
**THE EFFECT OF DRILLING TOWARD STUDENTS VOCABULLARY IN
SIDOMUKTI VILLAGE GRESIK**

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ABSTRACT

The aims of this study to know student vocabulary through drill vocabulary on second grade Elementary school in Sidomukti village, Kebomas Gresik. The participant from Elementary School until Junior high school and the enthusiastic of participant is good around 25-30 in every meeting. Classroom activity was made fun but still get knowledge through game and material worksheet based on topic. Then drilling method that is applied in the classroom, students not only listen theory but try to answer question in worksheet. Researcher want to make more relaxed learning atmosphere in every meeting in order to student did not bored, researcher try to guide student from worksheet to increase their vocabulary. Vocabulary is the one of focus in this learning, their ability in vocabulary is variative because they are from different level Elementary School and Junior High School. Every meeting we try to drill their vocabulary so we hope their vocabulary increase step by step. We try to drill their vocabulary in every meeting to recognize some of vocabulary related with the material and also try to make student motivated for answer the question. This research method using pre-test and post-test for retrieve data .The result from this learning is participant happy and enjoy, their vocabulary ability and their vocabulary increase also.

Keyword : Sidomukti Village, Vocabulary, Drilling

1. INTRODUCTION

A. Background

English language becomes the most important language to learn for communication in this era. There are 4 skill that we must learn in English language. As Haycraft (1978, p.8) states, there are various skills in mastering of language: listening (understanding the spoken language), reading (understanding the written language), speaking and writing. To support the mastery of the four language skills the students have to learn vocabulary first before understanding other skills. Vocabulary is a very basic element to learn English because it is the foundation to learn other skills. Richard and Renandya (2002, p.255) state that vocabulary is a core component of language proficiency and provides much basis of how the learners speak, listen, read, and write well. However, many students do not seem to find themselves comfortable with the foreign language in the classroom. They think that English is a hard subject to study because their limited vocabulary and poor knowledge or mastery of the language component. The problems make them difficult to understand the words. The way to solve the difficulty problem vocabulary is use the appropriate technique for learning English.

The one of technique that we can use in learning English is drilling. According to Brown (2000:131) drill may be defined as a technique that focuses on a minimal number (usually one or two) of language forms through some types of repetition. While Rustiyah (2008:125), she conveyed that drilling is a technique which can defined as a way of teaching where students do some activities, for instance doing exercises in order to have a higher or better skill related to the things have been learnt before. The last, Rusman (2012:290) he stated that drilling is a model in learning activity where students are given the exercise through the material has been learned before, in drilling model, students will get the certain exercise continuously in order to remember.

Based on the definition above, this study dealing with the implementation of drill technique as an effort to improve students vocabulary. The objectives of this study is to find out the effect of drilling toward students vocabulary in Sidomkti Village, Gresik.

B. The Purpose

Sidomukti village has a wide area in Kebomas, Gresik and there are lots of school from kindergarten until **Senior high school**. School still teach student English but we want to help student learn English more fun. English language becomes the most important language to learn for communication in this era. Elementary Student until Senior High School need to learn English, it is necessary for face globalization. So we want teach English through English course as community service program In Sidomukti Village.

Researcher hope this research can improve vocabulary student using drilling techniques. Vocabulary is the important part for Learning Second language on each level of student, because it can help for understanding the meaning of the text. Vocabulary is the way to get the meaning of words on the text, it will help the reader for understanding text and using drilling technique is the one technique that researcher use for improve student vocabulary by repetition. Drilling also make student familiar with vocabulary and can remember & understand new vocabulary. It can increase student vocabulary.

C. The Advantages of Research

The researcher hope with this course activity, it can help student in Sidomukti Village improve the English skill especially in vocabulary. The other advantages for student is give them experience for how to memorize vocabulary.

2. METHOD

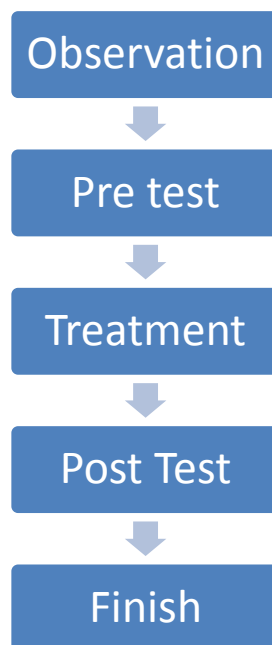


Figure 1. Method of Research

a. Observation and Pre test

The writer conducted observation at 7 february 2020. The first time the writer met all the participant and the dominant students are 2nd grade elementary school. There are eight students which have difficulties in the vocabulary. It can be seen from the way students confused when they are answering question from researcher. The researcher ask question and students always asking to her/his friends the vocabulary. To test the students capability, the writer gave some picture and asked student about the meaning of word in the picture. The writer also conducted interview to all of students What their problem in learning English are and all of students agree that they have difficulties in vocabulary. This research conducted in the course that the write made for community service program so,the writer have limited information about student's score. To make the writer's data more approvable, the writer made pre test to test students capability in vocabulary.

b. Treatment / Implementation

Implementation of drilling students vocabulary conducted twice using drilling vocabulary. The topic that the writer used are introduction (asking for name for introduce theirself), public place vocabulary, verb and things at home. The writer instructed the students to remembering and understanding the meaning of each of vocabulary. Students need to remember minimaly 10 vocabulary in each topic and next week the writer will test the students.

c. Material and Tools

The writer using woksheet based on the topic and simple game to support the implementation performance and also the ability of students.

d. Data collection technique

The author conducted observation and interview to all students. There are 8 participant and the writer devide it become 2 group A (Control group) and B (experimental group). For the control group the writter not giving treatment and for experimental group the writer giving minimal 10 vocabulary to memorize and understand the meaning every meeting. Then do a Pre-test to see the value of students before getting a special treatment drilling and then take a Post-test to see the results that affect student learning.

e. Operational Definition of Variables

Vocabulary is a very basic element to learn English because it is the foundation to learn other skills. Richard and Renandya (2002, p.255) state that vocabulary is a core component of language proficiency and provides much basis of how the learners speak, listen, read, and write well. Nunan (2005: 121) argues that vocabulary is the collection of words that an individual knows. Coady and Huckin (1975: 5) state that “vocabulary is central to language and critical importance to the typical language learner”. From the definition above, we can conclude that people had better to master vocabulary because vocabulary is the basic components in English.

Harmer (2007) stated that drilling is a technique that has been used in foreign language classrooms, which emphasises on repeating structural pattern through oral practice to demonstrate students' ability in using specific language items in a controlled manner. Drilling technique is a technique for teaching language through dialogues which emphasize on the students' habit formation by repetition, memorizing grammatical structures, and tense transformation, using the target language and the culture where the language is spoken (Setiyadi, 2006, p.54), In addition, drill is part of audio-lingual method (ALM).

f. Analysis of Techniques

Researcher implement this technique as the table bellow

	Control group	Experimental Group
1 Meeting	<ul style="list-style-type: none"> • Observation • Interview 	<ul style="list-style-type: none"> • Observation • Pre test • Interview
2 Meeting	<ul style="list-style-type: none"> • Introduction Topic • Brain storming • Discussion • Execise • Feed back 	<ul style="list-style-type: none"> • Introduction topic • Brain storming • Discussion • Execise • Feed back • Memorize 10 vocabulary
3 Meeting	<ul style="list-style-type: none"> • Verb Topic • Brain storming • Discussion • Execise • Feed back 	<ul style="list-style-type: none"> • Test to memorize • Brain storming • Discussion • Execise • Feed back • Memorize 10 vocabulary
4 Meeting	<ul style="list-style-type: none"> • Things at home topic • Brain storming • Discussion 	<ul style="list-style-type: none"> • Test to memorize • Brain storming • Discussion

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	<ul style="list-style-type: none"> • Execise • Feed back 	<ul style="list-style-type: none"> • Execise • Feed back • Memorize 10 vocabulary
5 Meeting	<ul style="list-style-type: none"> • Post test 	<ul style="list-style-type: none"> • Test to memorize • Post test

We conducted the drilling application there are children who are in the course that we make every Friday at 7 pm, from there we can do research and find out how the process of development of student vocabulary. In experimental group we do test to memorize at the second meeting to raising awareness of student into the topic that we want to learn from previous meeting. We gave them 10 vocabulary to memorize and understand, the next meeting we will ask them about what they memorized and their understanding of meaning.

3. RESULT AND DISCUSSION

The result of this research that do in 4 meeting on Sidomukti student using drilling technique that student learning outcomes can be improved their vocabulary and using drilling technique for improve student vocabulary is effective. Drilling techniques that we have conducted 5 meeting in 7 February, 2020 for observation and next meeting for implementation. We get results that student vocabulary outcomes can be improved through drilling

Rustiyah (2008:125), she conveyed that drilling is a technique which can defined as a way of teaching where students do some activities, for instance doing exercises in order to have a higher or better skill related to the things have been learnt before. The expected goal of this research to improve student vocabulary using drilling technique. Based on Table 2, the result of post test conducted to student of Sidomukti Village, Gresik showed that the improvement of student vocabulary was good after using drilling technique.

4. CONCLUSION

The main purpose of this article is to improve the English vocabulary using drilling. The use of drilling can improve their vocabulary in addition to increase their ability in memorize and understand the meaning of vocabulary. In some cases students get difficulties to memorize the words, this activity may help students to remember the words by doing repetition which can be done by other students. The researcher using simple material and the vocabulary usually we use in daily activity. The topic that we use is introduction, public place, verb and things at home.

The result of this research given by the authors that drilling can improve the student English vocabulary, not only that but the author found that using vocabulary around our environment its more easy to understand for student. It also make student more enthusiast and interest for learning English. Student look enjoy and happy in classroom. The other result for is researcher can be used as a reference for further research conducted in the future in order to create a better teaching in English learning process especially vocabulary mastery.

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