

CHAPTER II

REVIEW OF RELATED LITERATURE

The review of literature has purpose to review of related literature. This chapter discusses about: The English vocabulary, The purpose of learning vocabulary, Socio Drama, Socio Drama as Teaching Method, Format of Socio Drama, Technique of Socio Drama, The Advantages of Socio Drama, The Disadvantages of Socio Drama, and Socio Drama to increase Vocabulary.

A. The English Vocabulary

Vocabulary is the most important side in a language. There are no languages in the world without vocabulary. Vocabulary is more than just nouns.¹ Vocabulary certainly consists of word and meaning. According O'Dell there are two category of vocabulary such as active vocabulary and passive vocabulary.

Active vocabulary is a new English word which students need to understand and also use by them.² From the statement above we may know even though the students learn English directly, they may find a new word in daily communication. Passive vocabulary is a word that you do not know whether they read or not.³ From the statement above we may know passive

¹ David Nunan, *Practical English language Teaching* (New York; Mc Graw Hill,2006), 121.

² Martin H. Manser, *Oxford Learner's Pocket Dictionary* (London: San FraniscoState Unite,1980)

³ Felicity O'Dell, *English as a foreign Language* (Ne York: Longman Publishing,1996), 47.

word find in their lesson book or just guess the meaning of the word from some question.

The foreign language students need to learn what words mean and how they are used in sentences. Without a sufficient vocabulary we can not communicate effectively or express our ideas in oral or written activities. When the learners do not know how to enrich their vocabulary, they often gradually lose interest in learning.⁴

Vocabulary development is an important aspect of language development. Teachers hope may give suitable and useful vocabulary. Useful words are words the students` are interest and intriguing. Teaching vocabulary is parts teach by stimulus of comprehension based methods such as the natural approach.⁵ At the medium level and junior high school it certainly seems a good idea to provide sets of vocabulary which students can learn. Teaching English vocabulary to young learners becomes something new for them because it is different from their native language. They have not known the foreign language system yet or even use them as their daily language to communicate with each other. Therefore the process teaching learning of English could not be the same as the other subject; because, the Principle of teaching learning of English is different with the other subject so teacher have to use interesting method to show the new language.

⁴ Endang Fauziati, *Teaching of English as a foreign Language*(Surakarta; Muhammadiyah University Press,2005), 155.

⁵ David Nunan, *Language Teaching Methodology* (Maylands Avenue: Prentice Hall Int, 1991) 117

“If the students find what they are studying interesting they will absorb much more and retain much more than they will if they are only studying because they have to”.⁶

From the statement above, the researcher concludes that vocabulary is the most important side in a language. It means that vocabulary is basic competence of language. The students are bored and lazy to learn English when they have a little vocabulary, but in contrast the students have much vocabulary have great chance. Because of these introduce the vocabulary to the students is very important.

B. The Purpose of Learning Vocabulary

To learn something people have to know the purpose of the things they learn, in this case the purpose of learning vocabulary is to help the learners easier in expressing the idea because the vocabulary is all of the words contained in a language ,the word property owned by speaker or a writer. Learning language not only prepare the material as much as possible, but the major provides training to the students how to use language who has taught it actively, whether oral or written form. Many definition of the purpose of learning vocabulary can be found from the experts:

“Learning vocabulary helps us express our ideas precisely in communication. We often believe that need a large number of word to master English language well it is not always wrong because we are hope to realize that without a certain amount of vocabulary, it seems is quite impossible to use language precisely and vividly. We sometimes

⁶ Healy,Deborah.2000.*Approaches of Teaching Vocabulary*.*English Language Institute Technology*. Tip of the Month. <http://www.oregonstate.edu/dept/eli/feb/2000.html> access april 2013.

have difficulties; in understanding the meaning of the word, in differentiating the word form, and applying the word in a sentences”.⁷

Indonesian National Education Department also pointed about learning vocabulary:

“In accordance essentially language learning, learning vocabulary not taught the words or phrases separated off, but was involved in discourse context, with regards to subjects and also related with specific areas as an example of the discourse on the theme games. In order to achieve optimal learning outcomes vocabulary, teachers need to equip their students with words related particular field. In every field of science used special words. Vocabulary enrichment effort needs to be done continuously and can be obtained through certain areas”.⁸

From the description above it can be conclude that vocabulary understanding is very important as one means to understand the language of relationship with its context, both the Indonesia and English context. The students are able to communicate both verbally or in writing. To achieve the students need in Arm ability adequate mastery of vocabulary to make students to communicate optimally. Therefore, the words related in specific areas to the students are the words round them like nouns, verbs, adjective and adverbs.

C. Socio Drama

Socio Drama is a method for exploring the conflicts and issues in social roles. it is an extension of psychodrama, a method developed by J.L. Moreno, M.D. (1889-1974), a psychiatrist who invented these methods in the later 1930s and early 1940s. Moreno was also a pioneer in the fields of

⁷ A.M. Zainuri, vocabulary 1, (Jakarta: English Department, 2003), p. 1.

⁸ Depdiknas, Peraturan Menteri Pendidikan Nasional, No 22 tentang Kerangka Dasar dan Struktur Kurikulum Bahasa Inggris SMP dan MTs, (Jakarta :2003), p. 35.

group psychotherapy, social psychology, improvisational theory, and the philosophy and theory of spontaneity and creativity.⁹

Sometimes there are many logic psycho events which difficult to explain orally, so that it seems need to explain it by action. In this case, the students' participation is being the important part. Socio Drama method is the way to teach which give chance for student to play the role in social live.¹⁰ Such as role play, in Socio Drama, student can be built in order to be competent. So the student can act their manner or facial expression and social relation among human being, Socio Drama is learning technique by using expression.¹¹

In Socio Drama method students usually become an actress or actor to auto play all events or conditions related to their subject. In this technique students are active in playing or them just being an audience and giving feedback about the problem in drama. Socio Drama is concerned with social learning in a group; the student can explore larger system, in society organization, institution and human system. So that, the student can learns to analyze system and to be change agent.

Teacher use this method in order that students can understand others' feeling or tolerance, as we know that, there are many dispute among people in social life cause of misunderstanding . besides that, the students can

⁹ Blatner Adam, MD.,TEP, *Reflections on Socio Drama*,
<http://www.blatner.com/adam/pdntbk/sociodrama.html> Accessed. April 13

¹⁰ Syaiful Bahri Djamarah, *Guru dan Anak Didik Dalam Interaksi Edukatif*, (Jakarta: Rineka Cipta. 2000), p. 200

¹¹ Usman Basyiruddin and Asnawir, *Media Pembelajaran*. (Jakarta : Ciputat Pers. 2002)p.105

learn the character of another, how to associate with another, the way to close by and relate with another, in that situation they should be able to solve their problem, should be able to solve their problem, should have argument, defend their argument and looking for solution and should be able to take conclusion.

D. Socio Drama as a Teaching Method

This method allows the audience to identify issues and possible solutions for the patients, families, and staff by combining the case study approach with role plays. Socio Drama is a Method by which group of individuals by some specific social situation common to their experience¹². In doing socio drama among people with different views. It also effective in clarifying values, developing social skills, solving problems, diagnosing an organization, developing and rehearsing action plans or improving personal effectiveness and awareness.

Sociodrama is a powerful teaching strategy that combines a case study approach with traditional role-play methodology to illustrate critical issues in end-of-life care. Building on principles of adult learning and communication skills, the sociodrama method enables the skilled facilitator to draw on the learner's past experiences as resources for teaching and reflective practice.¹³

¹² Moreno, Online:<http://MPV/SAM/Psychodrama.html>. Accessed. April 13

¹³http://www.researchgate.net/publication/11752679_Sociodrama_a_teaching_method_for_expanding_the_understanding_of_clinical_issues , accessed april 13

Socio Drama can be one of the teaching methods in increasing vocabulary. Many students who have enough knowledge about English. Unlike simple role playing, socio drama employs many special action methods to deepen and broaden the enactment. The modality is a group interaction process used to assist all types of population in meeting specific group goals. The method draws upon a person's ability to learn with their whole body and mind

E. Format of Socio Drama

The time allocated for a socio drama depends on the structure of the conference, with one scene depiction requiring a minimum of 30-60 minutes. If additional topics are to be addressed, extra time is allocated for set changes and guided audience discussion.

A typical socio drama begins with a short introduction of the topic to be presented and may include deducted content. The time frame varies with the amount of material to be presented but is usually kept to less than 15 minutes. If needed, a short statement that helps set the scene may be provided.

The stage direction for socio drama can also be flexible. If the scene is being performed on a riser in front of the audience, the facilitator may stand to the side or on the floor directly in front of the audience in order to create a visual separation from the stage.¹⁴

¹⁴ Cindy Jones, R.N.,M.S.,A.O.C.N. Online : http://sociodrama/teaching_method. Accessed: April 2013

F. Technique of Socio Drama

According to Roestiyah N.K there are some techniques in performing socio drama as follows:

1. Teacher explains and introduce this technique to students, that by socio drama student are expected to solve their problem related to social actual relation in society, than teacher points some students who will play the role, each of them looking for the problem solving suitable with their role and other student being a audience who have their own assignment.
2. Teacher chooses the urgent problem, in other to take back students' interest. They should be able to explain attractively, so that students being stimulate try to solve the problem.
3. In other student can understand, teacher should be able to tell while set up the first scene.
4. If there is student voluntary to play, teacher had better to response and consider weather he is able or not to play.
5. Teacher explains to the student carefully so that they know their role, keep in hand the problem good act facial expression or in dialogue.
6. Student who do not participate should be an active audience, beside listen and watch they should give some suggestion and critic after socio drama finish.
7. When socio drama in climax situation, it should be stooped, in other to the possibility of problem solving can be discussed prevalently.¹⁵

¹⁵ Roestiyah N.K. *Strategi Belajar Mengajar*, (Jakarta : Rineka Cipta.2001),. p.32

G. The Advantages of Socio Drama

According to Asnawir and Usman, the advantages we can get from socio drama in teaching learning process as follows:

1. Show off students' expression in interesting activity.
2. To impulse activity, initiative and students creativity so that they can actively in their subject
3. Understand the content of story, because they come along to play the role
4. Help the students to lose their disgrace, humble, reticent and their gloomy
5. To raise their cooperation each other and raise their trust.¹⁶

By these techniques, students are more interest to their subject, because social problem give the advantages to them. They play their own role; they can understand the social problems easily.

H. The Disadvantages of Socio drama

According to Djamarah that the disadvantages we can get from socio drama in teaching learning process as follows:

1. Most of children who don't join playing drama became less active
2. Many times are finished for prepared and showed
3. The other class is often disturbed by players' voice and audience who claphands and other attitude.¹⁷

¹⁶ Usman Basyiruddin and Asnawir, *Media Pembelajaran*. (Jakarta : Ciputat Pers.2002) p.43

I. Socio Drama to Increase Vocabulary

Considering how important one teacher should make classroom activity enjoyable, active, good atmosphere, and full or more exposure to language input and more choice to practice language, teacher needs to develop teaching strategies. One of the strategies is uses Socio Drama. So, to reach the objective of Socio Drama, technique, some important aspects should be considered. Another reference explains that;

Socio Drama is becoming more appropriate in our school today, because recently there appears to be a significant movement of youth who are posing basic challenges to existing values and traditional approaches to learning. These young people appear to be attempting to create new life styles in order to preserves their individual identities. In addition, there are increasing demands for all persons to participate more actively in social, cultural, and political programs designed to improve the quality of American life.¹⁸

So the researcher used this technique Socio drama in increase vocabulary because teacher needs to use new method in teaching and learning process so that the teacher can create an interesting material for students. By implementing Socio Drama the students get new vocabulary, it can increase their vocabulary in English.

¹⁷ Syaiful Bahri Djamarah, *Guru dan Anak Didik Dalam Interaksi Edukatif*, (Jakarta: Rineka Cipta. 2000),p.201

¹⁸ Michels T..J, Hatcher C. Nolan, *Sociodrama in the classroom- A different approach to learning*, Auburn University.
<http://www.jstor.org/discover/10.2307/40365646?uid=3738224&uid=2129&uid=2&uid=70&uid=4&sid=21104254448953>. Accessed, April 13