively participating in drama is what matters most. A leader directs participants as they imagine, consider, and act on the problems raised by the tale or circumstance.”<sup>31</sup>

By that means, drama as a teaching technique motivates the students toward further learning and use the new language means communication, and also to enrich their vocabulary by find the new words.

#### 5. Challenges of engaging students in vocabulary learning through drama strategy

A strong vocabulary is essential for developing linguistic proficiency. One of the biggest problems that EFL students will face throughout their studies is learning vocabulary. The most difficult linguistic ability to master is learning vocabulary (Alizadeh, 2016)<sup>32</sup>. Some of the characteristics that make learning vocabulary difficult include pronunciation; if a word is hard to say, learning it will be challenging. It is challenging to recall whether a verb when other emelents, such as word spelling and grammar, are present.

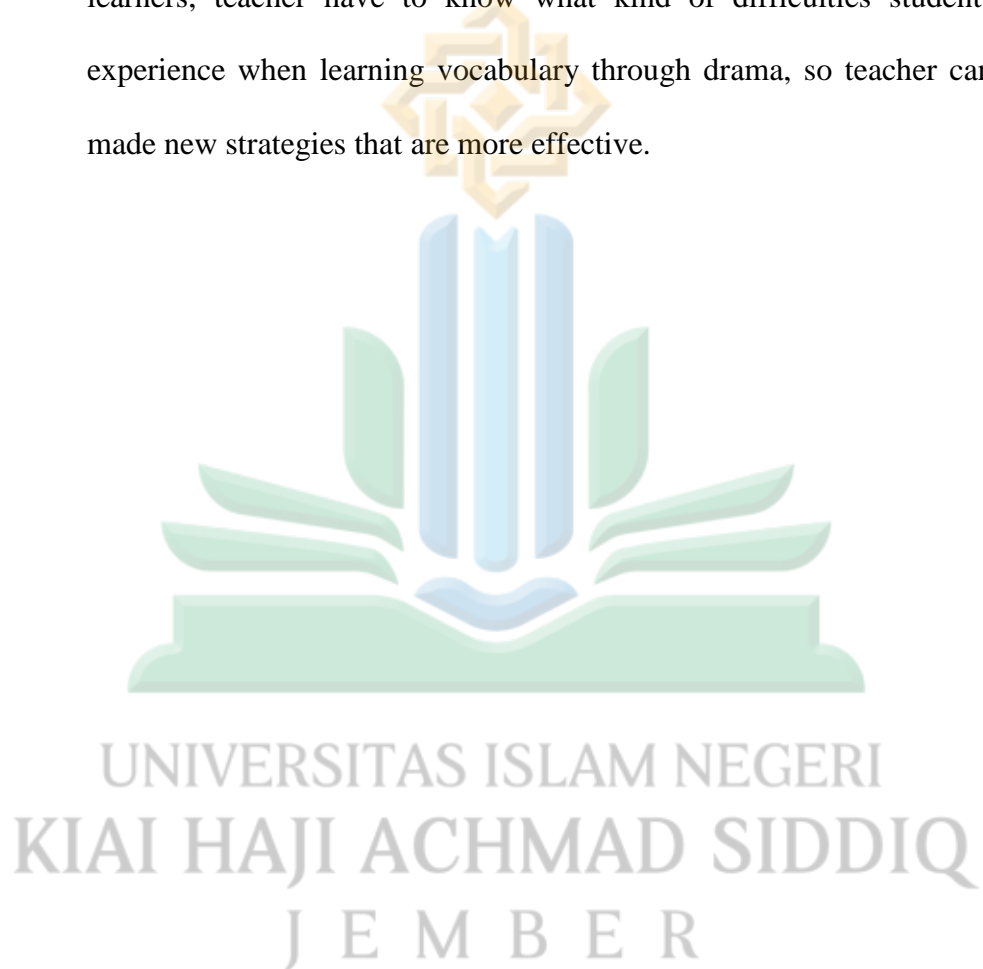
Not only on the vocabulary that has challenges in teaching learning, but teaching drama strategy itself also has some challenges in language classroom. Alasmari and Alshae’el (2020) state that corpsing is still every other challenge to correctly imposing drama in language classrooms, as beginners may additionally begin to laugh

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<sup>31</sup> ibid

<sup>32</sup> Alizadeh, M. (2016) The impact of motivation on English language learning. *International Journal of Research in English Education*. 1(1), 11-15

once they sense they appearance silly. They may then refuse to take part in dramatic activities because they have low confident in their English proficiency stage or misunderstanding the language goal of the drama lesson. with this in mind, engaging students vocabulary through drama strategy also have some difficulties for teacher and learners, teacher have to know what kind of difficulties students experience when learning vocabulary through drama, so teacher can made new strategies that are more effective.



## CHAPTER III

### RESEARCH METHOD

This chapter illustrate the process of conducted the research project. Next, the chapter consist of several parts namely research design, research setting and participants, instructional procedures, data collected, data analysis, and trustworthiness. The description on this part as follow.

#### A. Research Design

The present study is grounded by qualitative methodology with a case study research design. Case study as a type of qualitative research study focus on in-depth description of a single unit. It means that “unit” can be an individual, a group, a site, a class or a community. Case studies can answer descriptive questions such “what happened”, or attempt to explain why something happened by looking at a process<sup>33</sup>. It means that case study can be employed as a research design with aims to investigate particularistic that focused on a particular phenomenon, situation or event with deep analysis and description.

Additionally, case study nature is not linear, presenting a multiplicity of definitions, that emphasize its multidimensional quality of organizing social information, in order to observe one or a small number of instances extensive, in a bounded context. It may be categorized as a method, a modality or an

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<sup>33</sup> Ary, D. Jacobs, L.C. and Sorensen, C.K. (2010) Introduction to Research in Education Eight Edition. USA: *Wadsworth, Cengage Learning*.

approach<sup>34</sup>. With this in mind, the purposes of case study research depend on how a researcher conduct analyzes or investigates on particular phenomenon or case of study and also produces an in-depth description. grounded in the previous statements, the present study aims to investigate how drama strategy can promote and engage students' vocabulary acquisition.

## **B. Research Setting and Participants**

This research conducted at one of the Islamic Senior High Schools located in Ambulu Jember, East Java. The school was purposively chosen for several reasons including: (1) the school has good accreditation, (2) the school has specific facilitate to support the learning activities such as lab computer and LCD projector, (3) the school not only has an achievement in the field of religion but also in the field of language, such as the student often participates in language competitions such as storytelling and speech contests, (4) last, the principal and teachers at that school are kind and willing to cooperate with researcher during conducted the research project. Therefore, the researcher wants to conduct this research at that school because the researcher also hopes to learn a lot about English not only finding the phenomenon or problems in the learning process at the school.

At the outside, I started the research by visiting the school and meeting the English teacher. This meeting aimed to gain access for my fieldwork.

From the meeting, I was allowed to communicate with him further via instant

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<sup>34</sup> Coimbra, M.N.C.T. and Martins, A.M.O. (2013) Case Studying Educational Research: A way of Looking at Reality. *American Journal of Educational Research*. 1(9), 391-395



messaging application, because I had to make appointment first before I went to school. The following day, I decided to text the English teacher to discuss my research project. Through the texting, the English teacher suggested that I should to come directly to the school to discuss further and in more detail about my research project, and also provide a letter of permission or informed-consent written by the university authority. It was done as a form of ethics before the research was carried out.

The next day, I went to the school to send the letter and that time I was allowed by the vice-principal of the curriculum section to meet formally with English teacher. At the same time, I informed him about the research that I conduct at the school which is related to the use of drama strategy in teaching speaking to students in response, the English teacher agreed with my research topic and permitted me to conduct research at the school. Before the covid-19 pandemic, the English teacher said to me that the school follows curriculum K-13 in the learning activities. Means that the lesson using a normal time allotment 40 minutes. There are 2 days in a week for English lesson in that school, and every lesson include 40 minutes. During the covid-19 pandemic, the school follows the educational government rules to use an emergency curriculum. In addition, the normal time allotment of English lesson at the school was 40 minutes as informed by English teacher before the covid-19 pandemic, but during covid-19 pandemic the lesson hours changed into 30 minutes because it adapts to the current situation of pandemic. Now days, at

the school, learning returns to normal, that means the lesson hours have changed back to the past which is 40 minutes.

In this study, the English teacher gives me advice to do research in class 10 especially in 10 IPA 2. The teacher also think that speaking materials in 10th grade were related to my research and he think I can more focuses if I choose one class and in that class the students mostly can operate computer if I want to use media computer. In that class there are 48 students, and their age ranging from 15 to 16 years old. To support this statement, participants are chosen for qualitative research with a specific aim in mind, helping to better inform the research questions and deepen understanding of the topic being studied<sup>35</sup>.

Before I conducted my research at that school, I made certain that I have the students' permission. I began by explaining my research so that students understand what my research purposes are. Regarding students permits, first I asked them if they welcome me to involve them in my study. I also wrote a short letter to support the permit, which I would later give it to their parents. The letter also informs the parents that the researcher will guarantee their children's safety and comfort during the study. Parents' permit is important because it indicates that they are aware of their children become a part of this study and they are under age. They still could not make decision of their own self.

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<sup>35</sup> Kuper, A. Lingard, L. Levinson, W. (2008) Critically Apprasing Qualitative Research. *BMJ*. 337, 687-692

### C. Instructional Procedure

Before implementing the drama strategy towards student's vocabulary learning, the researchers makes some procedures in the learning activities. Each project consists of 3 steps: the planning stage, the implementation stage and the creation of the-end product. Firstly, the scope and subject of the activities must be discussed between the teacher and the students throughout the planning stage, and give explanation to students' explanation about the drama such as the activities, role, and simple practice<sup>36</sup>. Means that teacher explain what the kind of drama that want to be played by the student and also giving explanation a little definition about drama itself.


Table 1 shows the instructional procedures of drama project orientation. It investigates how students drama material resources to execute drama strategy activities during vocabulary learning. The activities also help students to improve their writing skill when they write their script after they found drama material and also improve their teamwork skills.

**Table 1**  
**Drama Project Table**

Learning Stages	Learning Goals	Activities
Pre-Drama Activities	<ul style="list-style-type: none"> <li>To introduce the student with drama, kinds and example of drama</li> </ul>	1. Pre-service teacher and students discussed the materials related to drama. They watch

<sup>36</sup> Sirisimangkorn, L. (2018) The use of project-based learning focusing on drama to promote speaking skills of EFL learners. *Advances in Language and Literary Studies*. 9(6), 14-20

		<p>short drama and observe its genre, plot, and character.</p> <ol style="list-style-type: none"> <li>They share what they discuss to other students</li> <li>The PST gives feedback</li> </ol>
	<ul style="list-style-type: none"> <li>To build student's responsibility and collaboration skills</li> </ul>	<ol style="list-style-type: none"> <li>PST explains group work and its role</li> <li>Students formed groups that one group consist of five members that they casted different roles such as protagonist or antagonist roles</li> </ol>
Pre-Performance	<ul style="list-style-type: none"> <li>To make student understand drama script</li> </ul>	<ul style="list-style-type: none"> <li>PST gives drama script and video to watch</li> <li>PST assigns student to underline the vocabulary in the script, such as verb and noun. Each group write vocabulary of each character, so each group gets a different character which they will write</li> </ul>

		<p>the vocabulary</p> <ul style="list-style-type: none"> <li>• The students also jot down 5 words they heard in the video.</li> <li>• PST assigns student to rewrite list of vocabulary they have found in a paper</li> <li>• They find meaning of the words and shared with their peers.</li> </ul>
Script writing	<ul style="list-style-type: none"> <li>• To build their creativity through drama script drafting</li> <li>• To build their collaboration skill</li> </ul>	<ol style="list-style-type: none"> <li>1. PST assigns student to read text about popular folktales such as Bawang Merah &amp; Bawang Putih</li> <li>2. PST assigns student to turn the text into drama script</li> <li>3. Students can modify the story if the characters of the story are fewer or more than the number of group members</li> <li>4. PST give review and feedback after all of group finished their writing</li> </ol>
Rehearsal	<ul style="list-style-type: none"> <li>• To check in group</li> </ul>	<ol style="list-style-type: none"> <li>1. PST ask student to</li> </ol>

	and out group performance	<p>practice their pronunciation to their peers</p> <ol style="list-style-type: none"> <li>Students practice their monologue/ dialogue to develop fluency</li> <li>PST provide feedback to each group</li> </ol>
Performance	<ul style="list-style-type: none"> <li>To help the students to build their speaking skills</li> <li>To help the students to build their vocabulary</li> <li>To build collaboration between each member</li> <li>To build pronunciation practice</li> <li>To make students more familiar with the text or vocabulary</li> <li>To build discussion skill</li> </ul>	<ol style="list-style-type: none"> <li>Each of group performs their drama between 4-5 minutes</li> <li>The students performed in front of an audience with all the elements of the drama production</li> <li>PST give feedback to each group after all of group finishing their performance</li> </ol>
Post-performance	<ul style="list-style-type: none"> <li>To build and enrich students vocabulary</li> </ul>	<ol style="list-style-type: none"> <li>PST asks students to write a reflection on</li> </ol>

		<p>their performance using narrative frame template.</p> <p>2. Students read aloud their narrative frame to share their learning experience</p>
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The researcher starts the lesson by increasing the students' familiarity with the vocabulary and also drama technique, helping them in the development of their teamwork and also enrich their vocabulary or understanding abilities, and involving them in peer interaction. the researcher ask student to share their idea about vocabulary and drama first, what the simple definition or explanation about vocabulary and drama. That activities to build their responsibility and collaborative. They make some group which consist of five members. They perform with different drama each group. the students were urged to share responsibility for fulfilling the learning outcome of vocabulary learning activities because of the diverse responsibilities played by group members. The researcher hopes they can make reflection as the learning outcome.

Pre-performance activities, the researcher ask students to watch example of video drama together, but before that, the researcher give script of drama that they will watch to student. While watching video drama, the students also write element of drama itself. The researcher also ask student to search vocabulary in the script such as verb and noun, but each group

write vocabulary of each character, so each group gets a different character which they will write the vocabulary, for the example, group A write vocabulary from character of Bawang Merah, and group B write vocabulary from character of Bawang Putih mother and etc. After they finish watch drama video, the researcher ask student to rewrite vocabulary they have found in other paper or in their book.

In the third activities, the researcher ask student to script drafting. The student develop their original script become simple script and also more interest script. They can remake the language but plot of drama remains clear and same as the original. They can make the script as creative as possible. That activities to build their creativity and also collaborative skill. After all of group finished to make their script, the researcher gives review and feedback to peer group about their script. After that, in the next meeting, time to rehearsal, the researcher ask student to practice their pronunciation and also the researcher checking each group practice of drama that they will show, and the last the researcher give peer-feedback to students after they practice. In the next activities, each group performs based on the sequence they got, the performance has time between four until five minutes. After all of group finish showing their performance, the researcher give feedback to each group.

Then in the post activities, each student is given peer assessment by teacher. Students write a reflection on their performance using narrative frame template. That post activities aims student to build their memorizing



and creativity in writing skill by writing reflection. They wrote based on their performance and students read aloud their narrative frame to share their learning experience. This section was expected to improve the students' vocabulary.

#### **D. Data Collection**

In data collection, the researcher uses several methods to get the data. These data were collected in three methods which include observations, document analysis, and interviews. First, one method used in this study is observation, which involves by observing on phenomena like students' activities and the learning process in the classroom. Researcher continuously reflecting on what he has seen and develop future plan and action about its significance as they observe<sup>37</sup>. The researcher analyze directly the phenomenon in location through observation. The researcher also analyze what is happening with students in location or in the class.

In accordance with those presumptions, I as the researcher, made an observation by observing students' participations in the learning process as they put vocabulary learning through drama into practice. The researcher set up the observation at the same time and used a cellphone camera to record the students' activity as they were being taught and learning. Therefore, by documenting student activity in the classroom while applying vocabulary learning through drama for vocabulary development,

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<sup>37</sup> Neuman, W.Laurence. 2014. *Social research methods: qualitative and quantitative approaches*. United States of Amerika: British Library

the researcher more easily assess the data by going back and reviewing the photos that have been collected.

Second, the researcher gathers data using a document analysis technique. Document analysis was helpful in a qualitative case study. Document analysis is also one of methodical approaches to study or assess documents that can be used to provide context, spark questions, support other types of research data, follow change over time, and validate other sources<sup>38</sup>. To add, like every research approach, document analysis is susceptible to questions about the validity, dependability, authenticity, motivated authorship, lack of representativeness, and so on<sup>39</sup>. Based on the previous statement, the current studies documents analysis includes student learning artifacts from when they used drama to apply vocabulary learning. The example of artifacts is through post activities such pronunciation rehearsal worksheet, students' performance portfolios, and reflective accounts. As a result, document analysis can aid researchers in supporting and strengthen data collecting.

Final phase, the researcher uses participant interviews to gather data. Interviews are characterized as the main data collection method. Additionally, several decisions and issues need to be considered when conducting an interview evaluation: 1. Decide whom to interview, 2. Choose when to stop a particular interview, as well as how many

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<sup>38</sup> Bowen, G.A. (2009) Document Analysis as a Qualitative Research Method. *Qualitative Research Journal*. 99, 27-40.

<sup>39</sup> Dalgish, S.L. Khalid, H. and McMahon, S.A. (2020) Document Analysis in Health Policy Research: the READ Approach. *Health Policy and Planning*. 35, 1424-1431

interviews are enough, 3. Select a place for the interview, 4. Decide which questions to ask, 5. Consider how the data will be collected<sup>40</sup>. In the present study, researcher makes use of the semi-structured interviews. Earlier than beginning the semi-structured interviews, researcher determine the topic and made a list of inquiries to get data from the participants. This form of semi-structured interview specializes students' reaction and opinion after they research the vocabulary through the usage of drama. The interviews data gathered by audio recording.

*Table 2*

*Semi-structured interview list questions*

No.	Question Purposes	Interview Questions
1.	Exploring student's learning vocabulary through drama in speaking classroom	1. What is the importance of learning vocabulary through drama?
		2. What do you think if drama strategy one of media that can increase your vocabulary?
		3. What is benefit from you learn vocabulary through drama? list it!
2.	Exploring student's emotion in learning vocabulary through drama in speaking classroom	1. How do you feel now that you have taken part in the vocabulary exercises through drama?
		2. Did you feel enjoy while participating in the drama activities to vocabulary learning?

<sup>40</sup> Griffe, D.T. (2005) Research Tips: Interview Data Collection. *Journal of Development Education*. 28(3), 36-37

		Stating the causes
		3. Which part of the drama activities do you find most enjoyable, so that you can learn vocabulary in different way?
		4. Which part of the drama exercises do you find boring?

### E. Data Analysis

After gathering the data for the research project through observation, document analysis and interviews, the following stage was analyzing the data. In addition, data analysis in the context of qualitative research include the systematic organization, integration, and analysis of data. In line with the previous sentence, analytical activities help researchers get a through comprehension of their research subjects while also broadening their theoretical and intellectual horizons<sup>41</sup>. Thus, the researcher would attempt to apply specific approach, such as transcription and thematic analysis to interpret the data.

In addition, for the current investigation, the researcher modified with regardless of the analytical methods and tools employed, transcription standards should assist researchers in organizing and analyzing textual material in a methodical manner. Following the researcher's collection of the data from the audio interview with tenth-grade students, transcription processing be done. The audio recorder had been played back so that it could

<sup>41</sup> Neuman, W.Laurence. 2014. *Social research methods: qualitative and quantitative approaches*. United States of Amerika: British Library

be processed and turned into written data. Analyzing transcription data can help researchers understand and arrange their research findings more easily.

In qualitative research, themes or concepts are developed by categorizing the raw data into conceptual group. Qualitative coding is a crucial component of data analysis. Coding is the most challenging procedure for inexperienced researchers to comprehend and master<sup>42</sup>. Coding is not just naming themes, it also involves connecting themes back to the data and the data back to the themes.

In addition, the researcher using thematic analysis as other technique to analyze the data. Thematic analysis is one of the additional method for data analysis. Thematic analysis is one way used to examine research data in the field of education using qualitative methods. Thematic analysis is a method of examining themes by reading the transcripts of data sources like focus group discussions and audio or video recordings of interviews. Thus, there is a connection between thematic analysis and transcription. Where, for example, the audio or video that we have formed a theme and will evaluate in this thematic analysis.

#### **F. Trustworthiness**

Trustworthiness in an empirical study refers to the truthfulness of the data in the report of research findings. The primary qualitative content analysis processes, from data collection through reporting of result, were

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<sup>42</sup> ibid

described in terms of their research<sup>43</sup>. I provide reliable information to prevent high research uncertainty. To assess the validity of the study, I used the data triangulation method. To add, between-method triangulation was used on data from each of the three sources, including observations, document analysis, and interview, in order to evaluate the plausibility of the patterns found in the various data sources<sup>44</sup>.

The researcher attempted to describe every step of the data gathering method in the current study in order to achieve dependability in terms of trustworthiness. Data was gathered specifically through classroom observation using a cellphone camera as a tool, allowing researchers to observe how teachers and students used drama to help students learn vocabulary. The researcher employed document analysis using learning artifacts created by students as reflection in the drama practices in the second stage of data collecting. In a later method, the researcher employed an audio recording program to capture the interview with volunteers in order to obtain responses that were open, honest, and free from compulsion.

Regarding the standards of credibility, credibility is a term used to describe the handling of triangulation data sources<sup>45</sup>. Researchers should be ensuring that all participants which take part in the research project are

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<sup>43</sup> Elo, S, Karianen, M, Kanste, O, Polkki, T, Utrianen, K., & Kyngas, H. (2014). Qualitative content analysis: a focus on trustworthiness. *Research in Nursing and Health*, 2(5), 1-10.

<sup>44</sup> August, D, Ray, R.A, Kandasamy, Y. & New, K. (2020) Neonatal Skin Assessments and Injuries: Nomenclature, Workplace Culture, and Clinical Opinions-Method Triangulation a Qualitative Study. *Journal of Clinical Nursing*. 1- 21

<sup>45</sup> Stahl, N, A., & King, J, R. (2020). Expanding approaches for research: understanding and using trustworthiness in qualitative research. *Journal of Developmental Education*, 44(1), 26-28.

correctly identified and described<sup>46</sup>. In relation to earlier statement, the researcher for the present for the present study carried out a research project in one if the senior Islamic schools in Jember. The researcher attempted to organize the data for study utilizing transcriptions and thematic analysis. The researcher will make sure to provide in-depth descriptions and interpretations of all research procedures during the course of the research projects in order to determine the trustworthiness of the current study.



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<sup>46</sup> Elo, S, Karianen, M, Kanste, O, Polkki, T, Utrianen, K., & Kyngas, H. (2014). Qualitative content analysis: a focus on trustworthiness. *Research in Nursing and Health*, 2(5), 1-10.

## CHAPTER IV

### FINDINGS AND DISCUSSION

The study findings and discussion are the two aspects of the researcher project results that are presented in this chapter. The information regarding the research's findings and analysis is offered as follows.

#### A. Research Findings

The current study attempts to look how students learn when using drama as a strategy to get them interested in learning vocabulary. Based on data gathered via document analysis, semi-structured interviews, and classroom observation, the research's conclusions are presented and arranged contextually. The transcripts of the interviews used as proof to show how the drama strategy was implemented. Among the three main topics of the findings are; 1) Student's feeling when playing drama to develop vocabulary; 2) Students motivation in learning vocabulay and 3) Fun learning students experience in speaking classroom. These results were described in detail along with discussion.

#### *Student's feeling when playing drama to develop vocabulary*

In vocabulary learning, the teacher starts by explaining what it means, how to use it, and what kinds of vocabulary are used, such as verbs, nouns, adjective, and so on. The material not all that in-depth. As a result, when students were acquiring vocabulary, the goal was for it to be as easy as possible. Following the explaining of the material, the students begin to view



video of drama examples Lake Toba. They watch an English drama together to start, and the teacher gives them the script. Next, the teacher assign students to search vocabulary (verbs and nouns) in drama script and underline the vocabulary. Each group is given a different dialogue to highlight its vocabulary related to the text as seen in Figure 1.



Figure 1. The example of video drama<sup>47</sup>

Teacher : How do you feel while you watch the drama Lake Toba in English version?

Students : My first impression of a drama when I watch it is confused, because I did not know the English drama before and I did not understand the language. But, for a long time I enjoyed the drama, because I watched the drama while reading the script, it turned out to be fun drama in English.

Teacher : How can that activity build your vocabulary?

Students : Because we can watch and learn. While watching the video, we underline the vocabulary assigned by the teacher, so we know a little bit about the meaning of the drama because after that we look

<sup>47</sup> The picture about showing the example of video drama at X IPA 2, 8 september 2022 at classroom

for the meaning of the vocabulary we have underlined<sup>48</sup>.

Additionally, in Figure 2, students discuss with their groups and highlight the vocabulary, especially to search verbs and nouns based on dialogue what they hear. They find this assignment challenging because they have never used a variety of vocabulary, including verbs and nouns. Students automatically find new vocabulary and find kind of vocabulary such as verbs and noun that they did not know before till becoming known. So, their ability to comprehend vocabulary will improve.



Figure 2. Whilst watching the drama video, students underline the vocabulary in the drama script<sup>49</sup>

The answers of the students to their assigned vocabulary to watch and underline are shown in the following vignette. Students in the tenth

<sup>48</sup> Interview student of X IPA 2, 3 Oktober 2022 at classroom, Ambulu

<sup>49</sup> The picture about students discussion about vocabulary through script drama at X IPA 2, 8 september 2022 at classroom

grade participated in this interview. But this interview was conducted in Indonesian and translated as follows into English.

Teacher : Which part of activity allows you to learn vocabulary in more effective ways?

Students : The part that I was told by the group to find the meaning, underline and look for the verb. Group 3 was requested to find the vocabulary that fits Lake Toba, the dialogue part is Samosir, keep looking for the meaning, keep thinking, oooo this includes verbs. Because before that I didn't know the different kinds of vocabulary, from 7th grade to 9th grade, I didn't know what a verb or noun was. The ideas is that the second meeting was asked to look for the meaning of verbs and nouns.

Teacher : How does that activity develop your vocabulary?

Students : From the activity, it can make us easier to acquire the vocabulary, and it can be remembered until now. Because when we underline, we read and automatically find out what it means<sup>50</sup>.

After all the students done to watch video of drama and highlight vocabulary in the script, each group rewrite that vocabulary that have been highlighted by them in the paper. Not only rewrite the vocabulary, but they also write the meaning of vocabulary and categorize words as verbs or noun. This activity aims to develop their vocabulary that they do not know before. The student also automatically memorize vocabulary that they wrote. Those, based on interview one of students in Tenth Grade above. Figure 3 shows the assignment from student containing vocabulary that they have been underlined, the meaning of vocabulary, and the type of vocabulary.

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<sup>50</sup> Interview student of X IPA 2, 3 Oktober 2022 at classroom, Ambulu

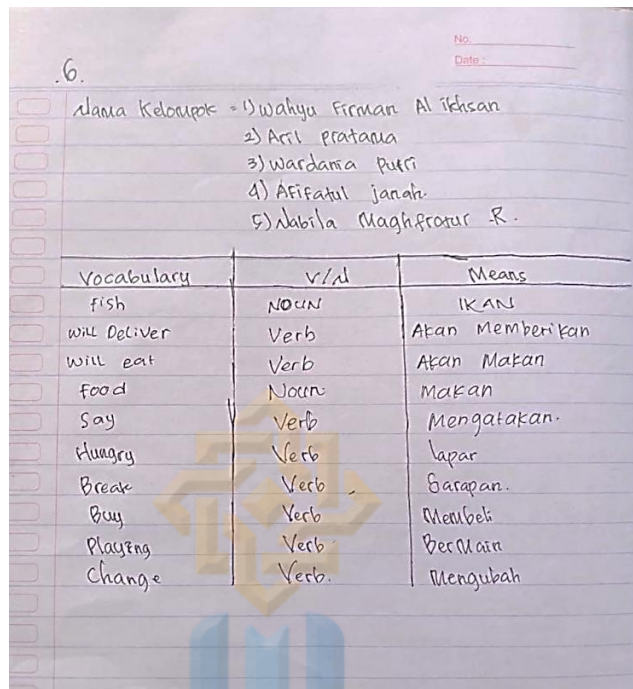


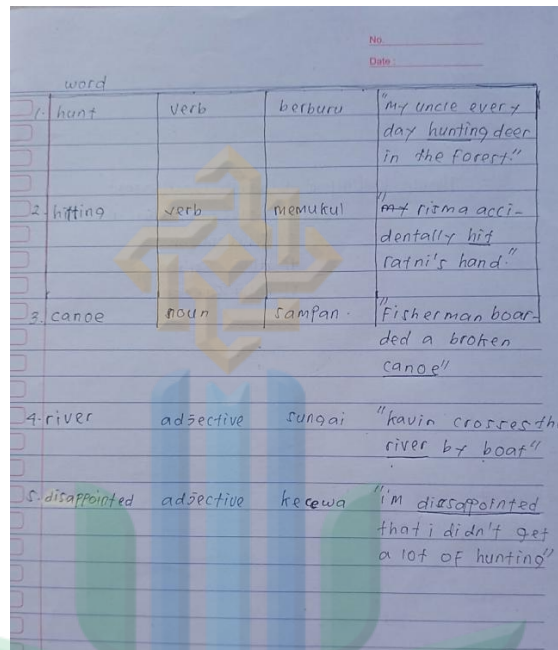
Figure 3. Student's assignment to search the meaning and categorize vocabulary<sup>51</sup>

### *Students motivation in learning vocabulay*

The drama strategy has been already used in four meetings with students in the tenth grades. The first meeting's activities focus on the vocabulary introduction, vocabulary learning through drama viewing, and underline vocabulary from drama script. Giving these resources to the class served the purpose of helping students comprehend the many drama activities and vocabulary learning that will be used in the activities. Additionally, they were instructed to randomly form groups and complete the worksheet groups as shown in figure 2 above. In the next meeting the teacher giving material about how to turn vocabulary become a drama

<sup>51</sup> The picture about the students exercise underline and write verb and noun at X IPA 2, 8 september 2022 at classroom

dialogue or sentences, the teacher ask student to turn their vocabulary that they found in previous meeting become a drama dialog or sentences, viewed on figure 4.



word			
1. hunt	verb	berburu	"my uncle every day hunting deer in the forest."
2. hitting	verb	memukul	" <del>my</del> risma accidentally hit ratni's hand."
3. canoe	noun	sampan	"fisherman boarded a broken canoe"
4. river	adjective	sungai	"kavin crosses the river by boat"
5. disappointed	adjective	kecewa	"i'm disappointed that i didn't get a lot of hunting"

Figure 4. Student's worksheet to turn vocabulary become a drama dialog<sup>52</sup>

Additionally, Figure 4 was the result of student's worksheet to turn vocabulary become a drama dialog, based on the figure above, the paper includes the vocabulary they found and categorizes words as verbs or nouns, then searches for its meaning before creating a sentence using the vocabulary in the form of drama dialogue. This activity aims to develop vocabulary and also develop creativity writing skill. The students also learn how to make a drama dialog from the vocabulary become sentences.

<sup>52</sup> The picture about students worksheet to turn vocabulary become a drama dialogue at X IPA 2, 10 september 2022 at classroom

The third meeting's activity is rehearsal. Each group practices the drama that will be showed in the final project. They practice their pronunciation and also checking each group fluency practice of drama that they will show, and the last their practice will be given peer-feedback by the teacher. The purpose of this activity is to assess how well students pronounce the dialogue in drama. In this activity, each group practice one by one based on their order of the group they get, therefore they just read the drama script as shown in Figure 5



Figure 5. Rehearsal student's drama project<sup>53</sup>

Before they perform their drama as a final project, the students practice rehearsal of drama to check their pronunciation and read the dialogue. The students look so enthusiastic and challenging to follow the discussion, the students are extremely passionate and make an effort to speak English fluently. They were also disciplined and conductive during

<sup>53</sup> The picture about rehearsal student's drama project at X IPA 2, 22 september 2022 at classroom

those activities. Additionally, practicing in a short amount of time helps improve the student's pronunciation and teamwork.

As usual, the students were asked to give a perspective about their feeling during their time as participants in the drama activity. The interviews have been translated into English as follows.

Teacher : How do you feel at the rehearsal meeting?

Students : I feel scared and nervous, because I cannot speak English fluently even while reading. So I practice reading beforehand, so that my pronunciation can be good. I also discussed with the group the problem of the part that each of us should read.

Teacher : So, can this activity improve your vocabulary?

Students : A little bit, cause in this activity just read the drama script, so did not memorize, but in this activities, I can repair my pronunciation and can read English well<sup>54</sup>.

The fourth activity is the final drama projects, students perform their drama based on the theme they were given at the previous meeting. The performance has time between four until five minutes. After all of group finish showing their performance, each group got feedback from the teacher, viewed in Figure 6.

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<sup>54</sup> Interview student of X IPA 2, 3 Oktober 2022 at classroom, Ambulu



Figure 6. The students perform drama project<sup>55</sup>

In figure 6, based on the concept they were given, every group member performs their drama project. In this activity, every student has enjoyed, express their skills, and use their effort to showing the best performance. They feel this activity become new learning in English lesson, because they did not get this media in learning English before. The student also just knows that there was a drama using English language.

This data was gathered again to get another perspective on the use of drama strategy in vocabulary learning that was translated to English as shown.

Teacher : What is your opinion regarding the use of drama in vocabulary learning?

Students : It's enjoyable, because I can show with the character I chose yesterday better when I play drama, and I also got my first experience perform English drama. I'm also quite pleased with the way the drama has helped me expand my vocabulary and learn new words.

<sup>55</sup> The picture about the students perform drama project at X IPA 2, 24 september 2022 at classroom



- Teacher : How does the drama strategy develop vocabulary?
- Students : When I practice the drama project, I can remember my vocabulary based on the dialog and based on character I play. I search the meaning first, and then I memorize the vocabulary, so I can remember the vocab one by one. I also can improve my reading in English language, because I read the drama script before perform.  
(Interview, student of X IPA 2, 3 Oktober 2022)<sup>56</sup>.

Seen from these statement of the students shows that practicing the drama was quite to develop word knowledge and vocabulary. Not only about vocabulary but also can improve their reading comprehension skill such as pronunciation and language use. The students also got first experience perform English drama that they never got before. This activity also can help students expand their vocabulary and learn new word. This activity also can develop student's collaborative between member of group, because in the previous meeting between girl and boy they have never been given collaborative assignments to make discussion between girls and boys, so that was also a new experience for them to get along with their classmates.

The last assignment focuses on having participants write reflections about their experiences from the first to the last meeting, but this worksheet ends up being homework for them as can be seen in Figure 7. That post activities aims student to build their memorizing and creativity in writing

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<sup>56</sup> Interview student of X IPA 2, 3 Oktober 2022 at classroom, Ambulu

skill by writing reflection. They write based on their performance and students read aloud their narrative frame to share their learning experience.

This activity was expected to improve the student's vocabulary.

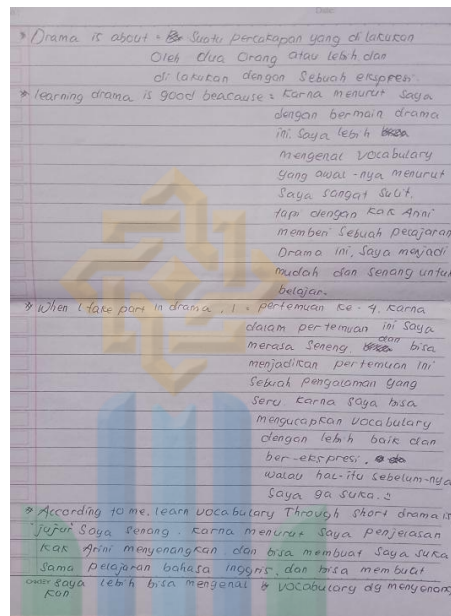


Figure 7. Reflection every student as long as learning vocabulary through drama<sup>57</sup>

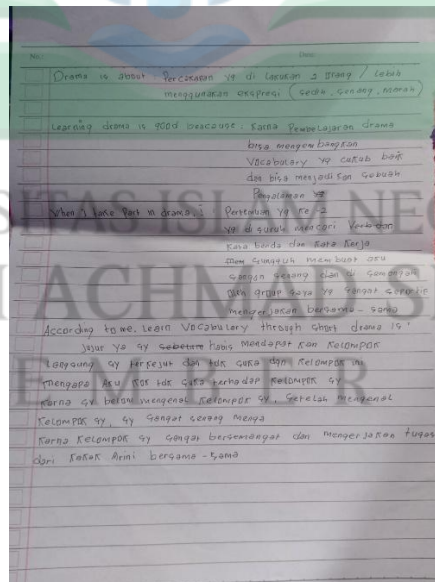


Figure 8. The other students reflection<sup>58</sup>

<sup>57</sup> The picture about students reflection of 4<sup>th</sup> group X IPA 2, 24 september 2022 at classroom

<sup>58</sup> The picture about students reflection of 1<sup>st</sup> group X IPA 2, 24 september 2022 at classroom

Seen from figure 7, it has correlation with data of interview that students write in their paragraph of reflection, they mention that they feel enjoyable when playing drama in final project, they can express their emotion or their character. They feel that drama strategy one of media that can increase their vocabulary

This data was gathered again to get another perspective on the use of drama strategy in vocabulary learning that was translated to English as shown.

Teacher : What is your opinion regarding the use of drama in vocabulary learning?

Students : It's enjoyable, because I can show with the character I chose yesterday better when I play drama, and I also got my first experience perform English drama. I'm also quite pleased with the way the drama has helped me expand my vocabulary and learn new words.<sup>59</sup>

Seen from these statement, it shows that, the students learning experience as long as they learn vocabulary through drama was feel enjoyable, because in the learning before, they never got media to learn English, and they feel that drama can helped them expand their vocabulary and learn new word.

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<sup>59</sup> Interview student of X IPA 2, 3 Oktober 2022 at classroom, Ambulu

### *Fun learning students experience in speaking classroom*

Learning vocabulary acquisition through drama media was a new learning for students tenth grade. In the previous lesson they only used books to learn the material as well as apply the material. Even in learning vocabulary, they were only asked by the teacher to read books and look for difficult words that they do not understand. In this vocabulary learning, I applied drama as a learning media. They were happy because there was a new concept in learning English, especially vocabulary learning. At the beginning of the meeting, there were still confused and not comfortable because in the next meeting there must be drama using English. But, in the next meetings they feel happy and comfortable, especially in the final project when drama performance. They felt very fun, because they can play while learning, as shown in figure 8.



Figure 9. Drama performance in the final project<sup>60</sup>

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<sup>60</sup> The picture about drama performance in the final project at X IPA 2, 24 september 2022 at classroom

In figure 8, based on the concept they were given, every group member performs their drama project. In this activity, every student has enjoyed, express their skills, and use their effort to showing the best performance.

As usual, the students were asked to share their opinion on how they felt while taking part in the drama activity. The following is an English translation of the interviews.

Teacher : Which part of the meeting did you find most enjoyable or fun?

Students : In the last meeting, in the final project when we perform of drama. Because there is shame but also joy. And because they can play drama while expressing themselves, but those I want to express are embarrassed. But, over time I feel comfortable with my group and discuss to show the best, and try as much as possible even though none of us was good in English, but this was where we can play while learning.

Teacher : How does the drama strategy develop vocabulary?

Students : When I practice the drama project, I can remember my vocabulary based on the dialog and based on character I play. I search the meaning first, and then I memorize the vocabulary, so I can remember the vocab one by one. I also can improve my reading in English language, because I read the drama script before perform<sup>61</sup>.

Seen from the statement of the first student shows that practicing the drama was quite to develop word knowledge and vocabulary. Not only about vocabulary but also can build can improve their reading

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<sup>61</sup> Interview student of X IPA 2, 3 Oktober 2022 at classroom, Ambulu

comprehension skill such as pronunciation and language use. This activity also can make students learning in different way, not only learn but also play. Even though in the first meeting they felt shame, because they never perform in front of the class, but in this final project they felt enjoyable with their character and perform. They try to perform as well as possible even though none of them was good in English. In the same way, the interview was gathered from another student as below.

Teacher : Which part of the meeting did you find most enjoyable or fun?

Students : At the fourth meeting that played yesterday's drama. Because I can learn English with fun. I felt enjoyable and I am happy because there was a new experience that I had never done before, and I can add new vocabulary. In this activity I also can express my story character because I think in this meeting I can play while learning with fun.

Teacher : How does the drama strategy develop vocabulary?

Students : In that meeting I can memorize my vocabulary that include in my dialog, I search the meaning first and then remember the meaning, so in the final project when drama performance I can practice the dialogue without script<sup>62</sup>.

Seen from the statement of the first student, it shows that drama strategy can make students felt enjoyable and fun. They can express the story character whatever they want. It implies that students are free to perform based on the selected character. The students also can develop their vocabulary when they memorize the dialog of drama that they show.

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<sup>62</sup> Interview student of X IPA 2, 3 Oktober 2022 at classroom, Ambulu

They found a new word that they do not know before, found the meaning, and rehearse it when they practice their performance. Most importantly, they felt that they could learn by doing in fun ways. Therefore, the drama strategy was helpful to engage students in learning English in meaningful and fun ways.

## **B. Discussion**

The impact of secondary school students participating in the drama strategy on vocabulary learning was evaluated in the most recent case study research design. Additionally, this study examines the student's vocabulary development through the use of drama. Based on the findings, the researcher came to three findings: 1) Student's feeling when playing drama to develop vocabulary; 2) Students motivation in learning vocabulay and 3) Fun learning students experience in speaking classroom.

Based on the first finding student's feeling when playing drama to develop vocabulary, it conclude that every students has their own feeling when learning vocabulary through drama, drama activities also can motivate language learners and teachers. Additionally, it gives students the chance to take a role and apply their language and speaking skills. Students, even those with low vocabulary, can communicate in English through drama exercises. When students participate in pair and group activities. For instances during in the practices of drama project, the students were done with one of the task that related to making an English sentences based on their vocabulary In the post activities in every day, they have new experience since thay learn in a long

day. The first finding is supported by Moghaddas and Ghafariniae (2012) shows about applying drama technique in teaching English. They mention that drama is a learner-centered approach, which allows learners to become active participant in the learning/teaching process<sup>63</sup>.

In addition, in learning vocabulary through vocabulary, students are asked to rehearsal before they practice their drama performance. It concludes with the second finding such students motivation in learning vocabulary. They rehear by read the script of drama that checked pronunciation by the teacher. After that in the next activities they perform their drama in final project. As previously explained, the activity makes students build their speaking skill and vocabulary. They memorizing new vocabulary items in script of drama, it is very difficult for young learners who have different learning style as long as they learning vocabulary before. This activity can make students have a new motivation to learn speaking skill through read drama script. This is also related to the findings from Demircioglu (2010) about learning English vocabulary via drama. Whether the content is drawn from a well-known story is an original storyline, the students may act the story they have read using their own words or a dialogue they have devised<sup>64</sup>. The students play roles while engaging with others roles, serving as both participants and observes. The fact that students are actively participating in drama is what matters most.

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<sup>63</sup> Moghaddas, B. and Ghafariniae, R. (2012) Applying drama techniques in teaching English in Iran. *International Journal of Social Science & Interdisciplinary Research*, 1(9), 24-32

<sup>64</sup> Demircioglu, S. (2010) Teaching English vocabulary to young learners via drama. *Procedia Social and Behavioral Science*. 2, 439-443



A leader guides participants to imagine, reflect, and enact on issues presented in the story or situation.

For the last phase, from the last finding mention that fun learning students experience in speaking classroom. Some of factors of difficulties in learning vocabulary such as: pronunciation, when the word is difficult to pronounce, it will be difficult to learn. To other factors such as spelling the words and grammar, it is difficult to remember whether a verb. With this in mind, engaging student's vocabulary through drama strategy also have some difficulties for students and teacher. The students have to know what kind of difficulties students experience when learning vocabulary through vocabulary. In the last activities in final project, the students are difficult to pronounce the dialog, but they try to speak as well as possible they can. So, in the last activities they feel that drama such a media that have to learn more, although it difficult to learn, but when we can practice carefully it can be fun learning, because we can learn and play in speaking classroom. Furthermore, Alizadeh (2016) stipulates that learning vocabulary become one of big challenges that students will face in their studies. Among all language skills, vocabulary learning is a significant challenge<sup>65</sup>.

Although this study produced useful information and interesting insights about English language teaching and learning methods, it has two important drawbacks. First off, due to the short study time and the need for students to prepare for the middle test, the researcher was unable to always

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<sup>65</sup> Alizadeh, M. (2016) The impact of motivation on English language learning. *International Journal of Research in English Education*. 1(1), 11-15

observe student's learning while utilizing the drama technique. As a result, it is hoped that future research will be more time and clearly structured to fill the gap by this study. Second, it does not accurately assess vocabulary learning. Future research should examine the growth of specialized vocabulary learning in greater detail. The researcher therefore advises future researchers who wish to do additional research on the drama technique to do so in the following chapter.



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## CHAPTER V

### CONCLUSION AND SUGGESTION

The two points, conclusion and suggestion of this final stage of research, are presented. A summary of the entire research chapter and suggestion were given in the conclusion, which should serve as a guide for the future researchers. Following are the points of conclusion and suggestion.

#### A. Conclusion

Based on the findings, the researcher discovered that language learners can benefit from employing the drama technique including 1) Student's feeling when playing drama to develop vocabulary; 2) Students motivation in learning vocabulary and 3) Fun learning students experience in speaking classroom. A result of student's feeling when playing drama to develop vocabulary shown that students feel enjoyable can learn a new basic vocabulary like verbs and nouns (e.g, definition and types of vocabulary) that they did not know before till becoming known. So, their ability to comprehend vocabulary can increase. Another result of students motivation in learning vocabulary and shows that students has a new experience and motivation when practicing the drama that quite to develop word knowledge and vocabulary, and also learn about pronunciation and language use. The students also got first experience perform English drama that they never got before. Last, the result of fun learning students experience in speaking classroom shows that drama strategy can make students felt enjoyable and fun with vocabulary learning activities. They can express the story character whatever they want. It implies that students are free to perform based on the selected character. The students also

can develop their vocabulary when they memorize the dialog of drama that they show.

Furthermore, the current study offers two theoretical and practical consequences for vocabulary learning through drama method. The theoretical conclusion of this current study is that drama enables students to improve their ability to understand what they are saying, to communicate clearly, and to improve their vocabulary. The practical application of the dramatic strategy for teachers, meanwhile, supports their development of pedagogical skills and teaching competency to attain professional competence in the learning process. Additionally, this study can be one of the educational innovations that uses techniques like drama to change the environment of the learning process. For instance, given what actually occurs during the teaching and learning process, teachers occasionally continue to concentrate on boring task activities. Since there are no media available to practice the task, it is expected that the use of engaging learning strategies will make students interested in the teaching materials that the teacher provides.

## **B. Suggestion**

At the end of this study, the researcher will offer the following suggestion of using the drama strategy to teach vocabulary below.

### **a. For pre-Service and in-service English teacher**

Using learning methods might be one technique to achieve the learning objectives in both language learning and teaching. In order to provide a new strategy for learning and teaching, the researcher therefore thinks that using

the drama technique can be an alternative tools to teach vocabulary to EFL learners. Additionally, it is expected that it will support English teachers who want to use drama to teach vocabulary.

b. For further researcher

The researcher expects that this finding will be useful to other researchers who are interested in the use of drama method in vocabulary learning. In addition, the results of this study might be compared to those of a similar study that us being planned.



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## Appendix A

### RENCANA PELAKSANAAN PEMBELAJARAN 1

Nama Sekolah	: MA
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: 10/Ganjil
Materi Pokok	: Narrative Text (Lake Toba)
Alokasi Waktu	: 60 menit 1 x JP

#### A. Kompetensi Inti (KI)

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong-royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban, terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya disekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

## B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya	3.8.1 Menjelaskan struktur teks dalam pembelajaran vocabulary melalui drama di kelas <i>speaking</i> 3.8.2 Menjelaskan fungsi sosial dari teks naratif lisan dan tulis yakni pengertian vocabulary dan macam-macamnya 3.8.3 Menerapkan vocabulary khususnya <i>verb and noun</i> yang biasa digunakan dalam script drama
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat	4.8.1 Menggali informasi rinci dari drama dan contoh drama tersebut berbentuk cerita legenda rakyat dalam pembelajaran vocabulary

## C. Tujuan Pembelajaran

1. Siswa dapat memahami materi vocabulary dengan baik
2. Siswa dapat memahami lebih jauh tentang macam-macam vocabulary, seperti noun, verb, pronoun dll. dalam drama
3. Siswa dapat menerapkan penggunaan vocabulary yang biasa digunakan dalam script drama
4. Siswa dapat mengembangkan kemampuan berbicara, kreatif, terampil dalam penerapan materi vocabulary menggunakan drama

#### D. Pendekatan Dan Metode Pembelajaran

1. Pendekatan : Collaborative Learning
2. Metode : Discussion
3. Model : Drama strategy

#### E. Media Pembelajaran

1. Papan tulis
2. Video Drama

#### F. Sumber Belajar

Vidio drama Danau Toba dari youtube

<https://www.youtube.com/watch?v=0sVbujYcPIs>

#### G. Kegiatan Pembelajaran

Stages	Goals	Teachers' Activities	Students' Activities
Focused form instruction: - Pre-Input	<ul style="list-style-type: none"><li>- Membangun pemahaman siswa tentang drama</li><li>- Membangun pemahaman siswa tentang drama skrip</li><li>- Membangun kolaborasi</li></ul>	<ul style="list-style-type: none"><li>- Guru mengarahkan siswa untuk membentuk kelompok yang beranggotakan 4 siswa dengan memilih peran yang ada dalam drama sesuai keinginan</li><li>- Guru mengajak siswa untuk menonton vidio drama pendek dan mengamati genre, plot, dan karkaternya</li><li>- Guru menunjukkan</li></ul>	<ul style="list-style-type: none"><li>- Siswa membentuk kelompok dengan masing-masing peran yang berbeda di setiap anggota</li><li>- Siswa memahami tentang drama dan genre, plot, karakter yang ada dalam drama tersebut</li></ul>

		contoh skrip drama yang mereka nonton	- Siswa memahami dan membaca skrip drama yang telah diberikan oleh guru
Task Oriented Input	- Membangun semangat bekerja sama dan sikap menghargai sesama	<ul style="list-style-type: none"> <li>- Guru meminta siswa menggaris bawahi vocabulary (<i>Ex: noun dan verb</i>) di skrip drama setiap masing-masing karakter, setiap grup mendapat karakter berbeda yang akan mereka garis bawahi vocabularinya</li> <li>- Guru meminta siswa mencatat 5 kata yang mereka dengar di video drama</li> <li>- Guru meminta siswa untuk menulis ulang daftar vocabulary yang mereka temukan di kertas</li> </ul>	<ul style="list-style-type: none"> <li>- Siswa menggaris bawahi vocabulary yang mereka temukan di skrip drama sesuai karakter yang mereka dapat</li> <li>- Siswa mencatat 5 kata yang mereka temukan dalam video drama</li> <li>- Siswa menulis kembali vocabulary yang telah mereka garis bawahi di kertas</li> </ul>

Post Input	- Menilai perkembangan pemahaman siswa terhadap drama dan skrip drama	- Guru mengarahkan siswa untuk menerjemahkan vocabulary yang sudah mereka tulis kedalam bahas Indonesia	- Siswa menulis arti dari kata-kata yang telah mereka temukan
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## H. Penilaian

### Teknik penilaian

1. Penilaian sikap : karakter, santun, kreatif, ketelitian, keaktifan, dan tanggung jawab
2. Penilaian pengetahuan : kosakata verba dalam skrip drama
3. Penilaian keterampilan : membuat paragraf reflection dengan menggunakan kosakata verb dan sesuai dengan pengalaman mereka bermain drama di aktifitas belajar mereka

Jember, Agustus 2022

Kepala MA

Guru Mata Pelajaran

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( ..... )

## LAMPIRAN 1: THE FIRST DAY (MATERIAL DEVELOPMENT)

### Activity 1: Introduce drama activity

In this section students are watching short drama and observe its genre, plot and character. Before all of students ready to watch short drama, the teacher gives script drama to students

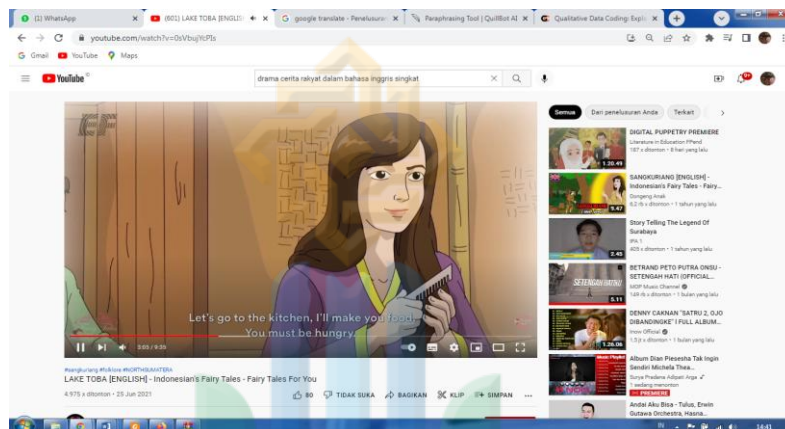


Figure 1: <https://www.youtube.com/watch?v=0sVbujYcPIs>

- Script Drama of Lake Toba

#### The Story of Lake Toba

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life. One day, while the man was doing fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever has in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said, “Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster”. The man made the deal and they got married, lived happily and had a daughter. Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father’s lunch. Unfortunately, he found out and got furious, and

shouted; “You damned daughter of a fish”. The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise. Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

**Activity 2: Analyze script drama**

In this section, each group underline the vocabulary in the script, such as verb and noun. Each group write vocabulary of each character, so each group gets a different character which they will write the vocabulary

**Activity 3: Rewrite vocabulary and find the meaning**

In the last section, student to rewrite list of vocabulary they have found in a paper

They find meaning of the words and shared with their peers.

- Students making list of their vocab in the paper

No.	Vocabulary	Verb/Noun	Meaning
1.	Living	Verb	Tinggal
2.			
3.			
4.			
5.			
6.			

## RENCANA PELAKSANAAN PEMBELAJARAN 2

Nama Sekolah : MA  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : 10/Ganjil  
Materi Pokok : Narrative Text (Lake Toba)  
Alokasi Waktu : 60 menit 1 X JP

### A. Kompetensi Inti (KI)

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong-royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban, terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.



## B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya	3.8.1 Menjelaskan struktur teks dalam pembelajaran vocabulary melalui drama di kelas <i>speaking</i> 3.8.2 Menjelaskan fungsi sosial dari teks naratif lisan dan tulis yakni pengertian vocabulary dan macam-macamnya 3.8.3 Menerapkan vocabulary khususnya <i>verb and noun</i> yang biasa digunakan dalam script drama
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat	4.8.1 Menggali informasi rinci dari drama dan contoh drama tersebut berbentuk cerita legenda rakyat dalam pembelajaran vocabulary

## C. Tujuan Pembelajaran

1. Siswa dapat memahami materi vocabulary dengan baik
2. Siswa dapat memahami lebih jauh tentang macam-macam vocabulary, seperti noun, verb, pronoun dll. dalam drama
3. Siswa dapat menerapkan penggunaan vocabulary yang biasa digunakan dalam script drama
4. Siswa dapat mengembangkan kemampuan berbicara, kreatif, terampil dalam penerapan materi vocabulary menggunakan drama

#### D. Pendekatan Dan Metode Pembelajaran

1. Pendekatan : Collaborative Learning
2. Metode : Diskusi
3. Model : Drama strategy

#### E. Media Pembelajaran

1. Papan tulis
2. Kertas
3. Dictionary

#### F. Sumber Belajar

1. -

#### G. Kegiatan Pembelajaran

Stages	Goals	Teachers' Activity	Students' Activity
Focused form instruction: Pre-input	<ul style="list-style-type: none"><li>- Membangun pemahaman siswa tentang teks drama</li><li>- Membangun siswa untuk bereksplorasi tentang vocabulary</li></ul>	<ul style="list-style-type: none"><li>- Guru mengarahkan siswa untuk membaca teks atau skrip drama yang telah diberikan oleh guru</li><li>- Guru mengarahkan siswa untuk mendiskusikan terlebih dahulu atau memahami tentang drama yang telah mereka dapatkan</li></ul>	<ul style="list-style-type: none"><li>- Siswa membaca teks drama yang diberikan guru, masing-masing kelompok mendapatkan tema drama yang berbeda-beda</li><li>- Siswa berdiskusi dan memahami isi cerita dari teks yang telah mereka dapatkan</li></ul>
Task	<ul style="list-style-type: none"><li>- Membangun</li></ul>	<ul style="list-style-type: none"><li>- Guru</li></ul>	<ul style="list-style-type: none"><li>- Siswa</li></ul>

oriented input	<p>kreatifitas siswa</p> <ul style="list-style-type: none"> <li>- Membangun kolaborasi siswa antar anggota kelompok</li> </ul>	<p>mengarahkan siswa untuk memodifikasi atau mengubah teks drama mereka yang diberi oleh guru menjadi teks percakapan untuk dialog drama mereka</p> <ul style="list-style-type: none"> <li>- Guru mengarahkan siswa untuk mengambil peran mereka secara berbeda antara anggota kelompok</li> </ul>	<p>membuat teks drama ulang atau memodifikasi teks drama menjadi teks percakapan atau dialog drama yang akan mereka tampilkan</p> <ul style="list-style-type: none"> <li>- Siswa membagi peran dan masing-masing siswa mendapatkan peran yang berbeda di dalam kelompok drama</li> </ul>
Post input	<ul style="list-style-type: none"> <li>- Menilai perkembangan dan pemahaman siswa terhadap kosakata yang mereka gunakan untuk membuat teks drama kembali</li> </ul>	<ul style="list-style-type: none"> <li>- Guru mengarahkan siswa untuk menyusun teks drama mereka yang sudah diskusikan dan menulis rapi di dalam kertas untuk dikumpulkan dan di review oleh guru</li> </ul>	<ul style="list-style-type: none"> <li>- Siswa menulis ulang teks drama yang sudah mereka diskusikan di dalam kertas dan dikumpulkan pada guru untuk di review dan diberi feedback</li> </ul>

## H. Penilaian

### Teknik penilaian

1. Penilaian sikap : karakter, santun, kreatif, ketelitian, keaktifan, dan tanggung jawab
2. Penilaian pengetahuan : kosakata verba dalam skrip drama
3. Penilaian keterampilan : membuat paragraf reflection dengan menggunakan kosakata verb dan sesuai dengan pengalaman mereka bermain drama di aktifitas belajar mereka

Kepala MA

Jember, Agustus 2022

Guru Mata Pelajaran

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## LAMPIRAN 2: THE SECOND DAY

### Activity 1:

In this section, the students discuss about text drama that have been gift by teacher, each group got different text. The teacher assigns students to turn the text into drama script, this activity in order to students more easy when they memorize their text or their dialog.

### Grup A:



Figure 2

### Grup B:



Figure 3

## Group C:



Figure 4

## Grup D:



Figure 5

and etc, each group got different text drama from the teacher.

## Activity 2: Script Drafting

In this section, the teacher assigns student to turn their task drama to script drama. They made dialogue of drama by themselves, in order to make students more easy when they are memorizes the script based on their role.

**Ex:** Group A got malin kundang's themes, they got text drama from the teacher, than they discuss with their group member to turn their task drama into script drama,

### Example of script drama:

NAIKAH DRAMA BAWANG MERAH & BAWANG PUTIH (BAHASA INGGRIS & TERJEMAHANNYA)

#### Bawang Merah & Bawang Putih

A long time ago, there live a couple husband and wife. They have a vvery beautiful daughter, the name is Bawang Putih. Her father was a seller, he like a long trip. They have neighbor is a widow and her daughter name Bawang Merah. The Mama Red was jelouous to the Mama White because Mama White is rich. Same like Bawang Merah, Bawang Merah was jelouous to the Bawang Putih because Bawang Putih is more beautiful than her. One time Papa White want to go to the city.

Papa White : "Mama, I will go to the city for a some days."  
Mama White : "I just want to my be careful in there!"

Tomorrow morning....

Papa White : "Mama, Bawang Putih, I go first, take care your self."

Mama White : "I love you."  
Bawang Putih : "I love you too, and be careful, Papa!"

Bawang Putih : "Be careful dad, I love you too!"

And, Papa White left them. A few days later, When Bawang Putih going to the river, Mama Red and Bawang Merah start their evil plan.

Mama Red : "Bawang Merah, what if we poisoned Mama White?"

Bawang Merah : "Yes, I agree. We must kill her right now!"

Mama Red give a poison to the foods her made. And her give the poisoned food to Mama White.

Mama Red : "Mama White, I made a food for you."  
Bawang Merah : "Yes, Eat quickly."

Mama White : "Ouh... Thank you very much!"

Mama White carry that food to inside the house and eat it. Dot, she felt dizzy and faint.

Mama White : "Help me.... Help!"

After all of group read script drama, they collect the script drama to the teacher to get review and feedback from the teacher.

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### RENCANA PELAKSANAAN PEMBELAJARAN 3

Nama Sekolah : MA  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : 10/Ganjil  
Materi Pokok : Narrative Text (Lake Toba)  
Alokasi Waktu : 60 menit 1 X JP

#### A. Kompetensi Inti (KI)

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong-royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban, terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya disekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.



## B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya	3.8.1 Menjelaskan struktur teks dalam pembelajaran vocabulary melalui drama di kelas <i>speaking</i> 3.8.2 Menjelaskan fungsi sosial dari teks naratif lisan dan tulis yakni pengertian vocabulary dan macam-macamnya 3.8.3 Menerapkan vocabulary khususnya <i>verb and noun</i> yang biasa digunakan dalam script drama
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat	4.8.1 Menggali informasi rinci dari drama dan contoh drama tersebut berbentuk cerita legenda rakyat dalam pembelajaran vocabulary

## C. Tujuan Pembelajaran

1. Siswa dapat memahami materi vocabulary dengan baik
2. Siswa dapat memahami lebih jauh tentang macam-macam vocabulary, seperti noun, verb, pronoun dll. dalam drama
3. Siswa dapat menerapkan penggunaan vocabulary yang biasa digunakan dalam script drama
4. Siswa dapat mengembangkan kemampuan berbicara, kreatif, terampil dalam penerapan materi vocabulary menggunakan drama

#### D. Pendekatan Dan Metode Pembelajaran

1. Pendekatan : Collaborative Learning
2. Metode : Diskusi
3. Model : Drama strategy

#### E. Media Pembelajaran

1. Papan tulis
2. Script drama

#### F. Sumber Belajar

1. -

#### G. Kegiatan Pembelajaran

Stages	Goals	Teachers' Activity	Students' Activity
Focus form instruction: Pre input	<ul style="list-style-type: none"><li>- Membangun kolaborasi siswa antar anggota kelompok</li><li>- Melatih kecekatan siswa dalam menyiapkan materi atau teks drama</li></ul>	<ul style="list-style-type: none"><li>- Guru mengarahkan siswa untuk menyiapkan skrip drama mereka untuk dipraktikkan secara singkat di depan guru</li><li>- Guru mengarahkan siswa untuk berlatih membaca skrip drama dengan benar sebelum praktik di depan guru</li></ul>	<ul style="list-style-type: none"><li>- Siswa menyiapkan skrip drama yang telah mereka susun sebelumnya untuk berlatih mempraktikkan didepan guru</li><li>- Siswa berdiskusi dengan kelompok dan berlatih membaca dialog mereka masing-masing sebelum dipraktikkan di depan guru</li></ul>
Task oriented input	<ul style="list-style-type: none"><li>- Memeriksa kinerja di</li></ul>	<ul style="list-style-type: none"><li>- Guru mengarahkan</li></ul>	<ul style="list-style-type: none"><li>- Siswa maju di depan kelas</li></ul>

	<p>dalam grup dan diluar grup</p> <ul style="list-style-type: none"> <li>- Melatih kelancaran siswa dalam memerankan peran mereka</li> <li>- Melatih pengucapan mereka dalam dialog peran yang sudah mereka dapatkan</li> </ul>	<p>siswa untuk maju masing-masing kelompok sesuai urutan yang ditentukan oleh guru</p> <ul style="list-style-type: none"> <li>- Guru mengarahkan siswa untuk berlatih membaca skrip dengan pelafalan kata yg benar dan sesuai peran siswa masing-masing</li> </ul>	<p>bersama masing-masing kelompoknya sesuai urutan yang ditentukan oleh guru</p> <ul style="list-style-type: none"> <li>- Siswa berlatih membaca skrip mereka dengan pelafalan kata yang benar</li> </ul>
Post input	<ul style="list-style-type: none"> <li>- Melatih pemahan siswa melalui umpan balik dan ulasan yang diberikan guru kepada siswa</li> </ul>	<ul style="list-style-type: none"> <li>- Guru memeriksa pelafalan kata siswa sesuai kaidah yang benar</li> <li>- Guru memberi komentar kepada siswa jika ada pelafalan kata yang kurang benar</li> <li>- Guru</li> </ul>	<ul style="list-style-type: none"> <li>- Siswa menerima ulasan dari guru dan memperbaiki jika ada pelafalan kata mereka yang kurang benar</li> <li>- Siswa berlatih kembali untuk meltih kelancaran mereka dalam membaca skrip</li> </ul>

		memeriksa kelancaran siswa dalam membaca skrip drama sesuai peran mereka masing-masing	drama
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## H. Penilaian

### Teknik penilaian

1. Penilaian sikap : karakter, santun, kreatif, ketelitian, keaktifan, dan tanggung jawab
2. Penilaian pengetahuan : kosakata verba dalam skrip drama
3. Penilaian keterampilan : membuat paragraf reflection dengan menggunakan kosakata verb dan sesuai dengan pengalaman mereka bermain drama di aktifitas belajar mereka

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### LAMPIRAN 3: THE THIRD DAY

#### Activity 1:

In this section, students practice their pronunciation to their peers. They reread their script drama that have been made by them in the past meeting. The students also practice their monologue/dialogue to develop fluency. In this section, students get 2 assessments: 1. Design peer assessments protocol, 2. Design self-evaluation guidance.

#### 1. Design Peer Assessments Protocol

In this section, each member of group read their script drama based on their role, while one of group practice their short drama, the other groups might comment or give evaluation on what the practice group is doing. Each group participates in this exercise alternately.

#### 2. Design Self-Evaluation Guidance

In this section, after all the group practice their short drama, each student or each member of group make evaluation for themselves from their practice as long as they practice short drama.

#### Ex:

When I practiced my pronunciation, I felt .....

..... The biggest challenge that I faced during my rehearsal was .....

..... I tried to carry out my fear by .....

.....

**Activity 2:**

In this section, the teacher evaluate group performance based on their practice before, the teacher give feedback and review to each group based on their practice.

No.	Focus	Evaluation
1.	Characters/ roles performance	1 2 3 4 5 Reason: .....
2.	Language use	1 2 3 4 5 Reason: .....
3.	Pronunciation	1 2 3 4 5 Reason: .....
4.	Relationships between member	1 2 3 4 5 Reason: .....

## RENCANA PELAKSANAAN PEMBELAJARAN 4

Nama Sekolah : MA  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : 10/Ganjil  
Materi Pokok : Narrative Text (Lake Toba)  
Alokasi Waktu : 60 menit 1 X JP

### A. Kompetensi Inti (KI)

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong-royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban, terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

## B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya	3.8.1 Menjelaskan struktur teks dalam pembelajaran vocabulary melalui drama di kelas <i>speaking</i> 3.8.2 Menjelaskan fungsi sosial dari teks naratif lisan dan tulis yakni pengertian vocabulary dan macam-macamnya 3.8.3 Menerapkan vocabulary khususnya <i>verb and noun</i> yang biasa digunakan dalam script drama
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat	4.8.1 Menggali informasi rinci dari drama dan contoh drama tersebut berbentuk cerita legenda rakyat dalam pembelajaran vocabulary

## C. Tujuan Pembelajaran

1. Siswa dapat memahami materi vocabulary dengan baik
2. Siswa dapat memahami lebih jauh tentang macam-macam vocabulary, seperti noun, verb, pronoun dll. dalam drama
3. Siswa dapat menerapkan penggunaan vocabulary yang biasa digunakan dalam script drama
4. Siswa dapat mengembangkan kemampuan berbicara, kreatif, terampil dalam penerapan materi vocabulary menggunakan drama



#### D. Pendekatan Dan Metode Pembelajaran

1. Pendekatan : Collaborative Learning
2. Metode : Bermain peran
3. Model : Drama strategy

#### E. Media Pembelajaran

1. Drama
2. Kostum

#### F. Sumber Belajar

1. Kreatifitas murid kelas X IPA 2

#### G. Kegiatan Pembelajaran

Stages	Goals	Teachers' Activity	Students' Activity
Focus form instruction: Pre input	<ul style="list-style-type: none"><li>- Membangun kolaborasi siswa antar anggota kelompok</li><li>- Membangun kerja sama antar anggota kelompok</li></ul>	<ul style="list-style-type: none"><li>- Guru mengarahkan siswa untuk bersiap-siap menampilkan drama sesuai tema yang sudah mereka siapkan mereka sebelum-sebelumnya</li><li>- Guru mengingatkan kembali bahwa waktu perform mereka 4-5 menit</li></ul>	<ul style="list-style-type: none"><li>- Siswa menyiapkan penampilan drama mereka yang akan ditampilkan di depan kelas</li></ul>
Task oriented input	<ul style="list-style-type: none"><li>- Membangun <i>speaking</i> siswa melalui penampilan drama</li></ul>	<ul style="list-style-type: none"><li>- Guru mengarahkan siswa untuk menampilkan drama pendek</li></ul>	<ul style="list-style-type: none"><li>- Siswa menampilkan drama pendek mereka didepan kelas</li></ul>

	<ul style="list-style-type: none"> <li>- Membangun pelafalan siswa dalam melafalkan kosakata dengan baik</li> <li>- Membangun siswa agar tidak asing dengan kosakata yang jarang mereka temui di kehidupan sehari-hari dalam teks drama</li> </ul>	<p>mereka sesuai urutan yang sudah ditentukan sebelumnya</p> <ul style="list-style-type: none"> <li>- Guru mengarahkan siswa untuk mengumpulkan skrip drama yang telah siswa buat di pertemuan sebelumnya sebelum tampil</li> <li>- Guru mengarahkan setiap grup untuk memperhatikan kelompok lain yang sedang perform di depan kelas</li> <li>- Guru mengarahkan siswa untuk menampilkan penampilan mereka dengan maksimal dan melafalkan dialog mereka dengan benar sesuai latihan</li> </ul>	<p>sesuai urutan yang sudah ditentukan sebelumnya</p> <ul style="list-style-type: none"> <li>- Siswa mengumpulkan skrip drama mereka sebelum tampil</li> <li>- Setiap kelompok memperhatikan kelompok lain yang sedang menampilkan drama didepan kelas</li> <li>- Siswa menampilkan drama pendek mereka dengan melafalkan dialog mereka dengan baik sesuai dengan latihan yang dilakukan di pertemuan sebelumnya</li> </ul>
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		yang sudah di lakukan di pertemuan berikutnya	
Post input	- Memperkaya pemahaman siswa melalui pembelajaran vocabulary menggunakan media drama	- Guru memberikan umpan balik dan ulasan tentang perform dari masing-masing grup yang sudah mereka tampilkan	- Siswa menerima umpan balik dan ulasan dari guru tentang tampilan drama pendek yang sudah mereka tampilkan sebelumnya

## H. Penilaian

### Teknik penilaian

1. Penilaian sikap : karakter, santun, kreatif, ketelitian, keaktifan, dan tanggung jawab
2. Penilaian pengetahuan : kosakata verba dalam skrip drama
3. Penilaian keterampilan : membuat paragraf reflection dengan menggunakan kosakata verb dan sesuai dengan pengalaman mereka bermain drama di aktifitas belajar mereka

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Kepala MA

Guru Mata Pelajaran

( Zaenal Arifin S.Pd.I. )

( ..... )

## LAMPIRAN 4: THE FOURTH DAY

### Activity 1: The day for performance

In this section, each group perform their short drama between 4-5 minutes in front of class. Before they showing their performance each group collect their script drama to the teacher and each group perform based on theme they get.

### Activity 2: Feedback and review

In this section, after the group showing their performance, teacher give feedback and review based on their short drama practice.

### Ex: Assessment

No.	Group	Pronunciation and Fluency	Post Assessment
1.			
2.			
3.			
4.			

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## RENCANA PELAKSANAAN PEMBELAJARAN 5

Nama Sekolah : MA  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : 10/Ganjil  
Materi Pokok : Narrative Text (Lake Toba)  
Alokasi Waktu : 60 menit 1 X JP

### A. Kompetensi Inti (KI)

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong-royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban, terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

## B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya	3.8.1 Menjelaskan struktur teks dalam pembelajaran vocabulary melalui drama di kelas <i>speaking</i> 3.8.2 Menjelaskan fungsi sosial dari teks naratif lisan dan tulis yakni pengertian vocabulary dan macam-macamnya 3.8.3 Menerapkan vocabulary khususnya <i>verb and noun</i> yang biasa digunakan dalam script drama
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat	4.8.1 Menggali informasi rinci dari drama dan contoh drama tersebut berbentuk cerita legenda rakyat dalam pembelajaran vocabulary

## C. Tujuan Pembelajaran

1. Siswa dapat memahami materi vocabulary dengan baik
2. Siswa dapat memahami lebih jauh tentang macam-macam vocabulary, seperti noun, verb, pronoun dll. dalam drama
3. Siswa dapat menerapkan penggunaan vocabulary yang biasa digunakan dalam script drama
4. Siswa dapat mengembangkan kemampuan berbicara, kreatif, terampil dalam penerapan materi vocabulary menggunakan drama

#### D. Pendekatan Dan Metode Pembelajaran

1. Pendekatan : Collaboratie Learning
2. Metode : Tugas individu
3. Model : Drama strategy

#### E. Media Pembelajaran

1. Papan tulis
2. Kertas
3. Bolpoin

#### F. Sumber Belajar

1. -

#### G. Kegiatan Pembelajaran

Stages	Goals	Teachers' Activity	Students' Activity
Focus form instruction: Pre input	<ul style="list-style-type: none"><li>- Membangun pemahaman siswa tentang pembelajaran vocabulary melalui drama yang sudah mereka kerjakan di pertemuan sebelumnya</li><li>- Memperkaya vocabulary siswa dan sekaligus membangun <i>writing skill</i> siswa</li><li>- Membangun siswa untuk</li></ul>	<ul style="list-style-type: none"><li>- Guru membimbing siswa untuk melakukan kegiatan apersepsi</li><li>- Guru mengajak siswa untuk membuat paragraf refleksi yang berisi tentang pengalaman selama mengikuti pembelajaran vocabulary melalui media drama yang</li></ul>	<ul style="list-style-type: none"><li>- Siswa melakukan kegiatan apersepsi tentang drama pendek yang sudah mereka tampilkan di pertemuan sebelumnya</li><li>- Siswa membuat paragraf refleksi yang dikerjakan masing-masing siswa</li></ul>

	berkreativitas dalam membuat reflection	sudah mereka tampilkan di pertemuan berikutnya	
Task oriented input	<ul style="list-style-type: none"> <li>- Membangun berfikir, menulis, dan berbicara siswa</li> </ul>	<ul style="list-style-type: none"> <li>- Guru meminta saling membantu jika ada teman sekelompok yang kesulitan dalam mengerjakan paragraf refleksi, karena tema drama mereka sama dalam satu kelompok</li> <li>- Guru meminta siswa untuk menyebutkan pengalaman mereka selama belajar vocabulary melalui media drama di dalam paragraf refleksi siswa</li> <li>- Guru minta siswa untuk menyebutkan pengalaman siswa selama belajar kelompok dengan</li> </ul>	<ul style="list-style-type: none"> <li>- Siswa membantu teman sekelompok yang kesulitan dalam membuat paragraf refleksi</li> <li>- Siswa menyebutkan pengalaman mereka selama belajar vocabulary melalui media drama di dalam paragraf refleksi siswa</li> <li>- Siswa juga menyebutkan pengalaman belajar dengan teman sekelompok selama pembelajaran</li> </ul>



		<p>kelompok mereka selama pembelajaran</p> <ul style="list-style-type: none"> <li>- Guru meminta siswa untuk menilai metode pembelajaran yang digunakan guru untuk membangun dan memperkaya vocabulary siswa melalui media drama</li> <li>- Guru meminta siswa untuk memberi kesimpulan di paragraf akhir mereka dan saran berdasarkan pengalaman mereka</li> </ul>	<ul style="list-style-type: none"> <li>- Siswa memberi penilaian yang dimasukkan dalam paragraf refleksi mereka untuk metode yang digunakan oleh guru</li> <li>- Siswa menyebutkan kesimpulan di paragraf akhir refleksi berdasarkan pengalaman mereka</li> </ul>
Post input	<ul style="list-style-type: none"> <li>- Menilai perkembangan dan pemahaman siswa terhadap pembelajaran sebelumnya dan mengeksperikan pengalaman mereka selama</li> </ul>	<ul style="list-style-type: none"> <li>- Guru mengarahkan siswa untuk membaca hasil paragraf mereka perwakilan masing-masing kelompok</li> </ul>	<ul style="list-style-type: none"> <li>- Siswa mendengarkan hasil refleksi teman yang telah dibacakan oleh perwakilan kelompok</li> <li>- Semua siswa mengumpulka</li> </ul>

	pembelajaran	- Guru mengarahkan siswa mengumpulkan hasil paragraf refleksi siswa	n lembar kerja refleksi kepada guru
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## I. Penilaian

### Teknik penilaian

1. Penilaian sikap : karakter, santun, kreatif, ketelitian, keaktifan, dan tanggung jawab
2. Penilaian pengetahuan : kosakata verba dalam skrip drama
3. Penilaian keterampilan : membuat paragraf reflection dengan menggunakan kosakata verb dan sesuai dengan pengalaman mereka bermain drama di aktifitas belajar mereka

Kepala MA

Jember, Agustus 2022

Guru Mata Pelajaran

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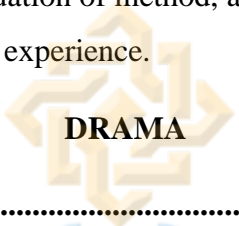
( Zaenal Arifin S.Pd.I )

( ..... )

**LAMPIRAN 5: THE FIFTH DAY**

**Activity 1: Reflection**

In the fifth meeting, each student make a paragraph reflection based on their experience learn vocabulary through short drama. The content of paragraph includes: Students experience while learning vocabulary through short drama, students experience with their member in group when learning in class, students give critical and comment evaluation of method, and in the last paragraph students write conclusion based on their experience.



**DRAMA**

**Drama is about .....**

**..... Learning drama is good because.....**

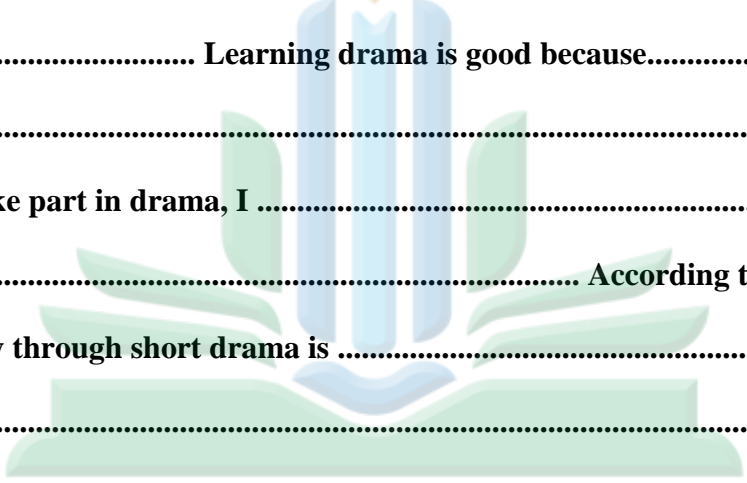
.....

**When I take part in drama, I .....**

**..... According to me, learn**

**vocabulary through short drama is .....**

.....



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## Appendix B

### Matrix of Research

TITTLE	VARIABLE	SUB VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHOD	RESEARCH PROBLEM
Exploring secondary school students' vocabulary learning experience in drama based speaking classroom	<ol style="list-style-type: none"> <li>Experience</li> <li>Speaking skill</li> </ol>	<ol style="list-style-type: none"> <li>Assigning roles</li> <li>Difficult words</li> </ol>	<ol style="list-style-type: none"> <li>Identify verb and noun</li> <li>Script drafting</li> <li>Rehearsal</li> <li>Drama performance</li> </ol> <p>Verbs and Nouns</p>	<ol style="list-style-type: none"> <li>Classroom observation</li> <li>Document Analysis</li> <li>Semi-structured interview</li> </ol>	<ol style="list-style-type: none"> <li><b>Research approach:</b> Qualitative approach</li> <li><b>Types of research:</b> Case study</li> <li><b>Technique of data collection:</b> Observation, document analysis, interview</li> <li><b>Data analysis:</b> Transcription and thematic analysis</li> </ol>	How do the students' feeling during the speaking by using drama?

## Appendix C

### Journal of Research

JOURNAL OF RESEARCH				
No.	Date	Activity	Informant	Signature
1.	2nd of September 2022	Sending a permission letter to doing research to the school	Head master of MA Al-Amien	
2.	3rd of September 2022	Asking schedule to observation in tenth grades	English teacher of tenth grades	
3.	8th of September 2022	Classroom observation	Students of 10 IPA 2	
4.	10th of September 2022	Classroom observation	Students of 10 IPA 2	
5.	22nd of September 2022	Classroom observation	Students of 10 IPA 2	
6.	24th of September 2022	Classroom observation	Students of 10 IPA 2	
7.	3rd of Oktober 2022	Interview one of students of 10 IPA 2	Students of 10 IPA 2	
8.	3rd of Oktober 2022	Interview one of students of 10 IPA 2	Students of 10 IPA 2	
9.	3rd of Oktober 2022	Interview one of students of 10 IPA 2	Students of 10 IPA 2	
10.	3rd of Oktober 2022	Interview one of students of 10 IPA 2	Students of 10 IPA 2	
11.	15th of November 2022	Asking research's finished letter	Administration of MA Al-Amien	

Jember, 15th of November 2022  
English teacher of MA Al-Amien



## Appendix D

### Surat keterangan selesai penelitian

	<b>YAYASAN PONDOK PESANTREN AL AMIEN</b> SK MENKUM HAM RI NO. AHU.01.04 TAHUN 2016 <b>MADRASAH ALIYAH AL AMIEN</b> AKREDITASI : A NSM : 131235090077    NPSN : 60728109    LATITUD : -8363600    LONGTITUD : 113.601400 Alamat : Jl. K. Masduqi Sabrang Ambulu Jember No. Telp (0336) 883957 Kode Pos 86172
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**SURAT KETERANGAN**  
Nomor : KM.044/13.32.538/A.02.3/11/2022

Yang bertanda tangan dibawah ini :

Nama : Zaenal Arifin, S.Pd.I  
Jabatan : Kepala Madrasah  
Unit kerja : Madrasah Aliyah Al Amien Sabrang Ambulu

Menerangka bahwa data siswa berikut :

Nama : Arini Habibatun Nisa'  
NIM : T20186086  
Universitas : Universitas Islam Negeri KH. Achmad Siddiq Jember  
Fakultas : FTIK (Fakultas Tarbiyah dan Ilmu Keguruan)  
Jurusan : Tadris Bahasa Inggris

Telah melaksanakan penelitian di **Madrasah Aliyah Al Amien Sabrang, Ambulu, Jember** mulai 08 September 2022 sampai dengan 24 September 2022 untuk memperoleh data guna penyusunan Tugas Akhir Skripsi dengan judul "**Exploring Secondary School Students Vocabulry Learning Experience In Drama Based Speaking Classroom**".

Demikian surat keterangan ini, apabila dikemudian hari terdapat kekeliruan akan kami perbaiki sebagaimana mestinya

Ambulu, 15 November 2022  
Kepala Madrasah  
  
Zaenal Arifin, S.Pd.I

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JEMBER

## Appendix E

### DECLARATION OF AUTHORSHIP

The undersigned below:

Name : Arini Habibatun Nisa'  
Place, date of birth : Jember, 30 Juli 1999  
Address : Ds. Pontang, Kec. Ambulu, Kab. Jember  
Faculty : Education and Teacher Training  
Program : English Education

State that thesis entitled **“Exploring Secondary School Students’ Vocabulary Learning Experience In Drama Based Activities In Speaking Classroom”** is truly my own work. Except for those cited in the quotation and biography, it does not include any writings or publications that have already been authored or published by another individual. And the only person accountable if anyone objected is me.

Jember, 14 November 2022

Author

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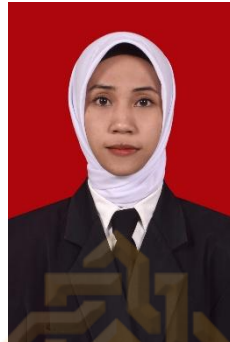


Arini Habibatun Nisa'

SRN T20186086

## Appendix F

### CURRICULUM VITAE



#### Personal Information

1. Full name : Arini Habibatun Nisa'
2. NIM : T20186086
3. Gender : Female
4. Place, date of birth : Jember, 30 July 1999
5. Address : Ds. Pontang, Kec. Ambulu, Kab. Jember
6. Religion : Islam
7. Department Major Courses : FTIK / English Department
8. Email address : [arininisa222@gmail.com](mailto:arininisa222@gmail.com)

#### Educational background

1. 2003-2005 TK Al-Hidayah 68
2. 2005-2012 SDN Pontang 01
3. 2012-2015 SMPN 01 Ambulu
4. 2015-2018 MA Al-Amien Ambulu