



## **ENHANCING STUDENTS' VOCABULARY MASTERY THROUGH DRILLING TECHNIQUE AT JUNIOR HIGHT SCHOOL**

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First Received: 02-08-2024; Accepted: 27-09-2024

### **Abstract**

This research aims to describe students' participation improvement and vocabulary mastery in learning activities through the implementation of drilling technique. This research was carried out due to the students having low motivation in learning. Besides, they encountered trouble mastering and memorizing the vocabulary so that they had poor vocabulary mastery. The researchers applied Classroom Action Research; the data of this research was analysed in both qualitative and quantitative methods. The researchers used observation, measurement, interviews and documentation technique to collect the data. The instruments are observation checklist, field notes, tests and interview guidelines. The findings showed that there is an improvement students' vocabulary mastery and participation in learning activities. In cycle I, the average score of students' vocabulary mastery was 48% while in cycle II was 77%. The students' participation in learning activities was also improved, in cycle I was 68% while in cycle II was 79%. It can be inferred that drilling technique can improve students' participation and vocabulary mastery in learning activities at seventh-grade in SMPN 03 Sokan.

**Keywords:** drilling, mastery, substitution, vocabulary

### **INTRODUCTION**

English is an important language that is known as an international language, used both in spoken and written forms. Therefore, the language is learned by many people in the whole world as a global communication, besides English also commonly used in the global travel and tourism industry. Being able to speak English can make traveling abroad easier and more enjoyable. In this era, everything will be more developed, as well as the language used. As a student in the current era, the students are indeed required to learn English because English is a foreign language that is used as a means of communication after the mother tongue and Indonesian itself. Therefore, it is very important for students to learn English.

Vocabulary is important for students to master because it affects their ability to communicate effectively in all four language skills. Students can learn new skills in English if they have a solid vocabulary foundation. Vocabulary mastery will help students improve their four main English skills: speaking, writing, reading, and listening.

Many students could not express their thoughts and opinions due to lack of comprehension and limited vocabulary (Agung, 2022, p.124). In this case, the researchers propose the use of technique that according to what class needs and make class more interactive. The name of the technique substitution drill. The researchers suggest substitution drill because it is important for the researchers to carry out the exercises to ensure that students can build confidence and work on improving their pronunciation accuracy to ensure that they can move on to personalized fluency practice later in the lesson. In addition, this technique is very suitable for increasing student vocabulary because it can help student creativity and activeness.

Vocabulary is all the known words that any particular person uses. This means that vocabulary is one of the keys that students need to understand if they want to know these four skills well. Spoken vocabulary is a collection of words whose meanings we know by speaking or reading orally (Hiebert and Kamil, 2005, p. 3). It is also a collection of words people know and used in speaking and writing. This means that vocabulary is collection of the words used in speaking and writing. Meanwhile, Thornbury (2002, p.13) stated that “without grammar very little can be conveyed, without vocabulary nothing conveyed”. We cannot speak and cannot understand the meaning of something in English without vocabulary. Based on the above definition, it can be defined that vocabulary is the collection or total number of meaningful words that people use as a basic element to learn English. Swannel cited in Setiawan (2010, p. 9) defined domain as comprehensive knowledge or use of a topic or instrument. While Porter cited in Setiawan (2010, p. 9) stated that mastery means learning or understanding something completely and not having difficulties using it. It means that mastery is the understanding of all knowledge. Mastery means knowing and understanding everything about knowledge. Indicator in vocabulary learning consists of pronunciation, spelling and meaning (Cameron, 2001, p. 78). The first, pronunciation is one aspect that has a big impact on vocabulary. A component that has a significant effect on one's vocabulary is pronunciation. Pronunciation refers to

the method by which a language's words are spoken. Hearing a new word spoken aloud helps students pick up on the initial sound and final accent pattern. Vocabulary in both English and Indonesian has unique phonemes that contribute to their distinctive pronunciations. Second, spelling; the extent to which a student has internalized the spelling conventions taught to them is reflected in this metric. In addition to using all of the standard research indicators, this study include a new one: the vocabulary number, used to quantify students' vocabulary retention. The researchers used all the research indicators in this study, the researchers added one indicator, namely about things in the classroom, which aims to find out how much vocabulary the students can remember. Third, meaning; when communicating in a foreign language, students often develop an English translation, whether consciously or unconsciously. Translation may be necessary for low-frequency words, long explanations, or incomprehensible content. Asking students to provide a brief translation can help assess their understanding.

Drilling is a technique that consists of some practices in order to achieve the goal of learning. There are some definitions of drilling which is almost same based on the experts. Roberston and Acklam (2005, p. 20) argued that drilling is a key technique we can use to allow students to practice saying a new sentence or structure in a highly controlled environment. Drilling has many types such as repetition drill, chain drill, simple substitution drill, variable substitution drill, progressive substitution drill and transformation drill (Haycraft. 1979. p. 207). First, listen-and-repeat practice is a technique in which the teacher says a sentence that he wants the students to practice repeatedly with the same intonation and emphasis. The students imitate him closely. The Second, Chain drill is technique that suitable for teaching in class. Chain drill technique is start by teacher; the teacher prepares questions to be asked to the students nearest with the teacher. Third, the substitution exercise is the basic sentence pattern of the technique. Students then have to replace the different parts in a certain sentence. Since it only requires changing one product, this drill is also quite simple. Fourth, the variable substitution exercise is a method of giving an example sentence, then encouraging them to be a substitution that requires them to think and change something in the second sentence. Fifth, progressive compensation drilling is a method of providing a sample sentence. Then give prompts that need to be replaced in different parts of the sentence that may require changing other words. The

last, transformation drill is technique strategy which involves manipulative structure in a systematic way.

In this study, the researchers implemented substitution drill. Unlike previous studies that generally evaluate the effectiveness of drilling techniques, this research specifically aims to determine how substitution drills affect students' vocabulary mastery. This focused objective provides a clearer understanding of the effectiveness of a specific method within the broader drilling technique category. In teaching and learning process, the teacher repeats sentence and only word which is replaced by students can easily remember the word that are replaced. Students are also easy to remember vocabulary because they pronounce and write the vocabulary given by the researchers.

## **METHOD**

Research design refers to the stage in the process of developing a research strategy in which the researchers decides what kind of research will be employed to conduct the future study. Thyer (cited in Ranjit Kumar. 2011. P.94) stated that a research design is a procedural plan that is adopted by the researcher to answer questions validly, objectively, accurately, economically. It means research design is a plan and the procedure for research that span the decisions from broad assumptions to detailed method of data collection and analysis. Research design is blueprint or detailed plan for how research study is be completed-operationalizing variables so they can be measured, selecting sample of interest to study, collecting data to be used as a basis for testing hypotheses, and analysing the result. Meaning of statement, a research design is a plan for conducting research that typically involves several steps and a model that the researchers will put into practice in the real world in order collect data.

This research conducted in a classroom setting, known as "classroom action research", aims to enhance education for all involved. In other words, the purpose of classroom action research is to enhance classroom instruction and student learning. The researchers improved student's language retention and classroom engagement with the use of Classroom Action Research. The researchers adopted this strategy because they saw a number of issues at SMPN 03 Sukan, most notably a lack of vocabulary mastery and a general lack of motivation among seventh grade students. There are 14 students as participants in this research. Classroom Action Research ultimate goal is to enhance the standard of classroom practice. Planning, carrying out the plan, observing the results, and reflecting

on the process are the four phases of the Classroom Action Research methodology. There is a cyclical relationship between these four steps, in which the process repeats itself after each round. Teachers and researchers will work together on this Classroom Action Research, which is also known as research by collaboration.

The researchers used the classroom action research method which aims to enhance a certain skill in students where each teaching and learning process certainly has certain levels and steps in an effort to achieve targeted learning objectives, as stated by Kemmis and Mc Targgart (cited in Burn 2010, p. 7-9). Classroom action research usually has four main phases in the research cycle. The cycle can be a spiral cycle that allows the research to continue, or be repeated, until the researchers achieves the results. The researchers can repeat the cycle if the researchers falls that they have not obtained the targeted results and can stop if the desired results have been achieved. The implementation of this research the researchers conducted planning, acting, observing, and reflecting.

The first stage is planning the researchers began to prepare materials and all of the activities for teaching vocabulary mastery. Preparation include preparing lesson plan and media, as well as creating the scoring rubric and other instruments. The rubrics that was used include four aspects such as Quantity, meaning, spelling and pronunciation for evaluation

The second stage is acting carried out by carrying out the prepared strategy for teaching using drilling technique. In this study, actions include delivering the material learning in accordance with the lesson plan standards, assessing the learning process, and reflecting.

The third stage is observing in this study occurred in the classroom during the learning process using drilling technique. The data acquired through direct observation are analyzed in light of the intended corrective action. The information gleaned from this process will assisted by a collaborator to assess whether the drilling technique could make it easier for students to learn vocabulary and whether students participated more after using the drilling technique.

The last stage is reflecting an attempt to assess what has occurred, what has been produced or has not been produced, and how the action that have been implemented have been finished. To outcomes of these reflections are utilized to determine the next steps in accomplishing the learning action objectives.

## **FINDINGS AND DISCUSSION**

Several studies have been conducted on the use of the drilling technique in teaching English vocabulary. The first study, conducted by Ria Fransiska Jurianto (2016), explored the use of the drilling technique with seventh-grade students of SMP Negeri 2 Tanggulangin. This study involved 70 students and found that drilling techniques helped improve the students' vocabulary mastery. The second study conducted by Nuryani (2018), investigated the use of the drill method to enhance vocabulary mastery in second-grade students at MTS Izzatul Ma'arif Tappina Kab. Polman. The research aimed to improve the students' ability to master vocabulary so that they could effectively communicate their thoughts and ideas, both orally and in writing. The third study, conducted by Dahlia Puspa Dewi (2017), examined the effectiveness of the drill technique for improving vocabulary mastery among third-grade students at SDIT Wahdatul Ummah Metro. The research aimed to determine how much the drill technique could aid in the students' learning process, ultimately suggesting that this method is effective in enhancing vocabulary learning. The fourth study, by Ariska Puteri, focused on the use of the drilling technique in teaching vocabulary to eighth-grade students. The research sought to determine how students' reactions to drilling exercises impacted the effectiveness of these exercises in learning English vocabulary. The current research, titled "Enhancing Students' Vocabulary Mastery Through Drilling Technique at Seventh Grade in SMPN 03 in the academic year 2023/2024," builds on these previous studies. However, it differs in the type of drilling technique used, specifically the substitution drill, which distinguishes it from the other studies that did not focus on this variation. In this study, the researchers implemented substitution drill. Unlike previous studies that generally evaluate the effectiveness of drilling techniques, this research specifically aims to determine how substitution drills affect students' vocabulary mastery. This focused objective provides a clearer understanding of the effectiveness of a specific method within the broader drilling technique category. In teaching and learning process, the teacher repeats sentence and only word which is replaced by students can easily remember the word that are replaced. Students are also easy to remember vocabulary because they pronounce and write the vocabulary given by the researchers.

### **Cycle One**

The researchers present all data from the first cycle based on the results of observations, tests,

field notes, and interviews. By using the results of observation and field notes, the researchers describe the increase in student participation in learning activities. Based on the test results, the researchers described the improvement of students' vocabulary mastery. The first cycle lasted for two meetings. The researchers conducted the research in seventh grade students of SMPN 03 SOKAN. In action research conducted in the classroom, there are four stages in each cycle, namely planning, action, observation, and reflection.

The result of the cycle I showed if students' participation activities in first meeting students are still low it was only 64% so the researchers decide to implement the substitution drill technique to improve students of vocabulary mastery in next cycle that helped by collaborator to collect the data, it can explain if students activities in learning is still low so in this research, the teacher as a teacher conducted for cycle II to seen the students activities participation in teaching learning process. The teacher wants to see students participate significantly in the learning process through drilling techniques.

#### **Cycle Two**

In the second cycle, the researchers decided to continue the research again with the aim of improving students' vocabulary mastery in all four aspects and knowing students' participation in learning activities in the classroom. The researchers collected tools for research, namely observation, field notes, tests, interviews, and video recordings. The researchers conducted the second cycle with two meetings. The first meeting was conducted by researchers to observe student participation in learning activities using drilling technique. Then the researchers continued the second meeting to test students' vocabulary mastery by using four aspects in the assessment rubric. This test was conducted to see the comparison between cycle one and cycle two. With four stages, namely, planning, action, observation and reflection.

Observation checklist in cycle II showed that student's participation in first meeting was 75%, it is means more than 70% students are participate actively engage to the learning process. The students were active participate in the learning process and there was no more passive students in this meeting, they enjoy and have fun in the learning process and students were very enthusiastic. It could be seen if substitution drill technique it was effective technique to be used in improving students' participation in learning. Drilling techniques have proven effective in enhancing vocabulary mastery, with previous studies demonstrating their impact on student learning. The current research focuses on the



substitution drill offers a novel approach to vocabulary instruction, emphasizing the importance of context and engagement.

## CONCLUSION

This research was conducted to investigate whether or not the use of drilling techniques can improve students' vocabulary understanding and to describe the students' participation in the use of drilling techniques in teaching English vocabulary.

In the first cycle the researchers used observation, students found it difficult to master vocabulary, students' vocabulary mastery was still low. Students were also less active in following the learning activities, sometimes they were often busy with their activities and some students were passive and said they were afraid. Students said learning English is difficult to understand. At the second meeting, the results of observations showed that student participation in learning activities. The students began to participate in educational activities. Students enjoy and enjoy the teaching and learning process through the drilling technique. Most of the students are active and enthusiastic in the teaching and learning process. The results of observations at the second meeting showed that the drilling technique could increase student participation in learning activities.

The cycle two presented that the implementation of drilling technique it could be increase the students' vocabulary mastery and also the students' participation in learning activities. Through the result of observation to the students' activities in the classroom, the students were enthusiastic and active to participate in the learning activities. The second meeting of cycle two was also showed the significant improvement of the students score in vocabulary mastery of four aspects. The second meeting was only conducted the final test to the students. Based the result of the test, the level of students' vocabulary mastery in this second cycle was improve to excellent criteria. In this second cycle, the students were able to memorize the vocabulary easier by using drilling technique.

Based on the result of the research, it can be concluded that students in vocabulary mastery and the participation of students in learning activities through the implementation used drilling technique it can be improved students in vocabulary mastery especially at Seventh Grade Students in SMPN 03 Sukan.



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