

ABSTRACT

Fauzi, Yuda Buldan. 2020: Teacher's and Students' Perception About the Contribution of Drama as A Final Project of An English Classroom to Enhance the Students' Vocabulary Acquisition. A Paper. English Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Gunung Djati Bandung.

This study reports the teacher's and the students' perception about the contribution of English drama in enhancing students' vocabulary acquisition. Vocabulary becomes an essential aspects of mastering language skills. To improve English learners' vocabulary, drama has been used by TESOL teachers as a technique. However, in this research site, the technique is still unpopular. This study, henceforth, explores how the teacher's and the students' perceived drama if it is a teaching technique.

This study was a case study, conducted in SMAN 1 Cileunyi Bandung. To gain the data, I distributed a questionnaire to five students of Class XII-A and interviewed the teacher. Then, the data were analysed to understand the teacher's and the students' perception.

The results of the data analysis show that the teacher and students gave a good perception of the contribution of English drama. They shared the same idea that through English drama, the learning becomes meaningful and interesting, therefore, the English drama can improve students' vocabulary acquisition through students' listening, reading, speaking, and writing, and facilitate them to enrich their learning technique in gaining new vocabulary. Additionally, they argued that the contribution of English drama can improve their learning motivation, and confidence.

In conclusion, the teacher and the students agreed with that English drama has an contribution in enhancing students' vocabulary acquisition. They also recommended English drama to be an activity or project in English classes.