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## Analysis of Seventh Grade Student's Vocabulary using Drilling Method

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**Abstract**— This research uses a descriptive qualitative approach to determine the implementation of the drilling method in vocabulary learning in 7<sup>th</sup> grade students of Mts SA Miftahul Hikmah Sukorejo Parengan and how students response to the drilling method in learning vocabulary. The sample consist of 28 students who were observed in class during the vocabulary took place. This research used instruments in the form of observations during three meetings, questionnaires for students, and interviews with the English teacher. The result finding of this research is the implementation of the drilling method affects student's ability to understand English vocabulary.

**Keywords**— Drilling Method, Students Vocabulary, Learning Vocabulary

**Abstrak**— Penelitian ini menggunakan pendekatan kualitatif deskriptif untuk mendeskripsikan implementasi metode drilling dalam pembelajaran kosakata pada siswa kelas 7 Mts SA Miftahul Hikmah Sukorejo Parengan dan bagaimana respon siswa terhadap metode drilling dalam pembelajaran kosakata. Sampel penelitian ini terdiri dari 28 siswa yang diamati di kelas selama pembelajaran kosakata berlangsung. Penelitian ini menggunakan instrumen berupa observasi selama tiga kali pertemuan, kuesioner untuk siswa, dan wawancara dengan guru bahasa Inggris. Hasil yang ditemukan dari penelitian ini adalah penerapan metode drilling berpengaruh terhadap kemampuan siswa dalam memahami kosakata bahasa Inggris.

**Kata Kunci**— Metode Drilling, Kosakata Siswa, Pembelajaran Kosakata

### INTRODUCTION

Vocabulary is an important aspect in language learning, especially in understanding English. Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication, (Alqahtani, 2015:22). Vocabulary is crucial for comprehension communication, reading, writing, and expressing ideas. A diverse and broad vocabulary enables individuals to convey their thoughts more precisely, understand complex texts, and engage in meaningful conversations. It plays a critical role in academic success, professional development, and overall cognitive

growth. Vocabulary acquisition depends not only on how learners learn, but also how they are taught, (Ismail et al., 2017). One of the key elements of learning English is vocabulary, because understanding words in their entirety is the first step in acquiring a second language, students who have a strong command of vocabulary can benefit from it in a variety of areas, including speaking, listening, and writing.

Vocabulary is important factor for language learning because inadequate vocabulary knowledge leads the learners to encounter difficulties in language learning (Surmanov & Azimova, 2020:145). However, the mastery of vocabulary can support them in speaking when they are communicating to people can write and translate the meaning of words when they definite English, if they do not know the meaning of words, they will not be able to speak, write and translate anything English, (Wardani, 2015:132). As for the type of vocabulary namely receptive vocabulary and productive vocabulary. There are also active and passive vocabulary types. Active vocabulary are words that we can naturally use in writing and speaking without stopping to concentrate on them. The active vocabulary is the words by which listeners and writer usually use as they are completely understood. They are the words that are recalled and used at will when a situation of speech and writing requires them, (Dakhi & Fitria, 2019:19). While passive vocabulary are words that are rarely used by people but will cause language reactions when someone hears or reads them. Passive vocabulary is meant as the words that are not completely understood, so that they are infrequently used when writing and speaking. Related to this, therefore, it can be concluded that the passive vocabulary is a precondition of the active vocabulary, (Dakhi & Fitria, 2019:19).

On the other hand receptive vocabulary and productive vocabulary also have differences. Receptive vocabulary is the ability or expertise to absorb words, and these abilities include listening and reading. The words that students understand while reading or listening. Receptive vocabulary knowledge is known and understood its meaning by learners when reading text or listening to the text, (Maskor & Baharudin, 2016:263). Productive vocabulary is the ability of students to produce words or skill in expressing ideas, these skills include speaking and writing. The words that students understand when speaking or writing. Productive vocabulary knowledge assumed as the words that are understood and can be pronounced by the learners. In fact, learners can use these words in speech and writing well, (Maskor & Baharudin, 2016:264).

There are several method in teaching vocabulary, one of them is the drilling method. The drilling method is one that is applied frequently and progressively. According to Rafi'ah & Huda (2020), the student has much skill, for example, in memorizing and get computing so that in teaching need training (drill) to control that skill. When the drilling method to memorize new vocabulary, the key is to create structured and repetitive practice that reinforces the learning process. In

teaching vocabulary, the teacher must be able to ensure that the method used is appropriate for the students. The method used in this research is the drilling method. The drilling method can be applied to all English skills teaching including; listening, speaking, writing, and reading. Even in learning vocabulary, the drilling method is quite effective. As for the model of applying the drill method in learning is quite varied, it depends on each teacher. According to Rofi'ah & Huda (2020) in their research, they show thirteen types of drilling method, namely: drilling repetition, drilling substitutions, drilling, drilling transformations, drilling replacement, drilling response, drilling cued response, drilling rejoinder, drilling restatement, drilling complement, expansion drill, contraction drill, integration drill, translation drill. The type of the drilling method used the teacher is the repetition drill. The repetition drill is the most straight forward 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, (Rofi'ah & Huda, 2020:81).

## **METHOD**

This research uses descriptive qualitative research approach in conducting the research. The sample of this research is 7<sup>th</sup> A grade students of MTs SA Miftahul Hikmah. There are 28 students in the class. This research is to find out the teacher's method in teaching vocabulary in seventh grade students at MTs SA Miftahul Hikmah Sukorejo Parengan and the student's responses to the method implemented in vocabulary learning. The data collecting procedure that use in this research are observation, questionnaire, and interview. The researcher observed the English language teaching and learning process. They were related to the teaching methods, and teaching-learning materials. The researcher filled the observation form and write down notes for additional information. This observation was addressed to the teachers and all students of the class of MTs. SA Miftahul Hikmah Sukorejo Parengan. The observation was conducted three time. The researcher observed the teaching and learning process, what vocabulary was taught, what the methods are used, and assessments were used.

The majority of data can be obtained through interviews. For the researcher to obtain reliable information from respondents, interviewing skills must be competent. The researcher conducted an interview with one English teacher. This was done to get more information regarding the researcher's observation in the classroom or another question which related to teaching-learning process which not be gathered from observation. While, the purpose of questionnaire is to take a sample of the attitudes or opinions of respondents.

## FINDINGS AND DISCUSSION

The first, researchers provided the results of data analysis based on the questionnaire result. The questions of the questionnaire consist of tenth questions. There were 27 of 28 students in the class who had filled out the questionnaire.

No.	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1	16	11	0	0	0
2	4	18	3	2	0
3	2	0	0	20	5
4	1	1	4	18	3
5	1	1	2	17	6
6	4	16	5	1	1
7	11	15	1	0	0
8	10	13	1	3	0
9	5	17	4	1	0
10	10	15	1	1	0

**Table 1.** Questionnaire Table

The first statement on the questionnaire is mention about the importance of vocabulary learning in English mastery, the statement is "Vocabulary learning is important in mastering English" based on this statement 59% of students answered strongly agree, 41% of students answered agree. The second statement on the questionnaires stated that the drilling method used by the teacher in vocabulary learning was very effective. In the second statement in the questionnaire, 15% of students answered strongly agree, 67% of students answered agree, 11% of students answered unsure, 7% of students answered disagree, 7% of students answered strongly disagree.

The third statement on the questionnaire stated that the drilling method used by the teacher in learning vocabulary is quite boring. In the third statement in the questionnaire, 7% of students answered strongly agree, 74% of students answered disagree, and 19% of students answered strongly disagree. The fourth statement of the questionnaire state that the drilling method in learning vocabulary burdens students. 4% of students answered strongly disagree, 4% of students answered agree, 15% of students answered unsure, 67% of students answered strongly disagree, 11% of students answered disagree. The fifth statement in the questionnaire mentioned that learning vocabulary using the drilling method interfered with other subjects. 4% of students answered strongly agree, 4% of students answered agree, 7% of students answered unsure, 63% of students answered strongly disagree, 22% of students answered disagree.

The sixth statement of the questionnaire mentioned that student's vocabulary comprehension has improved since the drilling method was established in vocabulary. 15% of students answered strongly agree, 59% of students answered agree, 19% of students answered unsure, 4% of students answered strongly disagree, 4% of students answered disagree. The seventh statement of the questionnaire mentioned that the students fell enjoy learning vocabulary using the drilling method. 41% of students answered strongly agree, 56% of students answered agree, 4% of students answered unsure. The eighth statement of the questionnaire mentioned that the implementation of the drilling method in vocabulary learning using print media, namely vocabulary book made by English teacher are easy to understand. 37% of students answered strongly agree, 48% of students answered agree, 4% of students answered unsure, 11% of students answered strongly disagree.

The ninth statement in the questionnaire states that the students are active in vocabulary learning. 19% of students answered strongly agree, 63% of students answered agree, 15% of students answered unsure, 4% of students answered strongly disagree. The tenth statement in the questionnaire states that the students always follow the teacher's instructions when vocabulary learning takes place. 7% of students answered strongly agree, 56% of students answered agree, 4% of students answered unsure, 4% of students answered strongly disagree.

The second, researcher provided the results of data analysis based on interview with the English teacher. This interview was conducted to answer problem in research, namely about how the implementation of the drilling method in learning vocabulary. There are 8 interviews questions. In conducting interviews, the researcher used Indonesian to facilitate the interview process. In presenting this data, the researcher translates the questions into English. From the interview with the English teacher, the researcher concludes several things that teacher think about the implementation of drilling method in teaching vocabulary. The researcher find that the drilling method is a traditional approach that involves repetitive practice of vocabulary items through exercise, such as matching, fill in the blank, or multiple choice question. The drilling method can be a useful tool for vocabulary acquisition, but it should not be the only method used in teaching. Incorporating a variety of teaching techniques and activities can enhance student's language proficiency and make the learning process more enjoyable and effective, during the learning process sometimes the teacher gives games to students so that the learning atmosphere is not boring.

The third, researcher provided the results of data analysis based on the observation in the class. The researcher also had data from class observations that the researcher had conducted during three meetings in class VII A MTs SA Miftahul Hikmah. The findings from observations show that the process of implementing vocabulary learning using the drilling method is running properly, it can be seen

that almost all students follow the instructions given by the teacher. The implementation of the drilling method is carried out with variations so that students do not get bored with learning activities.

## CONCLUSION

Based on the results of research and discussion of vocabulary learning using the drilling method in seventh grade of MTs SA Miftahul Hikmah can be concluded that the drilling method implemented to vocabulary learning can improve student's vocabulary mastery. The drilling method, which involves repeated repetition of words, helps improve student's vocabulary mastery. By repeating words intensively, students can strengthen their recall and expand their vocabulary. It could be seen from the average of the questionnaire data number six which shows 15% of students have answered strongly agree and 59% of students have answered agree related to the statement which states that student's vocabulary improves after the implementation of the drilling method. Based on student's responses during learning in class shows that the drilling method is suitable to be implemented in vocabulary learning, especially drilling repetition. Student's vocabulary mastery increased since the implementation of the drilling method in classroom learning.

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