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## The effectiveness of the drilling method on enriching students vocabulary (A Study at Seventh Grade of Islamic Junior High School An-Nuriyah Benjeng Gresik)

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### Abstract

This study is generally attempted to find the effectiveness of the drill method on student's vocabulary skill for the first-grade student's at MTs. An-Nuriyah Benjeng Gresik academic year 2016/2017. To know this technique is valid or not, the researcher used a pre-experimental study applied in VII A class. The research has been done in six meetings that are designed, First meeting is for pre-test, four sessions are for treatments, and the last session is for post-test. As the quantitative method, the researcher analysed the data by using t-test. The result shows that There is a significant difference in the student's vocabulary achievement taught with drill method. The researcher uses the degree of significance of 5% and 1%. In the table of relevance, it can be seen the df 24, and the degree of importance of 5% and 1% the value of the degree of significance are 2,06 and 2,80. If compare with each value of the degrees of relevance, the result is  $2,06 < 10,506 > 2,80$ . The result of calculation  $t_0$  (t-observation) is higher than  $t_t$  (t-table),  $t_0 > t_t$ , the null hypothesis ( $H_0$ ) is rejected. If the result of calculation  $t_0$  (t-observation) is lower than  $t_t$  (t-table),  $t_0 < t_t$ , the null hypothesis is accepted. Since the score obtained from the result of calculating, the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. In other words, the writer hypothesis is accepted. It means that there are significant differences between a student's achievement in learning vocabulary skill using the drill method.

**Key Words:** Enriching, Students' Vocabulary Skill.

## I. INTRODUCTION

The objective of learning English is to enable students to communicate in English orally and written form. Accuracy and fluency are aspects of language proficiency (Aziz & Dewi, 2019). Efficiency refers to mastering language skills: listening, speaking, reading and writing (Aziz & Dewi, 2019). Moreover, learning language skills is the objective of English teaching based on the current School-Based Curriculum. The aim of learning vocabulary for the first grade of junior high school is to enable students to master vocabulary about functional text and monologue text or paragraph in the form of descriptive and procedure. Learners expect to be able to express meaningful ideas in term of technical writing and simple short essay in the way of graphic and process to interact with people in their nearest environment (Daif-Allah & Khan, 2016). The work of vocabulary is presented in the form of text types, usually know as genres (Lepola, Lynch, Laakkonen, Silvén, & Niemi, 2012). All language skills include vocabulary in their activities. And all the students are hoped to master a lot of dictionaries. Learners will be more comfortable to show their ideas, making compositions, and many other activities dealing with language. By knowing and understanding the dictionary, the student will successfully achieve the four English language skills.

According to Richards and Rodgers, Vocabulary was one of the essential aspects

of foreign language learning (Richards, 2013). Vocabulary is central to English language teaching. Because without sufficient dictionary, students cannot understand others or express their ideas (Aziz, 2019). The teachers have a great deal of influence on Indonesian students in learning English. Developing a student's interest in learning vocabulary has always been one of the principal challenges for the teachers. To make students in mastering English, many teachers have to use different methods for the same purpose, to understand, learn and remember vocabulary more easily.

According to Asmani, Drill method is called by training method (Jamal, 2013). It is a manner of teaching to implant certain activities. For instance, this method can be used to get skill and competent. And according to (Sagala, 2010), the drill method is an activity in the form of repeat to response will be reliable and not easy to be forgotten. According to (Schunk, 2012), in applying this method, the learners will be able to use the energy of thoughts is well, because with the excellent teaching the learners are more careful in motivating their power of ideas. And according to (Johar & Hanum, 2016) drill method is a manner of teaching student does exercises, the student has the skill and competent are higher than what did they learn. And drill method is a method in education and determining with coaching the student to the material of the lesson that was given (Gudu, 2015).

## II. LITERATURE REVIEW

### A. Understanding Drill Method

The drill is a way of teaching by providing exercises to what has been learned so that students acquire a particular skill. According to Asmani, Drill method is called by training method (Jamal, 2013). It is a manner of teaching to implant certain activities. For instance, this method can be used to get skill and competent. And according to Sagala, drill method is an activity in the form of repeat to response will be reliable and not easy to be forgotten (Sagala, 2010).

Educators apply this method the learners will be able to use the energy of thoughts is well, because with the excellent teaching the learners are more careful in motivating their power of ideas (Gudu, 2015). Drill method is a manner of teaching student does exercises; the student has the skill and competent are higher than what did they learn (Fathurrohman & Sutikno, 2007). The method in education and determining with coaching the student to the material of the lesson that is given.

The student has much skill, for example, in memorising and get computing so that in teaching need training (*drill*) to control that skill. So that one of it is used training technique or *exercise*. The drill is a technique that can enhance the ability to be permanent. Drill method is planning about representation material with systematics

and based on the approach that is determined with exercises to knowledge and efficiency be able to gotten and controlled by the learner (Cut Fitriani & Usman, 2017).

From the above definition can be concluded that the drill method is generally used to obtain an ability or skill of what has been learned.

### B. The Purpose of Drill Method

1. Have motorik skills powers.
2. Develop intellect speeds, as gets computing.
3. Have the ability to link among situation some things with another thing, like causality, purpose device or symbol at deep map etc. (Megawati, 2014).

Nana Sudjana argues that principle and road-map purposes drill method is (Sudiana, 1989):

- 1) Participants teach to have given by insights before arranged by given training.
- 2) Training for the first time it ought to diagnosis, formerly insufficiently successful than arranged remedial for then can perfect.

- 3) Training not necessarily long times provided that frequently executed.
- 4) Have to be adjusted by participant ability levels are taught.
- 5) Training process ought to advance essential things and beneficent.

### C. Types of Pattern Drill Method

There are thirteen types are:

#### 1. Drilling Repetition

This drill is the most straightforward drill used in learning language patterns. It uses at the beginning of language class. Language learners repeat what the teacher teaches. It is used for presenting new vocabulary and will be useful for pronunciations class.

#### 2. Drilling Substitutions

Language learners require to repeat one another word. They should replace expression of the model sentence with a pronoun, number, or gender and make some the necessary change.

#### 3. Drilling Transformation

Language learners require to move sentences from negative to affirmative and interrogative, or from present simple to past tense, depending on the instructions from the teacher.

#### 4. Drilling Replacement

The learners replace a noun to the pronoun. It is a substitution drill but it involves a replacement.

#### 5. Drilling Response

Language learners are responding to the sentence. These answers have patterned the questions. It may involve “wh” questions or “yes/no” questions.

#### 6. Drilling Cued Response

Here, language learners are provided with a cue before or after the questions.

#### 7. Drilling Rejoinder

It is similar to the cued response drill. In this drill, language learners are instructed how to respond.

#### 8. Restatement

Language learners rephrase an utterance and address it to somebody else, according to the content of the declaration.

#### 9. Drilling Completion

Language learners are told to supply a missing word in a sentence or statement.

#### 10. Expansion Drill

Language learners build up a statement by adding a word or phrase.

#### 11. Contraction Drill

Language learners replace a phrase or clause with a single word or shorter expressions.

#### 12. Integration Drill

Language learners combine two separate statements.

### 13. Translation Drill

Language learners translate a sentence from their mother tongue to the target language

## D. Definition of Learning Achievement

Before defined learning achievement, for the first, we want to determine the learning. According to Morgan, Learning is any relatively permanent change in behaviour which occurs as a result of experience or practice (Morgan, 1976). According to Elizabeth, learning is the development that comes from exercise and effort (Hurlock, 1978). The conclusion of the definition above, education is the process of behaviour-changing because there is the experience. According to Abdurrahman, Learning achievement processes from someone to get good changing (Abdurrahman, 2003). Learning achievement is the result that is reached.

## E. Vocabulary

Vocabulary is essential in learning English because vocabulary has a vital role in determining the achievement of each skill. Daily communication needs a dictionary. The more vocabulary they have, the more quickly they will communicate and express what they want to say (Aziz, 2019). The four language skills are listening, speaking, reading, and writing always include

vocabulary in their activities. By having many vocabularies learner will be easier to show their ideas, making compositions, and many other businesses addressing with language. In other words, by understanding the vocabulary, learners will successfully achieve the four English language skills.

### a. Understanding of Vocabulary

Vocabulary is conceived to be the main focus of foreign language learning. It believes that learning a foreign language is similar to learning its vocabulary, to comprehend more about why dictionary has an essential role in determining the word, it is better to get the definition of the dictionary. Vocabulary is defined as follows (Gove, 1986):

1. A list or accumulation of words and phrases usually alphabetically arranged and explained or defined.
2. A sum of words is employed by a language group individual or work or about a subject: scope of language.
3. A list of a foreign language textbook uses the words and phrases taught or used.

Vocabulary is a core component of language and provides much of the basis for how well learners speak, listen, read and write (Richards & Renandya, 2002).

So vocabulary is a set of words known to a person or other entity, or that are parts of a specific language. Vocabulary gives a big

even the most significant contribution in learning a language. However, understanding vocabulary is not an easy thing especially. The students often face difficulties in memorising sentence. That is why teachers should encourage themselves to be creative in selecting the approach and the method of teaching English to make it easier and fun in learning new vocabulary.

#### b. Kind of Vocabulary

In language learning, vocabulary is an essential component that links the four skills of listening, speaking, reading, and writing altogether. There are many illuminations made by the experts in language area about the kinds of vocabulary. According to Aebersold and Lee, vocabulary is divided into two receptive Vocabulary is a general sense of a word's meaning but are not sure of its many meanings or nuances of meaning. Productive vocabulary is the vocabulary that people use to speak or write" (Aebersold & Field, 1998).

Furthermore, Schmitt mention vocabulary into two parts. Being able to understand words are known as receptive knowledge and generally connected with listening and reading comprehension. If we can produce an expression of our own words when speaking or writing, then that are considered productive knowledge (passive and active are alternative term)" (Aebersold & Field, 1998). Vocabulary divided into two

kinds (O'Dell, Read, & McCarthy, 2000), namely:

Function words and content words, Dealing with the characteristics of the phrase, Nation divided vocabulary into two kinds:

#### 1. Receptive knowledge

involves knowing how to recognise the name when it is heard or when it is seen, being able to distinguish it from word with a similar form, being able to judge if the word form sounds right or looks right, being able to recall its meaning when it is met, being able to see which shade of meaning which most suitable for the context that it occurs in, and being able to make a various associations with other related words.

#### 2. Productive knowledge

Involving understand how to pronounce the word, how to write and spell it, how to use it in correct grammatical patterns, and using the expression (Nation, 2005). Many experts classifying vocabulary, words are a part of people's way of living or words are tools to communicate in a language used by a person for showing and telling their opinions and ideas.

#### 3. How To Present New Vocabulary

In student's vocabulary achievement, the teachers are hoped to have some techniques to make students familiar with the vocabulary so that they understand new word easily. The techniques functions not

only to help the students grasp the meaning of new words quite quickly but also to vary the teaching activity to avoid the boredom on the part of students. Harmer mentions that the following aids can help to explain new vocabulary are (Harmer, 2001);

a. Realia

It is the word to refer the use of real objects in the classroom. Thus the words ‘book’, ‘pencil’, or ‘chair’, can be easily explained by showing students a paper, a ruler, or chalk. This is satisfactory for certain single words, but the use of realia is limited to things that can be taken quickly from the classroom.

b. Pictures

Pictures are indispensable clearly for the language teacher since they can be used in so many ways. Pictures can be used to explain the meaning of vocabulary items: the teacher can draw pens, ruler, pencil and book in the blackboard or have magazines picture of trucks, bicycle, train, or bus into cardboard. The teacher might bring in a wall picture showing three people in a room that could be used for introducing the meaning of the sentence, for instance: there are three people in the classroom.

c. Mime, gesture, and action

It is impossible to explain the meaning of words and grammar, either with realia or in the picture. A step, in particular, is probably better explained by mime. The

gesture is useful for explaining concepts like ‘from’. ‘to’, etc.

d. Contrast

A visual element some time may not be sufficient to explain meaning and difference can be used. Thus, the purpose of “full” is better understood in the context of “empty”, “big” in the context of “small”, etc.

e. Enumeration

The word “vegetable” is difficult to be explained visually. If, however, the teacher rapidly lists (or enumerates) several vegetables, the meaning will become clear. The same is true of a word like “clothes”.

f. Explanation

The explanation of the meaning of vocabulary items can be complicated just as a grammatical interpretation. It will be valuable in giving such a reason to make sure that the explanation includes information about when the items can be used. For example, it would be unsatisfactory to say that “mate” is a word for “friend” unless you point out that it is informal conversational English and only be used in a specific context.

g. Translation

The translation went out of fashion and was considered as something of a sin. If the teacher is always translating, this will impede the students’ learning since they want to hear and use the target language, not

their own. Nevertheless, it seems silly not to translate if by doing; a lot of time can be saved. If the students do not understand a word and the teacher cannot think how to explain it, he can quickly translate it.

Translation then seems a useful measure if it is used sparingly, but it is hoped to be used with caution. These aids and action may help explain the meaning of a word or a sentence.

#### 4. Techniques In Student's vocabulary achievement

Vocabulary teaching is how the teachers teach a list of a word with their meanings, especially in a book for teaching a foreign language to the students. Vocabulary teaching includes some of the most complex problems in the field of education. Vocabulary teaching is influenced by ideas on the nature of language in general, my thoughts on the particular style being taught, and my thoughts on how the word is learned.

According to Keshta, three techniques can be used vocabulary (Keshta & Al-Faleet, 2013):

1. Alphabetical order: even for a list of new words, the alphabetising way is appropriate in helping students to find a name.
2. Showing the meaning of words through pictures explains in the mother tongue and definitions in simple language.

3. Drawing attention to meanings before drilling words.

The characteristic of students is involved. So it makes the teacher challenging to engage with them. Before the teacher teaches the students new word, they are hoped to understand the character of their students. Student's vocabulary achievement through objects and actions, the teacher has to do a great deal of talking and acting to establish some link in learners' mind between what is said and what is done.

### III. METHOD

Here, the researcher uses pre-experimental research one-group pretest-posttest design. The researcher used quantitative Pre-experimental research one group Pretest-Posttest design because this study is going to find out the effectiveness of the drill method on enriching students vocabulary.

#### A. Population and sample

##### 1. population

the population of this research was the whole students at the seventh grade of MTs. An-Anuriyah Benjeng Gresik academic year 2016/2017.

##### 2. Sample

The sample is a small part of the population. In this research, the researcher took one group as a sample and it with pre-test and post-test. The pre-test conducted to know the students' basic knowledge while the post-test undertook to see the

improvement of their skill after the treatment. In this research, in selecting the sample, the researcher chose the example without any characterisation directly. The researcher was taken at seventh grade A of MTs An-Nuriyah Benjeng Gresik in academic year 2016/2017 as the object of the study. They were 25 students consist all of them are gentle and women.

#### B. The instrument

There were two instruments of collecting, test and documentation. The tests were pre-test and post-test. The pre-test was given before the students get the treatment, and the post-test was given after the students get the treatment. The experiment was a multiple-choice test. There was the instrument for collecting data as follows:

- Test

In this matter, the researcher wants to give a test, and the researcher wants to know is there or not the effect of drill method student's vocabulary achievement. The analysis was included pre-test and post-test. The pre-test was given before conducting treatment to the students. The researcher provides ten questions, in scoring the test result, each correct item was cored 10 points; each incorrect item was 0 point, so the total score was 100 points. The time

allocated for doing the test was 45 minutes.

And the post-test was given after conducting the treatment. The aim of doing post-test was to prove that the treatment was valid or not by comparing the result of pre-test and post-test.

Next, the writer made categories from scores with a rank value below:

≤ 60: Weak

61-70: Enough

71-80: Good

81-90: Very good

#### C. The technique of data collection

To get the data in this research, the researcher used three procedures that who taken namely, pre-test, treatment and post-test

##### a. Pre-test

The pre-test is a test which is given to students before getting the treatment.

##### b. Treatment

With this treatment, the researcher introduces the drill method and apply to students so that students can enrich the vocabulary from this drilling method. Post-test is a test which is given to students after getting the treatment.

#### D. The technique of The Data Analysis

To analyse the data, the writer used the comparative method. She examined and compared the score of the experimental class. This technique is useful to prove statistically, whether there are any significant differences

between the student's rating of the experimental course and the student's scores of the control class.

#### IV. RESULT AND DISCUSSION

##### A. Description of the Data

In this chapter, the researcher presents the result of pre-experimental research conducted on enriching students' vocabulary of the students of seventh grade of MTs. An-Nuriyah academic year 2016/2017.

##### 1. The Result of Students' Pre-test

###### a. Description of Students' Pre-test

The kind of analysis is a multiple-choice that consists of 10 items.

###### b. Scoring of Students' Pre-test

For scoring of students' pre-test, the researcher gave 10 point for each correct item, and 0 points for each incorrect item, so the total score was 100 points. The time allocated for doing the test was 45 minutes.

###### c. The Result of Students Pre-test

In analysing the data, the researcher gives to a student's the test that consists of 10 items. The kind of analysis is multiple choice.

The result of the students' score in enriching vocabulary using the drill method in the pre-test and post-test

##### 2. The result of the student's post-test

###### a. Description of Students' Post-test

The test had the same form as the test in pre-test which means the instruction was alike.

###### b. Scoring of Students' Post-test

For scoring of students' pretest, the researcher gives 10 points for each correct item, and 0 points for each incorrect item, so the total score was 100 points. The time allocated for doing the test was 45 minutes.

##### c. The Result of Students Post-test

#### 3. Searching for the Final Result of Research

To search the final result of this research, the researcher used t-test as an instrument in this research to analyse and got the value

The table shows that the result of  $\Sigma d = -540$  and  $\Sigma d^2 = 14200$

##### B. The Analysis of Data

In analysing the data, she tried to find out the standard of differences ( $SD_D$ ) with the formula :

$$SD_D = \sqrt{\frac{14200}{25} - \left(\frac{-540}{25}\right)^2}$$

$$SD_D = \sqrt{568 - (-21,6)^2}$$

$$SD_D = \sqrt{568 - 466,56}$$

$$SD_D = \sqrt{101,44}$$

$$SD_D = 10,072$$

To find out the mean of differences (MD) between variable X and Y, the researcher used the formula :

$$MD = \frac{-540}{25}$$

$$MD = -18,4$$

After gaining the result of  $SD^D = 10,072$  the research calculated the standard error from mean of differences ( $SE_{MD}$ ) between variable X and Y :

$$SE_{MD} = \frac{10,072}{\sqrt{25-1}}$$

$$SE_{MD} = \frac{10,072}{\sqrt{24}}$$

$$SE_{MD} = \frac{10,072}{4,899}$$

$$SE_{MD} = 2,056$$

The last calculation is determining the result of t observation ( $t_o$ ) of the test with the formula :

$$t_o = \frac{-21,6}{2,056}$$

$$t_o = -10,506$$

The result  $-10,506$  indicated that there was a difference of degree as much as  $-10,506$  regardless of the minus, it does not indicate the negative score.

Then, to complete the result of the research, the researcher finds out the degree of freedom (DF) with the formula :

$$Df = 25 - 1$$

$$Df = 24$$

Df = 24 (see the table of "t" value at the degree of significance of 5% and 1%)

At the degree of significance 5% = 2,06

At the degree of significance 1% = 2,80

The result is  $2,06 < -10,506 > 2,80$

The result of analysing the data by using the above formula shows that the coefficient is  $10,506$ ; it means that there is a significant increase after the drill method is used to enrich student's vocabulary.

### C. The Interpretation of Data

Having analysed the data of pre-test by using t-test formula, the result shows that the coefficient is  $10,506$  it means that there is a significance increase in teaching vocabulary by using the drill method.

From the result of the calculation, it is obtained the value of the t observation ( $t_o$ ) is  $10,506$  The degree of freedom (df) is (obtained from  $N-1$ ) =  $(25-1=24)$ .

The researcher used the degree of significance of 5% and 1%. In the table of relevance, it can be seen the df 24 and the degree of significance of 5% and 1% the value of the degree of significance are 2,06 and 2,80. If compared with each value of the degrees of significance, the result is  $2,06 < 10,506 > 2,80$ .

The result of calculation  $t_o$  (t-observation) is higher than  $t_t$  (t-table),  $t_o > t_t$ , the null hypothesis ( $H_0$ ) is rejected. If the result of calculation  $t_o$  (t-observation) is lower than  $t_t$  (t-table),  $t_o < t_t$ , the null hypothesis is accepted.

Since the score obtained from the result of calculating, the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. In other words, the writer hypothesis is accepted. It means that there are significant differences between the student's achievement in learning vocabulary skill using the drill method.

Based on the result of data analysis, it is proven that the student's score of vocabulary taught by using the drill method is increase. It means that the use of the drill method in teaching vocabulary is effective. Another reason based on the student's responses is because most student's find that drill method is enjoyable. This reason leads to better

attention in learning and stimulates them to participate in drill method activities

## V. CONCLUSION

Based on the research results, the researcher draws the following conclusion: Effect students vocabulary skill through drill method is very useful. It can be seen from the result of students post-test and also from the value of t-test. The result of the research can be seen where the mean score before treatment and after treatment was 10,506. While the t-test score showed that because  $t_{\text{count}}$  is higher than  $t_{\text{table}}$  ( $10,506 > 2,06$ ) with  $\alpha = 5\%$  and  $df = 25$ . Since t-test measurement was more elevated than t-table, it means that effect students vocabulary skill through drill method can be used as the method to effect students vocabulary skill. From the calculation enclosed, there was a significant difference in the achievement between before treatment and after treatment.

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