

ABSTRACT

Afida, Anna Faridatul. 2015, *The Correlation between Drill Method and Students' Vocabulary Mastery at Al-Mawaddah Boarding School*. A thesis, English education Department, Tarbiyah Faculty, State Islamic College of Ponorogo. Advisor (1) Dra. Aries Fitriani, M.Pd.

Key Words: Drill Method, Students' Vocabulary Mastery

Drill method is a classroom technique used to practise new language. It involves the teacher as a model in the process teaching learning, the teacher drills a word or a sentence and the learners repeating it. There are different kinds of drill method, such as choral drill and substitution drill, where the. With drill method can help students to improve their vocabulary mastery. Mastering vocabulary is the ability to get or to receive to many of words. By having and mastering vocabulary we will know the meaning of vocabulary in context. It can also avoid making mistakes in understanding a written or spoken text.

The purpose of this research to identify the correlation between Drill method and Students' Vocabulary Mastery at Al-Mawaddah Boarding School for Eighth Grade in academic year 2014/2015.

This research was quantitative research design, the research was intended to know whether or not there was significance correlation drill method and students' vocabulary mastery. The population in this research was the eighth students of MTS Al-Mawaddah Boarding School in academic year 2014/2015 consist of Five classes with total population 149 students and the sample 37 students. The technique of data collection used questionnaire and documentation and the technique of data analysis used product moment.

In this research there is correlation between drill method and students' vocabulary mastery. It can be proved that are 4 students got good category with the score more than 24, 27 students got enough category with the score between 20-24 and 6 students got less category with the score under 20. So that, the result of students' vocabulary mastery there were 9 students who got good category with the score more than 78, 21 students who got enough category with the score between 44-78 and 7 students who got good less category with the score under 44.

From the result of calculation data, the researcher gets the conclusion that there is significant standard of $5\% = 0.325$, the significant standard of $1\% = 0.418$, Because of $r_{xy} = 0.897$, So that, $r_{xy} > r_{table}$ The significant standard of $5\% = 0.325 = 0.897 > 0.325$ and the significant standard of $1\% = 0.418 = 0.897 > 0.325$ It means that H_0 is rejected or H_a is accepted.

CHAPTER I

INTRODUCTION

A. Background of the study

English is an international language. It means that English language has a large number of native speakers. Nowadays there are over seventy countries in which English has held or continues to hold special priority referred to. English is a language of wider communication both among individuals from one countries. English is a foreign language in Indonesia. Every school has curriculum of English subject. English subject is taught at every level education. Teaching English is conducted to develop students ability in using English skills like listening, speaking, writing and reading. In order the students to master the four language skills, mastering vocabulary becomes the most important part of learning English.

Vocabulary is viewed as a complex of form and meaning. Thus, vocabulary learning is intended to memorize the form-meaning association.¹ The limitations of such a construct of vocabulary have become apparent in the past few decades.² It has been proposed that vocabulary is a dynamic complex of both knowledge of a word and the skill of using it and vocabulary cannot be separated from discourse.³

¹ P. Y. Gu. Vocabulary learning strategies in the Chinese EFL context. Singapore: Marshall. 2005 Cavendish Academic.

² J. C. Richards. The role of vocabulary learning. TESOL Quarterly. 1976

³ P. J. Robinson. A rich view of lexical competence. ELT Journal. 1989

This is the view of vocabulary adopted in the present study. Thus, besides knowing the word, vocabulary learning includes using the word automatically in a context appropriate manner. Vocabulary is one of the most important skills in a language⁴

Mastering vocabulary is the ability to get or to receive to many of words. By having and mastering vocabulary we will know the meaning of vocabulary in context. It can also avoid making mistakes in understanding a written or spoken text.

Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word: for example, Post Office a Mother-in-law, which are made up of two or three words but express a single idea. There are also multi – word idioms such as call it a day, where the meaning of the phrase cannot be deduced from an analysis of the component words. A useful convention is to cover all such cases by taking about vocabulary items “rather than words”⁵ Vocabulary is not only symbol for ideas but also a part of how to improve language skills in the target language. The more vocabulary which students master the more ideas they could have, so they can communicate by using their ideas more effectively. In giving

⁴ Norbert schmitt and Micheil Mc Carthey, Vocabulary in Language Teaching.USA, Cambridge University Pres, 1997.

⁵ Penny Ur, A course in Language Teaching Practice and Theory, Cambridge University Press, 1996

vocabulary there are some methods that used, one of them is drill method. Some advantages of this method are help the students memorize language by the teacher's control. And the teacher can correct any mistakes that students make and encourage them to concrete on difficulties at the sometime.

Drill method is a classroom technique used to practise new language. It involves the teacher modelling a word or a sentence and the learners repeating it. There are different kinds of drilling, such as choral drill, which involves the whole class, and substitution drill, where the teacher changes the cue words after each repetition.⁶

In this research the researcher will take research on the manager of language section in giving vocabulary by using drill method. In teaching vocabulary, students can receive new vocabulary and add their memorize. But in real fact there is phenomenon that studying vocabulary is something difficult. They affraid to express their ideas, because their memory vocabulary is least. So, in teaching vocabulary the manager of language section must give drill method. By drilling method, the students can memorize more vocabulary.

After presentation and explanation of the new structure, students may used controlled practice in saying useful and correct sentence patterns in

⁶ <http://www.teachingenglish.org.uk/knowledge-database/drill>

combination with appropriate vocabulary.⁷ Drill is when Students are asked to listen carefully to the teacher's model, and then they have to repeat as accurately and as quickly as possible.⁸ Based on that statement, the researcher concludes that drill is a good method that used vocabulary.

Based on the observation that held on April 05th, 2015 in Al-Mawaddah Boarding School, the researcher found a problem. There are students have less vocabulary mastery although they are given vocabulary by drill method. Therefore the researcher wants to know THE CORRELATION BETWEEN DRILL METHOD AND STUDENTS' VOCABULARY MASTERY AT AL-MAWADDAH BOARDING SCHOOL.

B. Limitation of the problem

To avoid any deviation to the discussion of the research, this study focuses on some concern identified as follow :

1. The correlation of Drill method at Al-Mawaddah Boarding school for Eighth Grade in academic year 2014/2015 toward Students' Vocabulary Mastery.
2. Students' Vocabulary Mastery at Al-Mawaddah Boarding school at Eighth Grade in academic year 2014/2015.

⁷ John Haycraft. An Introduction to English Language Teaching. Longman Group Ltd. England,1978

⁸ <http://eltnotebook.blogspot.com>

C. Statement of the problem

Based on the scope of the study, the problem of the study can be stated as follow:

Is there any correlation between Drill Method and Students' Vocabulary Mastery at Al-Mawaddah Boarding School?

D. Objectives of the study

Concerning with the problem statement this study has some objectives described as follow :

To identify the correlation between Drill method and Students' Vocabulary Mastery at Al-Mawaddah Boarding School for Eighth Grade in academic year 2014/2015

E. Significance of the study

After completing all research activities, this study is expected to give significances presented as follows:

1. Theoretical significance

This research is expected to give benefits in educational practice. It can be contributed as the reference of the teaching students' vocabulary mastery with drill method

2. Practical significance

a. Teacher

This study is expected to suggest the teachers, particularly English teacher especially in teaching English vocabulary to improve students achievement in vocabulary mastery.

b. Students

This study is expected to give students experience and new method, especially students of Al-Mawaddah Boarding School on their vocabulary using drill method.

c. This study is expected to give students experience and new method of Al-Mawaddah Boarding School at Eighth Grade in academic year 2014/2015, in enriching references concerned with the correlation between drill method and vocabulary mastery.

F. Organization of The Thesis

As descriptions of the researcher idea design that is poured in this thesis, the researcher organizes the organization of the thesis that is divided into five chapters.

There are:

Chapter I Introduction; consist of: Background of the study, Limitation of the problems, statement of the problem, Objectives of the study, Significance of the Study, Organization of the Thesis.

Chapter **II** Review of related Literature; consist of: Drill Method, definition of Method, , definition of Drill, Methods of drill, advantage of drill, disadvantage of drill, Students' vocabulary mastery, definition of vocabulary, the important of vocabulary, Types of vocabulary, vocabulary mastery. This chapter also contains theoretical background, previous research finding, theoretical framework, and hypothesis also stated based on some theories related.

Chapter **III** Research Methodology; consist of: Research Design, Population, Sample, Technique of data Collection, Instrument of the Data Collection, Technique of data Analysis.

Chapter **IV** Research Result; consist of: Research Location, Data Description, Data Analysis, and Discussion

Chapter **V** Closing; consist of conclusion and Recommendations.

CHAPTER II

REVIEW OF RELATED LITERATURE

In doing this research, the writer will discuss the theories related to the title “CORRELATION BETWEEN DRILL METHOD AND STUDENTS’ VOCABULARY MASTERY AT AL-MAWADDAH BOARDING SCHOOL“ the witer needs some related literatures and theories to get the clearest information. The theories discussed in this research are:

A. Theoretical Background

1. Drill Method

a. Definition of Method

Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and of which is based upon, the selected approach. An approach is axiomatic, a method is procedural.⁹ Method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented.

b. Definition of Drill

Drilling is generally not the most fun part of teaching or learning English but it is an essential step when learning new material.¹⁰ Drill is a

⁹ Jack C Richard & Theodore S. Rodgers. Approaches and Methods in Language teaching. United States of America: (Cambridge University Press 2001).

repeated operation or exercise intended to develop skill or an acquaintance with a procedure. Drilling is the process of students listening to and repeating sentences, phrases and words modeled by the teacher. A drill is a classroom technique used to practice new language. It involves the teacher modeling a word or a sentence and the learners repeating it. A drill has two parts; they are what the students hear (stimulus) and what they have to say (response). A convenient pair of substitutes are input, refers to the information supplied to the learner, whether orally or visually and output to what the learner has to produce himself. Dialogues and drills form the basis of Audio-lingual classroom practice. Dialogue provides the means of contextualizing key structure and illustrate in which structures as well as some cultural aspects of the target might be used language. Dialogues are used for repetition and memorization¹¹

a) Models of Drill

1. Choral Repetition

Choral repetition is a commonly used method of drilling. Students simply have to repeat words or phrases after you. This is a good method because it means that students are given excellent model pronunciation immediately before they are asked to respond. Going through vocabulary this way many times in a single lesson will be

¹¹ Jack C Richard & Theodore S. Rodgers. Approaches and Methods in Language teaching. United States of America: (Cambridge University Press 2001) 59.

boring for your students and they will be less inclined to perform well. Break up the monotony by changing the speed or volume you use and have students change their responses accordingly. Using this method, students are not called on individually to pronounce words therefore you will need to check individual pronunciation and comprehension separately. Integrating these checks into your drill activities will keep students alert because they will never know when you may call on them.¹²

2. Drilling with Flashcards

Drilling using flashcards can be useful as well. In the introduction, show students both the image and word sides of each flashcard. When the teacher start drilling words for the first time, show students the word side of the flashcard so they can practice reading and pronouncing it. Later on, rather than show students the word teacher want them to pronounce, show them the image. This will help check their comprehension of the material. With flashcards, teacher can also challenge her or his students when they become more familiar with certain vocabulary by flipping through the cards at a faster rate.¹³

Beside that, with this method they feel more interest because they can make flashcards appropriate they want.

¹² Jack C Richard & Theodore S. Rodgers. *Approaches and Methods in Language teaching*. United States of America: (Cambridge University Press 2001) 80.

¹³ *Ibid*, 81

3. Comprehension

Asking for volunteers or calling on students to give you a synonym, antonym, or translation of a new vocabulary word will check individual comprehension. It is always nice to ask for volunteers as opposed to calling on students individually but generally a volunteer will be more confident in his answer so this will not properly show whether or not the class understands the material. When you find it necessary to single out particular students who are not participating in drill activities, calling on them for answers is an easy method of focusing their attention on the lesson. Doing comprehension checks is also a good way to break up the drill activities a bit.

4. Drilling in Pairs

As material becomes more familiar, you may want to conduct short pair activities where a student's comprehension is tested by his partner. To do this with a vocabulary list for instance, have student A read the translation of each word in random order while the student B says the word in English. Student A can then place a checkmark next to all the words student B got correct and then the students can switch roles.¹⁴ With this method students can check each other and have visual proof of how well they performed afterwards which they can

¹⁴ <http://busyteacher.org/3812-how-to-drill-drilling-activities-for-your-english.html>

refer to when practicing material on their own or preparing for exams. Conducting an activity such as this on a regular basis will help students review vocabulary often and should not take more than five minutes even with fifteen to twenty vocabulary words. It may still be necessary to practice using choral repetition before performing pair activities so that students are reminded of the proper pronunciation of the vocabulary.

5. Games

Breaking your classroom up into sections where each section says one portion of a new structure is another way of drilling material. In small classes you can conduct some drilling activities in a circle. The more variation there is to an activity, the more students have to pay attention but it is best to start off with the simplest, easiest variation of a game and build on it as opposed to trying to explain a complex activity from the very beginning. Challenging students but not overwhelming them is important in maintaining their attention and participation.¹⁵

¹⁵ ibid

b) Advantage of Drill

Practice and drills give students an opportunity to learn certain concepts quickly and effectively.¹⁶ Teaching students through various methods such as flashcards or repetitive rewriting can help them use these skills in different environments and many different ways. Teaching it in different ways can accommodate students who have various learning styles. For example, some students who learn visually may benefit from rewriting a misspelled word in order to retain the correct spelling. Using various drills for various learning styles can help students integrate various tactics for remembering skills.

c) Disadvantage of Drill

Students who only learn through drills may get distracted and bored with practice drills, especially if they have already mastered the skills. After every student demonstrates knowledge concerning the subject, the drills and practice exercises should be used occasionally to maintain proficiency.¹⁷ Drilling often make the students not very creative. In all drills learners have no or vary little choice over what is said so drills are form of very controlled practice. The teacher needs to handle the

¹⁶ Diane Larsen. Freeman. Technique and Principle in Language Teaching. Oxford University Press. 2000.

¹⁷http://www.ehow.com/info_8716462_advantages-disadvantages-practice-drills-teaching.html

drills, so that the students are not over used and they don't go on far too long. One of the problems about drills is that they are fairly monotonous.¹⁸

2. Students' Vocabulary Mastery

a. Definition of Vocabulary

Vocabulary refers to the words we know to communicate effectively. In general, vocabulary can be described as oral vocabulary or reading vocabulary. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize or use in print.¹⁹

Vocabulary is one of the important things in language learning besides sound and grammar. Teachers and text book writers have interpreted the meaning of vocabulary in different points of view. The definitions have similarities and differences to each other. It is good to look at some definitions that have been described as vocabulary.

Vocabulary may be defined as the stock of words used by person, class or profession.²⁰

Vocabulary is a list of words usually defined and alphabetized as a dictionary or specialized glossary complete word stock of a language".²¹ Vocabulary is

¹⁸ Larsen, Diane. Freeman. *Technique and Principle in Language Teaching*. Oxford University Press. 2000.

¹⁹ <http://reading.writeexpress.com/research/vocabulary.html>

²⁰ Paul C. B., et al, *The Language art in Childhood Education* (Chicago: Rand Mc. Wally & Company, 1966) p.248

more than merely a list of words. The words which express meaning but meanings are a slippery concept. Some words may appear to be simple to refer to one thing and therefore easy to teach, but some words may also difficult to teach because their meaning may change depends on the words they are attached with”²²

Vocabulary is a component of a language maintaining all of information about meaning and using word in a language”²³

Language consists of words. Vocabulary is the collection of words that an individual knows.²⁴ In another book that the acquisition of an adequate vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.²⁵

From the definition above, can conclude that vocabulary is a list of words that used by, understand by, or at the command of a particular person or group. The list of words can be used to express ideas and feelings in communication.

²¹ David Grambs, Words about word (New York: Mc Graww Hill Book Company, 1984) p. 73

²² Jeremy Harmer, Teaching Vocabulary English, Teaching Professional. English Teaching Forum (Issued: Thirteen, October 1999)p. 3

²³ Harimurti, Kridalaksana, Kamus Linguistic, Edisi ketiga, (Jakarta: PT. Gramedia Pustaka Utama, 1993) p. 127

²⁴ David Nunan, et al, Practical English Language Teaching: Young Learner, 121

²⁵ David Nunan, Language Teaching Methodology (London: Longman, 2000), 117.

b. The Important of Vocabulary

Vocabulary is important to the students, it is like money, has little value in and of themselves. They are important because they stand for real thing-object, also important because they are a medium for the exchange of ideas.²⁶

The basis to understand English language completely is to understand vocabulary. Without having vocabulary enough, the ability of English language is not complete. Learning vocabulary is a key in learning language. The quantity of vocabulary has been mastered by the students can help them in understanding the language.

From the statement, the vocabulary is so important for students. The students can use vocabularies into sentences to express an opinion, idea and thinking in communication. The sentences contains of some messages that constructed to the meaningful words. Learning language is started with the vocabulary, because the language is contained of the vocabulary and grammar. When we make communication the vocabulary is something to be needed.

c. Types of Vocabulary

Here are listed in order of most limited.

1. Reading Vocabulary

²⁶ Paul Witty, How to Become a Better Reader (Chicago: Science Research Association, 1999), 105.

A person reading's vocabulary is all the words he or she can recognize when reading. This is the largest type of vocabulary simply because it includes the other three.

2. Listening Vocabulary

A person listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

3. Writing Vocabulary

A person's writing vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its user.

4. Speaking Vocabulary

A person's speaking vocabulary is all the words he or she can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. This misuse – though slight and unintentional – may be compensated by facial expressions, tone of voice, or hand gestures.

5. Focal Vocabulary

“ Focal vocabulary “ is a specialized set of term and distinctions that is particularly important to a certain group, those with particular focuses of experience or activity. A lexicon or vocabulary is a language's dictionary, its set of names for things, events and ideas.

6. Vocabulary growth

This is the listening vocabulary. The speaking vocabulary follows, as a child's thoughts become more reliant on its ability to express itself without gestures and more sounds. Once the reading and writing vocabularies are attained – through questions and education – the anomalies and irregularities of language can be discovered.²⁷

Vocabulary classify into active and passive:

1. Active vocabulary refers to put item which the learner can use appropriately in speaking or writing, and it is also called as productive vocabulary, although in fact it is more difficult to put into practice , it mean that to use the productive vocabulary, the students must know how to pronounce it well, they must be familiar with collection and understand the connotation meaning of the word. This type is often used in speaking and writing skill.
2. Passive vocabulary refers to language items that can be recognizes and understood in the context of reading of listening and also called as receptive vocabulary.²⁸

d. Vocabulary Mastery

Vocabulary is knowledge involves knowing the meanings of words and therefore the purpose of a vocabulary test into find out whether the

²⁷ <http://www.balancedreading.com/vocabulary.html>

²⁸ Jo Ann Aebersold and zMary Lee field, From Reader to Reading Teacher (New York: Cambridge University Press, 1997) p. 139

learners can match each word with a synonym, a dictionary – tape definition, or an equivalent word in their own language.

In learning vocabulary automatically we have to know the meaning of words itself and can use it in sentences.²⁹ States that vocabulary learning is learning to discriminate progressing the meaning of words in the target language from the meanings of their nearest ‘equivalent’ in the mother tongue. It is also learning to make the most appropriate lexical choices for particular linguistic and situational context.

B. Previous Research Finding

In this research to discuss about correlation between Drill Method and Students’ Vocabulary Mastery, the researcher looks at the previous of research finding from two researches.

The first is the thesis of Erna Wahyuningsih with the title “ The Application of Drill Method to Improve Students’ Pronunciation Skill in Reading Text (A Classroom Action Research in the First Year of SMA Muhammadiyah Gubug Purwodadi in Academic Year of 2011/2012 “ the purpose of her thesis is pronunciation skill of the first year of SMA Muhammadiyah Gubug in the academic year of 2011/2012. The result of the study shows that drill of teaching pronunciation is able to help the students to improve their pronunciation skill. It can be seen from the mean of pre test 81, 59 to 87, 11 in post test cycle 1, and the

²⁹ John Haycraft, Introduction to English Language Teaching, (Harlow: Longman Group Limited 1978)

mean score of pretest 81, 46 to 86 in posttest cycle 2. In oral test the percentage 3% fair, 23, 07% good, 3, 85% very good in cycle 1, and 52, 94% fair, 41, 18% good, 5, 88% very good in cycle 2. There is a significant difference of degree of improvement between pretest and posttest, in cycle 1 = 5, 52, and in cycle 2 = 4, 54, by using drill Muhammadiyah Gubug in the academic year of 2011/2012. The result is school.

The next research has title “ The Use of Drill to Improve Students’ Speaking Ability (Classroom Action Research in the first Grade of MTs NU Salatiga in the Academic of 2009/2010 “, researched by Tri Kuku Andarbeni in 2010, the student of State Islamic Studies Institute (STAIN) Salatiga.

In this thesis, she analyzed the improvement of students’ speaking ability through drills. She has chosen collaborative action research, and she used pre-test, post-test to find the mean score of the students, and oral test to find the percentage of the students who can answer the question or not. She used two cycles in each cycle consist of planning, implementation of the action, observation, and reflection. The result this action research is the majority of students’ speaking ability had improved with using drills.

From two researcher I took the title drill method and students’ vocabulary mastery at Al-Mawaddah boarding school and the researcher here using questionnaire to know score of drill method and documentation with value midtest result from eighth grade of MTS Al-Mawaddah boarding school.

C. Theoretical Framework

To reach the result of vocabulary mastery optimally students should use the time as possible to learn effective and efficient. The way of learning is delivered to students suitable for the condition in accordance with this opinion, it can be explained that there are also students preferring to work individually. In processing learning there are some factors that area influences from inside and outside.

Approach and method of learning school must suitable with curriculum so that students can learn to determine the attitude and behavior to reach the target of interest, hence interest the represent the condition to learn, especially vocabulary by drill method. Vocabulary by drill method students will get the information including content and meaning from information needed, which can support the achievement of learning attainment, therefore teachers are expected to instruct the students to have great english achievement in vocabulary.

D. Hypothesis

Null Hypotesis (Ho)

Ho : There is no significant correlation between drill method and student's vocabulary mastery

Alternative Hypothesis (Ha)

Ha : There is significant correlation between drill method and student's vocabulary mastery