

# CHAPTER I

## INTRODUCTION

### **A. Background**

Teaching vocabulary to young learners requires special handling because they can become bored and lose interest in learning. As stated by (Harmer, 2007; Jones, 2015), “young learners have a limited attention span; unless activities are extremely engaging, they can get easily bored, losing interest commonly notice that they cannot get easily bored, losing interest after ten minute or so (p. 82), teaching English in primary school is essential since it provides them English language skills in the golden age and the age that children can learn anything easily”. Moreover, (Ur,1991; Yow and Li (2015) stated that “teachers commonly notice that they cannot get children to concentrate on certain learning activities as long as they can get adults to do so, so children will spend hours absorbed in activities that really interest them. (p.288). Additionally, students can easily learn and memorize things during this period. To acquire a language, vocabulary is one of the language components students need to comprehend”. It has been proven that young learners get bored easily and quickly lose interest. Additionally, it is difficult to concentrate on learning. Therefore, the teacher should make special efforts to make the student concentrate, focus, and be interested in learning, so that the student enjoys the learning process well.

In Indonesia, especially in Tasikmalaya there is a Junior High School that has a distinctive curriculum: teaching English language through drama, by using the drama method, it can improve the vocabulary of students and the creativity of young learners to process vocabulary and attract students, so students never bored to learn new vocabulary. Terms used to describe drama for educational purposes include developmental drama (Cook, 1917) and creative dramatics (Ward, 1930). Moreover, (Freeman, Sullivan and Fulton, 2003; Wiston, 2012) stated that “The literature relative to drama supports the use of creative drama as the preferred term for dramatic experiences that are designed for development of participants rather than for preparing participants for performance before an audience.” used drama to address the variety of pupils’ English learning backgrounds in a Taiwanese primary school and found advantages in terms of emotional and physical engagement, as well as spontaneous, interactive target language use through play. In addition, drama is very important for learners to practice pronunciation in their vocabulary. Therefore, the benefits of using creative dramas are one of the main concerns in L2 teaching for young learners.

According to (Demircioglu, 2010; Yow & Li, 2015) a. Additionally, students can easily learn and memorize things during this period. To acquire a language, vocabulary is one of the language components that students need to comprehend: the ability to implement drama to make students learn new words in a context; they listen to

different stories in the presentation of new words. Thus, memorizing new vocabulary items is very difficult for young learners who have different learning styles and dominant intelligences. However, they are not supposed to memorize words in isolation through drama. They are involved in contextualized learning processes, both intellectually and emotionally. Teaching vocabulary to young learners through drama also makes students more competent in vocabulary and makes students interested in learning English; drama can also improve vocabulary for young learners to practice pronunciation.

According to a previous study, teaching vocabulary to young learners through drama activities is a highly efficient technique, which is supported by the results obtained. This study focuses on EFL teachers teaching vocabulary through dramas. Thus, the findings of the previous study show that teaching vocabulary to young learners through drama is more effective than using traditional vocabulary teaching methods. This result is in line with the results of similar national and international studies, and the findings of the study support those of previous studies. The findings agree with the findings of the effectiveness of teaching through drama on third graders' achievement in English as a foreign language, and that vocabulary knowledge is an essential aspect of young learner language development. Elementary schools are the first places for students to learn English formally. Also, the students learn the necessary thing in English, which is English vocabulary. Vocabulary must be

mastered first because it is an essential means of conducting communication (Aynal, 1989; Wenyuan, 2017).

The immediate benefit of using dramatic activities with L2/FL students is that they acquire and practice new vocabulary and grammatical structures. Equally important, the affective filter is lowered; increases in self-esteem, self-confidence, and spontaneity often result from theatre activities in the classroom, thus reducing inhibitions, feelings of alienation, and sensitivity to rejection (SL Dodson-Texas papers in foreign language education, 2000). The potential drawback of using drama is that most of the language-teaching world does not embrace drama as a language-learning technique (SL Dodson-Texas Papers in Foreign Language Education, 2000; Rew and Moon, 2013). In addition, we investigated the use of scripted play—a kind of dramatized storytelling among Korean primary school students—in learning targeted English expressions. *Journal of English Teaching*, Volume 5 (2), June 2019 129 The results indicated that (1) English drama was effective to employ for learning specific English expressions; (2) both male and female students got similar benefits; (3) drama was beneficial for both students with high and low English proficiency; and (4) students can use the expressions learned in drama in different situations. Some possible drawbacks include refuting or offering suggestions for mitigation, including students' backgrounds, teacher preparation, and the perception of drama as not serious.

**B. Research Question**

What are the benefits of teaching English through drama?

**C. Operational Definitions**

To avoid misinterpretation, the operational definitions of each keyword are as follows:

1. Drama: Drama as a teaching technique promotes the long-term retention of vocabulary. Thus, drama as a teaching technique creates supportive intellectual and emotional environments that encourage students to apply their communication skills and encourages them to take risks.
2. Vocabulary: Vocabulary as a teaching method that leads students to hone their word processing skills become broader and to know more new vocabulary and hone their memorizing skills.
3. Young learners: Young learner as a participant, young learner here will get to know more new vocabulary by using teaching through drama.

**D. Aims of the Research**

The present study aims to investigate the teacher to determine whether drama has an extended impact on young learners' vocabulary teaching. It also covers the results of drama implementation and concludes by providing suggestions and implications.

## **E. The Use of the Research**

### **1. Theoretical Use**

Theoretically, immediately in imaginary worlds, they can act out a role and engage in ‘pretend’ activities. They really appreciate the use of drama when they are taught a new vocabulary item, along with other aspects of language. Memorizing new vocabulary items is very difficult for young learners with different learning styles and dominant intelligences.

### **2. Empirical Use**

The study provides empirical information through drama; they are not supposed to memorize words in isolation. They are involved in contextualized learning processes, both intellectually and emotionally.

### **3. Practical Use**

This study will be helpful and contribute to further research in the field of vocabulary teaching. Practically, this study provides a general description of the conditions of English vocabulary teaching at the primary level.