

**THE EFFECTIVENESS OF TEACHING ENGLISH
USING SOCIO DRAMA TO INCREASE THE
VOCABULARY OF THE STUDENTS OF MTs
ABDULLOH SUKOANYAR MOJO, KEDIRI**

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ABSTRACT

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English as a second language has four skills namely listening, speaking, reading, and writing. In addition, there are three language components; those are grammar, vocabulary and speaking. Vocabulary also a central to a language and has great significance to language learner. Socio dramas are the one of education methods. Socio drama is a way of simulating some problem around the student in order to explore and to solve that problem. Socio dramas are good method to learn foreign language to young learner because it challenging, entertain, and educate. This research tries to investigate the effectiveness of teaching English using socio drama to the students' achievement at Mts Abdulloh Sukoanyar Mojo. The researcher divided the samples into two groups as experimental and control group by randomized. The experimental group was thought by socio drama and the control group was thought in conventional method. The research problem of this research is the students being taught using socio drama have better achievement than the students being not using socio drama. The objective of this research is to know whether the students being taught using socio drama have better achievement in English than the students being not taught using socio drama.

This research uses quantitative experimental, and the samples are students of the eight graders exactly in class B. The experimental group and control group each consists of 17 students. The data are obtained by using achievement test consisting of the pre-test and post- test. The data collection method using in this research is giving test. the data got are analyzed by using t-test formula.

The result shows that the t- statistic (4.59) of the research is higher than the t-table (1.69) with the degree of freedom 32. It means that there is a significance effect of using socio drama on students' vocabulary achievement at the eight year students of MTs Abdulloh Sukoanyar Mojo in the 2013/2014 academic year. So, it can be concluded that the use of socio drama on students' vocabulary achievement is recommended. By using socio drama in vocabulary classrooms, the teachers can change the atmosphere of teaching and learning that enable students to enjoy the vocabulary process in the class.

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