# The Effect Of Drill Technique Towards Students' Vocabulary Mastery In Learning English

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| Article Info | Abstract |
|---|---|
| | *This research was aimed to answer research question "Is there any effect of Drill Technique towards students' vocabulary mastery in learning English?" The kind of this research was an experimental research in which divided into two groups were treated with differently which experimental group was by using drill group and second control group was using three phases. The sample of this research were all of first grade students at SMAN 1 Batulayar consisted of 75 students. This proved by figure of means group, the standard deviation and value of t-test was seen that the mean score of experimental group was higher than the mean score of control group (49.7 for the experimental and 4.47 for the control group). Based on statistical analysis using t-test showed that t-table 3.57 > 2.00 t-table at confidence level 0.05 % (95%) and 3.57 > 2.66 t-table at confidence level 0.01% (90%). Finally, it concludes that the use of Drill Technique has positive effect toward students' vocabulary mastery in learning English at the first year students of SMAN 1 Batulayar in academic year 2021/2022.* |
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## 1. INTRODUCTION

According to Yulia, Y. (2013) pointed out that English is one English as the most important global language has become a compulsory subject in developing countries such as Indonesia. It was formally introduced into primary schools in the 1994 curriculum starting from year four though many schools in the cities have in fact been teaching English from year one up to year six. Vocabulary is a list of words and often phrases usually arranged alphabetically and defined or translated. Nunan (1991:), said that vocabulary is an important element in the acquisition of a second language and Lea, D. (2008), said that vocabulary is a list or collection of words of words and phrases, usually alphabetically arranged and explained or defined.

In Lie, A. (2007), argues that English is taught and used as a foreign language in Indonesia. In spite of the many years of English instruction in formal schooling, the outcome has not been satisfying. Very few high school graduates are able to communicate intelligibly in English. According to Warnidah, N. (2015), says that learn English there are four skills taught to the students that is listening, speaking, reading and writing. These four skills help people to communicate well, either in spoken or written form. Based on the explanation described by some expert's means that English is one the Foreign Language and then become compulsory subject matter should be taught. Although English learned started from Junior High School up to university level, but the students still have difficulties in learning English caused by some factors on of them is vocabulary very difficult. In Anuthama (2010) states that vocabulary is difficult to teach because of the complexity of its linguistic, semantic and psycho-cognitive aspects. In this case, the teachers should keep looking for ways to substitute rote repetition with

more effective techniques because vocabulary is one of the basic elements of language by means that the teachers should creative in applying suitable technique or strategy for their students in teaching vocabulary must be mastered by someone who learned a language. Besides, Alabsi, T. A. (2016). Vocabulary is considered the key element of students' understanding and successful communication with other people whether in L1 or L2 because vocabulary is a very basic element to learn English because it is the foundation to learn other core English skills such as listening, speaking, reading and writing. In Fransiska, R. (2016) said that Vocabulary is a very basic element to learn English because it is the foundation to learn other skills. In addition In Fransiska, R. (2016) cited in Richard and Renandya (2002) state that vocabulary is a core component of language proficiency and provides much basis of how the learners speak, listen, read, and write well. Many the teachers at school often use the same old strategies or conventional one and activities for learning vocabulary, relying heavily on memorization and rote learning, which makes students feel bored. Such as condition also faced by the students at SMAN 1 Batulayar. It one reasons by the researcher conducted this research entitled "*The effect of drill technique towards students' vocabulary mastery in learning English*" One technique that can be used to teach vocabulary is drilling. Drilling technique could increase junior high school students' mastery of English vocabulary. It can also enhance student's vocabulary to help them understand English better and the students could have a stronger memory in learning English vocabulary. The learning process requires some change and variation from time to time, because too much repetition and structure make it much harder for students to engage and practice new language vocabulary activities

## 2. RESEARCH METHOD

### a. Research Design

It was a *quasi-experimental* design with *nonequivalent* control group design. Nonequivalent control group design was research process that determines the sample of the research by using *total sampling* or population of the research where in this researcher, the researcher have divided the group into two groups, namely; experimental and control group. Experimental group has be treated using Drill technique and control group was treated by using of Three Phases method the research design that was drawn.

### b. Sample of research

Sample of research was all students the first grade students at SMAN 1 Batulayar in academic year 2021/2022. The researcher decided to take two classes as sample of this research which were I$^{-A}$ 38 students and I$^{-B}$ 37 students at two classes. So the total number of the research's sample was 75 students. They were all students who have supposed to have been actively treated with English instruction. The technique in gathering sampling used by the researcher was *numerical random sampling technique*.

### c. Research Instrument

The instruments for collecting data, the research used was vocabulary test in the form of arrange the word in to correct simple sentences that consists of 25 items. The vocabulary test were the name of transportations, the name part of body and all objects in classroom in which consisted of 25 items, it take time about maximal 40 minutes. The score processes that has been given: If the students' answer correctly pronunciation, they will get 1 score and then it is will be 1 X 25 = 25, and same if students' answer just with meaning. But if the students' answer with 3 indicators correctly they will have get 4 then the score will be 25 x 4 = 100. But if the students' answer with incorrect they will get 0. Every correct answer was being scored four values. So, the total score at the students depend on the number of test they can answer correctly. The purpose of using test here is to know the students' ability in mastering about English vocabulary.

### d. Techniques of Data Collection

For collecting the data of this research, the researcher was used the method of data collection as follows:

i) Pre-test

The kind of test has given to the sample students was vocabulary test in the form of arrange the word in to correct simple sentences that consists of 25 items.

ii) Treatment

The researcher have been Drilling technique to the Students on Experimental Group (I-$^A$ class) and the Researcher using Three phases learning to the students on Control Group (I-$^B$ Class ) in order to know their capabilities in vocabulary.

iii) Post- test

It is aim at seeing the significant result after the students are treating. The writer deliver post-test to the sample and asks them to do test individually and carefully. Finally the samples' answers sheets are submit and the results are treating as the data, then it will be scored.

**e.   The Technique of Data Analysis**

After obtaining the score of the students, the researcher keeps on the score with the following steps. First, the researcher consulted the students score. Writer also calculated the mean score of the two groups, the standard deviation score of the two groups and testing the significance from the two deviations.

$\Sigma$ = was the sum of ……

(Arikunto, 2006)

a)   Finding out the standard deviation of control group. The formula was:

$$\sum y^2 = \sum y^2 - \frac{(\sum y)^2}{N} = \text{the square deviation of control group.}$$

Where:

Y = was the standard deviation for experiment group

N = was the number of sample

$\Sigma$ = was the sum of ……

(Arikunto, 2006)

Finally, the last step to know the significance of the two variables being investigated is by comparing the two mean scores and its each standard deviation.

**3.   RESULT FINDING AND DISCUSSION**

**3.1. Research Findings**

At research finding presented the result of the research such as score of Experimental Group and score of Control Group at pre-test and post-test were taken from the data of the research. Therefore, the research presented a discussion in order to answer the statement of problem which appeared or as formulated in the previous chapter one, namely; "Is there any effect of Drill Technique towards students' vocabulary mastery in learning vocabulary?" To know the answer of research problem which states above, at the first, the researcher analyzed the data obtained from score of pre-test and score of post-test, both of the experimental group and control group. Then, the researcher presented the statistical computation of mean score of both groups. Later, the discussion continued to analyze and interpret the finding. The statistical computation covers the calculation of both Experimental Group and Control Group. In this case, a finishing formula of *test.*  Before coming to the statistical computation of the data, it was important to tabulate the students' scores on pre-test and post-test.

Here is the table of data gained by Experimental Group and Control Group on pre-test and post-test.

**The Computation and analysis of mean score for both groups**

After getting the deviation score of pre-test and post-test of both groups, the mean score of both groups can be computed. It could be done by dividing the total deviation scores of each group with total sample of each group. It can be formulated as follows:

**The mean score of Experimental Group (MX)**

In table 02 above, it was identified that ΣX=1889 and N=38. So, the mean deviation of experimental group was as follows:

$$M_x = \frac{\sum X}{N}$$

$$= \frac{1889}{38}$$
$$= 49.7$$

Where:

Mx : Mean score of experimental group

X  : Deviation score of pre-test and posttest of experimental group

N        : Number of the sample

Σ        : sum of….

**Deviation**

$$SD_X = \sum X^2 - \frac{(\sum X)^2}{N}$$

$$= 102254 - \frac{(1889)^2}{38}$$
$$= 103781 - \frac{356832}{38}$$
$$= 103781 - 9.390$$
$$= 94.391$$
$$= 94.391$$

Where:

SDx        : the Standard Deviation of Experimental group scores

ΣX$^2$        : The sum of all the squares of the scores in experimental group

(Σx)$^2$        : The square of the sum of the score in Experimental group

N        : Number of the sample

**The mean score of Control Group (MY)**

On the table 03 above, it was identified that Σy= 170 and N= 38. So, the mean deviation of control group is as follows:

$$M_y = \frac{\sum y}{N}$$

$$= \frac{170}{38}$$
$$= 4.47$$

Where:

My : Mean score of control group

Y  : Deviation score of pre-test and posttest of control group

N  : Number of the sample

Σ  : sum of….

**Deviation**

$$SD_y = \sum Y^2 - \frac{(\sum y)^2}{N}$$

$$= 15886 - \frac{(170)^2}{38}$$
$$= 15886 - \frac{28900}{37}$$
$$= 15886 - 760.5$$
$$= 15125.5$$
$$= 15125$$

Where:

$SD_y$  : The Standard Deviation of Control group scores

$\Sigma Y^2$   :  The sum of all the squares of the scores in Control group

$(\Sigma y)^2$ :  The square of the sum of the score in Control group

N    :  Number of sample

1. **Identification of the Significance of the Deviation of Two Mean Score**

The last process of the statistical analysis has to find out the value of the *t-test*. In this case, the *t-test* formula could be used because of the elements rate to that formula have identified as follows:

Mx = 49.7   and     My = 4.47

$\Sigma X^2$ = 34.39 and     $\Sigma Y^2$ = 15125

Based on the data above, the value of *t-test* could be found in the following:

$$t = \frac{M_X - M_y}{\sqrt{\left[\frac{\sum X^2 + \sum y^2}{N_x + N_y - 2}\right]\left[\frac{1}{N_x} + \frac{1}{N_r}\right]}}$$

$$t = \frac{49.7 - 4.47}{\sqrt{\left[\frac{34,391 + 15,125}{38 + 38 - 2}\right]\left[\frac{1}{38} + \frac{1}{38}\right]}}$$

$$t = \frac{45.23}{\sqrt{\left[\frac{49,516}{74}\right]\left[\frac{2}{38}\right]}}$$

$$t = \frac{45.23}{\sqrt{[369.09][0.05]}}$$

$$t = \frac{45.23}{\sqrt{49.516}}$$

$$t = \frac{4523}{2.21}$$

$$t = 2.046$$

**3.2. Discussion**

The statistical analysis of the data obtained had been done, in hence the discussion of the result of the analysis come. In this case, the mean scores and the value of *t-test* both groups had been interpreted. Interpreting the result of analysis, first it was found out that the mean score of Experimental Group has higher than the mean score of Control Group. There was 49.7 for Experimental Group and 4.47 for Control Group. It indicates the using of Drill Technique has significant effect of students' vocabulary mastery.  The different changes of score for both groups because Experimental group has treated by using Drilling Technique in teaching vocabulary while control group has treated by Three Phases Learning Method. Then, the degree of freedom (df) that was used in this research have interpreted to compare the two critical values; *t-test* and *t-table*. The degree of freedom (df) of this research can get from formula: (Nx+Ny)-2, (38+38)-2= 74. So the degree of freedom (df) that the writer used is 74. Therefore, let us checkup the *t-table* of 74. It was 1.99 for confidence level of 0.05 or 95% and 2.64 for confidence level of 0.01 or 99%.

**The comparison between the *t-test* and *t-table***

**Table 4.4**

| t-test | t-table | | |
|---|---|---|---|
| | df | 0.01 | 0.05 |
| 2.046 | 74 | 2.64 | 1.99 |

From the comparison above, it is clear that the *t-test* has higher than the *t-table*. It indicates that the degree of difference of the mean score was significant in both confidence level 0.05 (95%) and 0.01 (99%), thus the researcher would like to state that this research was relevant with in relation to the use of Drill Technique in learning vocabulary. Based on the analysis, it was clear that the Null hypothesis (H0) was rejected which states: if *t-test ≥ t-table* at the confidence level of 0.05 (95%) and 0.01 (99%) in testing hypothesis at chapter two. H0: "Drill Technique has no positive effect in teaching vocabulary mastery" it was rejected. As a result, the Alternative hypothesis is accepted. Finally, the analysis and the interpretation of data eventually lead the researcher to the conclusion that the use of Drill Technique has positive effect in teaching vocabulary mastery for the second year students at SMAN 1 Batulayar in academic year 2021/2022 in English vocabulary. It can be provided by the result of Experimental Groups post-test which gets higher than the control Groups. The critical values of t distribution are calculated according to the probabilities of two alpha values and the degrees of freedom. The Alpha (α) values 0.05 one tailed and 0.1 two tailed are the two columns to be compared with the degrees of freedom in the row of the table.

## 4. CONCLUSION

Based on the data percentage of students' test results were 70% of students succeed. It shows that the first grade students of SMAN 1 Batulayar were able in mastering some new vocabularies. Most of the students succeed in answering the vocabulary test because the students enjoying learning process requires some change and variation from time to time, because too much repetition and structure make it much harder for students to engage and practice new language vocabulary activities

## 5. SUGGESTION

The teachers who teaches English Language should be creative in providing some techniques one of them is "Drill Technique".  It can also enhance student's vocabulary to help them understand English better and the students could have a stronger memory in learning English vocabulary.

## 6. ACKNOWLEDGEMENT

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