CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research problem, objective of study, hypothesis of study, significance of study, scope and limitation, and the definition of key terms.

A. The Background of the Study

Education is important thing since for hundreds years. Education make people know everything and have problem solving. Educations develop every year. Many years ago education was use monotone teaching process. Teacher is centre for education, everything depends on the teacher and book is one media in teaching learning process. Education in the past using monotone process, teachers give explanation than students listen and write down the explanation in the book.

Nowadays we called era modern, everything develop be fast, include technology. The era where technology develops make human life easier. Technology progressing is something can not avoid in the life because technology progressing stand beside knowledge progressing. New innovations create to give positive useful for human life. Give much useful to make human life better as new way to life. Technology progresses also give wonderful useful for modern education.

Developing technology include develop in education also. Develop technology make teaching learning process easier. Teacher not as centre of the education, Education may happen every time, everywhere.

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. Ghazal states that vocabulary learning is one of the major challenges for foreign language learners.[1] Vocabulary also a central to a language and has great significance to language learner.

There are several methods which are used by teacher for teaching vocabulary such as role playing games, puzzle, songs, discussions, etc. The methods should be interesting to interest student in learning process. One of the teaching methods in teaching vocabulary is socio drama method. It seen as an active learning process because the student will learn more trough. Socio Drama is a way of simulating some problem around the student in order to explore and to solve that problem together.[2]

The writer choose Socio Drama as the way to teach English vocabulary especially for junior high school students exactly for eighth because the program has condition as educative, entertain and the writer thinks this method is unique. May be this method is rare using.

The researcher thinks that it is one of contribution to make an effective class, but the researcher also find the student's difficulties in English lesson;

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[1] Vocabulary learning strategies; Online ; http:/www.novitasroyal.org/Ghazal.pdf.
[2] Arts Education: Online: http:/www.arts.sociodrama.html

hopefully Socio Drama can improve student's ability especially in vocabulary. So in this study the researcher gives the title: **The Effectiveness of Teaching English Using Socio Drama to Increase the Vocabulary of the Students` of MTs Abdulloh Sukoanyar Mojo, Kediri.**

B. **The Research problem**

In doing this research, there is problem of study taken; problem of study directs the researcher to find the answer of the case researched. The problem this research is:

1. How is the vocabulary of the students of MTs Abdulloh Sukoanyar Mojo, Kediri?

2. How is the vocabulary of the students of MTs Abdulloh after being taught using Socio Drama?

3. Does using Socio Drama Effective to increase the vocabulary of the students of MTs Abdulloh Sukoanyar Mojo, Kediri?

C. **The Objective of the Study**

A research is carried out to develop science and to invent some new method. The objective of the research is to find the answer or conclusion the researcher wants to get after research activity is completely done In line with the problem of study. The objective of this research is:

1. To know the students ability in vocabulary before using Socio Drama method

2. To know whether the students being taught using sociodrama have better vocabulary than the students being not taught using sociodrama.

3. To know whether Socio Drama is effective in increasing students` vocabulary or not.

D. The Hypothesis of Study

Hypothesis is a tentative explanation for certain behaviors, phenomena or evens that have occurred or will occur.[3] The hypothesis of this research is "the students who are taught by using sociodrama is more effective vocabulary than the students who are not taught by using sociodrama".

E. The Significance of the Study

The significance of this thesis is expected to give some valuable contribution to students and teacher, especially in teaching English, such as:

1. Students

Students are expected get a better way to understand the lesson and give motivation from them to get better achievement. The students also should be memorizing easily the new vocabulary that they get by using this way. By using socio drama, the researcher expected to create nice English lesson so the students are not bored and the students usual to use socio drama in their activities.

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[3] L.R. Gay. *Educational Research: competencies for analysis and application* (New York: MacMillan Publishing Company,1992), 66.

2. Teacher

The teachers are expected could find another innovative method to teach English so the student's like to study English. The study is hoped useful for the English teacher to improve their teaching learning process or to stimulate their students in learning vocabulary. The teacher can use good method to prepare to be professional teachers to teach in junior high school and motivate the students to learn their English material.

3. The Reader

The reader expected find new method in teaching English especially in improving vocabulary method and create other new innovation in teaching English. Reader the also expected does no find any difficulties in understanding the vocabulary by using socio drama.

F. The Scope and Limitation

In order to make the problem not too wide to observe, the researcher likes to make a kind of confine. Because it makes the researcher easier to organized and analyzed the problem researched.

Furthermore, the subject of the study was only taken from eight graders at MTs Abdulloh Sukoanyar Mojo, Kediri. The scope taken by the researcher is the strategy in teaching learning process using socio drama.

Limitation this research is socio drama focus is in vocabulary. The vocabulary taken in this method is discussed about Holiday.

G. The Definition of Key Terms

It is possible that the same terms may be used by different researcher to refer different concepts, the following key terms need defining, so that there will not be any misinterpretation, the key terms are:

1. Effective

Effective is producing the result that is wanted or intended.[4] Researcher tries to use new method using socio drama and the different result between before treatment and after treatment become the conclusion of this research.

2. Socio drama

Socio drama is dramatic play which several individuals act out assigned roles for the purpose of studying and solving problem in group or collective relationship.[5] It used by the writer to make student more interesting in learning English vocabulary.

4. Vocabulary

Vocabulary means all the words that a person knows or uses, all the words in a language, List of words with their meanings especially in a book for learning a foreign language.[6]The vocabularies talking about in this context are about announcement as new words who have to memorize by the students are studying foreign language.

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[4] *Oxford l earner's pocket Dictionary New Edition.*(New York: Oxfort university pres,2005),138.
[5] Ron Wiener, online:http//www.arts/sociodrama/brief online.html
[6] *Oxford learner's pocket Dictionary New Edition.*(New York: Oxfort university pres,2005),482.