



## THE EFECVTIVENESS OF DRILLING TECHNIQUE ON STUDENTS' VOCABULARY MASTERY

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### ABSTRACT

Mastering vocabulary is not simple way to learn because it has so many part of it rather than just word and meaning. This research was focused to answer whether the Drill technique has any effect to the students' vocabulary mastery of English. The experimental design were used in this research with one group. It also use total sampling which is the second semester students of English department at Muhammadiyah University Bone. The result shows that Drilling technique means that the use of Drilling technique for the students effective. The research instruments used multiple choice test. The result were analyzed through independent Sample t-test and Paired Sample t-test calculation to determine the effectiveness of drill technique. According to the result of this study. The data indicates a substantial and statistically significant improvement in vocabulary scores which means demonstrating the effectiveness of the intervention or training implemented between the pretest and posttest. In mastering a vocabulary the teacher should explain the materials about it to the learner before the treatment, in purpose to make them not only just memorize the vocabulary but also their understandable about how the definition, function, and variation of the vocabulary what they had learned before.

**Keywords:** *Mastering Vocabulary, Drilling Technique, Vocabulary Scores*

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### 1. Introduction

It is already learned since human were baby starts from gesture and mumbling things until we can speak through mouth. A man start to learn how to communicate to others on the correct way when they enter the school eventhough some of them get it from their parents or family who teach their baby early before they get school.

In Indonesia, English are studying as a foreign language not as second language differt with other country such as Malaysia which use it as a second language. People there use bahasa Indonesia as a first language and the second language is based on their region and that is sound be complicated because Indonesia country has many region and every region has different language called bahasa daerah such as bahasa Bugis for who Buginese tribe in South Sulawesi. So the students will need to learn two language to communicate to others.

Eventhough English is moslty known as popular language in the earth, but in Indonesia, English is not realy important to use like oher country because it is not first or second language. People can interact with others by using mother language bahasa



Indonesia. English only use for some sector such as tourism like guide in Bali, foreign company or English teacher. Many students thinks that English is not really important to learn because they can get job or fulfill their daily need without English except for who looking for job which need English skill as a requirement.

Teaching English as a foreign language is distinct from teaching English as a first language, relating to instructing individuals, such as Indonesian students, whose primary language is not English.(Arwila, 2022)

In the school students will earn more knowledge than home because it is like their obligation what to do during in the class even though they dislike the lesson. But for much further education step in the college. The students will choose what they interest for example math for doctor.

For the language students specially English department, many of them still lack of vocabulary even they choose the department by themselves. At the beginning of semester they will learn about what basic learning about language.

Without still another word-learning task is moving words from students' receptive vocabularies to their productive vocabularies, that is, moving words from students' listening and reading vocabularies to their speaking and writing vocabularies.(Graves, 2016)

This research purpose is to determine whether the methodology of drill is significantly able to increase the students vocabulary mastery to English department students at University Level.

## **2. Theoretical Review**

### **a. Teaching Vocabulary**

Vocabulary knowledge plays a crucial role for both efficient second language comprehension and fluent language production. (Alagözlü & Kiyamazarslan, 2020). Language is vocabulary which has different form in every country. Students who learn new language will need to find out what kind of the vocabulary that they will use. In this case English as foreign language. Mostly they will learn in the classroom. Many teacher had been use lot of technique to teach them and they get obstacle to transfer the knowledge of new vocabulary to the new learner.

The teachers are difficult in implementing teaching technique or presenting new



vocabularies because when presenting the new vocabulary, the students do not pay attention to the teachers' explanation, noisy and the students are passive in vocabulary learning. (Suardi & Sakti, 2019).

Many students still lack of speaking fluently because of their capability of vocabulary. Without extensive vocabulary and strategies to obtain new vocabulary, students often achieve less than their potential. (Ani & Sinaga, 2021).

Memorizing vocabulary is quite hard for beginner especially who learn it as foreign language. Mostly they will need to learn the letter and then the pronunciation and last the usable or concrete of the word. Talking about memory, the process of information is first done in short-term memory saving, and then it will be transferred into long-term memory by repetition process. (Laily & Febrianingrum, 2023)

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. (Terasne & Hafiz, 2022).

#### b. Drilling Technique

There are many technique has been taught by teacher to teach their students with their own character. (Faiza, 2020) Lot of them use drilling technique to deliver their the material especially for vocabulary. Teaching English vocabulary needs the suitable technique and method in order to make teaching and learning process more fun.

The goal of learning using drill and practice is for students to: a) have motor/movement skills, such as memorizing words, writing, making a shape, or carrying out movements in sports, and b) develop intellectual skills, such as multiplying, dividing, adding, punctuation, and so on, c) the ability to connect situations, such as a cause and effect relationship, where a lot of rain causes flooding, or between letters and sounds, etc, d) can use their increasing thinking power, since with good instruction, students will get better, more organized, and more thorough in pushing their memory, and e) students' knowledge will obtain a better comprehension and deeper understanding. (Alfin, 2023).

### 3. Methodology

#### a. Research Design

This research used a experimental design with single group design. It is offered to



as a one-group pretest and posttest design. It involves evaluating the same group of participants before and the treatments. This design is used to assess the impact of treatment without use a separate control group. The data used numerical form and analyzed used statistic. The design was research process that determines the sample of the research by using total sampling of population of the research.

#### b. Sample of the research

Sample of the research was all students at the third semester at Muhammadiyah University Bone in academic year 2023/2024. The researcher decided to take total sampling because of there is only one class at that time which has 35 students. The students was supposed to have been taught with English instruction.

#### c. Research Instrument

The instruments for collection data, the researcher used vocabulary test with form of multiple choice consist of 100 items. The test were taken from noun 50 items and verb 50 items. It takes about 90 minutes. The score pretest that has been given. The total score of the answers depend on the number of test they can answer correctly. The aims of the test to find out the students' ability in mastering English vocabulary.

#### d. Technique of Data Collection

In collecting the data, this research was used the of method as follows:

##### i) Pre-test

The test of the sample students was vocabulary test in form of multiple choice that consist of 100 items.

##### ii) Treatment

The teaching process by Drilling technique to the sample in order to know their ability in understanding of vocabulary mastery. The treatment was held in 4 meetings, each meeting has different theme of vocabulary.

##### iii) Post-test

It purposes to find out the significant result after the students are get treatment. The researcher gave post-test to the sample and ask them to answer the sheets test carefully and individually. At last, the sample submitted and results are treating as



the data and will get scored.

#### e. The Technique of Data Analysis

After gathering the score of the students, the researcher analyse and evaluate the score with the following steps. Overview of one-group pretest-posttest design in order to evaluate the effect of treatment by comparing participants' outcomes before and after the intervention. The data is analyzed by paired sample t-test.

## Result and Discussion

### Result

To know the effect of drilling routine tasks on students' vocabulary mastery, the researcher used the t-test formula, namely paired sample t-test, in analysing the data. It used SPSS, result is shown below:

**Table 1.** Paired Samples Statistics

Paired Samples Statistics		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest Vocabulary	58.00	35	9.941	1.680
	Posttest Vocabulary	84.86	35	7.904	1.336

The average score on the vocabulary pretest is 58.00. The sample size is 35 participants. This indicates that the scores vary around the mean by approximately 9.941 points. Standar Error of Mean is 1.680, this measures the accuracy with which the sample mean represents the population mean. A lower SEM suggest a more precise estimate of the population mean.

Posttest vocabulary scores, the average score on the vocabulary posttest is 84.86. The sample size is 35 participants, identical to the pretest. This indicates that the scores vary around the mean by approximately 7.904 points. Standard Error of Mean is 1.336, this measures the accuracy with which the sample mean represent the population mean for the posttest.

The improvement based of the mean score increased from 58.00 (pretest) to 84.86 (posttest), indicating a significant improvement in vocabulary scores. The consistency of the standard deviation for the posttest (7.904) is lower than that of the pretest (9.941),



suggesting that the scores in the posttest are less spread out around the mean compared to the pretest scores. The precision of the standard error of the mean (SEM) is lower for the posttest (1.336) than the pretest (1.680). Indicating a more precise estimate of the population mean for posttest.

**Table 2.** Paired Sample Correlations

Paired Samples Correlations		N	Correlation	Sig.
Pair 1	Pretest Vocabulary & Posttest Vocabulary	35	.483	.003

The number of participants for both pretest and posttest is 35. This Pearson correlation is 0.483 coefficient between the pretest and posttest vocabulary scores. Sig. 0.003 this represent the p-value, which indicates the statistical significance of the correlation.

The correlation coefficient of 0.483 indicates a moderate positive relationship between pretest and posttest vocabulary scores. This means that participants who higher on the pretest tend to also score on the posttest, and vice versa. However, this relationship is not perfect or very strong. Statistical Significance (p-value = 0.003), the p-value is less than the commonly used threshold of 0.05 indicating that the correlation is statistically significant. This means there is strong evidence to reject the null hypothesis of no correlation, suggesting that the observed correlation is unlikely to be due to random chance.

Summary, there is a moderate positive relationship between pretest and posttest vocabulary scores, indicating that higher scores on the pretest tend to be associated with higher scores on the posttest. The correlation is statistically significant with a p-value of 0.003, suggesting the relationship between pretest and posttest scores is meaningful and not due to random variation.

In practical terms, while there is a relationship between initial and later vocabulary scores, other factors may also influence posttest outcomes, given moderate strength of the correlation.



**Table 3. Paired Samples Test**

Paired Samples Test	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest Vocabulary - Posttest Vocabulary	-26.857	9.242	1.562	-30.032	-23.682	-17.191	34	.000

Mean Difference (26.857), the average score increased by 26.857 points from the pretest to the posttest. This negative value indicates that posttest score were significantly higher than pretest scores. The difference in score have a standard deviation of 9.242, indicating how much individual improvements vary around improvement 26.867 points. The standard error of the mean difference is 1.562, reflecting the precision of the estimated mean difference.

95% Confidence interval of the difference, lowe bound (-30.032). The lower limit of the confidence interval for the mean difference is -30.032. The upper limit of the confidence interval for the mean difference is -23.682. We are 95% confident that the true mean difference in the population falls between -30.032 and -23.682 points. Since both bounds are negative, this strongly indicates that posttest score are higher than pretest scores.

The t-value of -17.191 represents the ration of the mean difference to the standard error of the difference. A larger absolute t-value indicates a more significant difference between the paired samples.

The degrees of freedom is 34, calculated as number of participants (35) minus one. This parameter is used to determine the critical value of t for statistical testing. The p-value of 0.000 is less than 0.05 indicating that the observed mean difference is statistically significant. This suggest there is a very low probability that the observed improvement occured by chance.

There is a statistically significant improvement in vocabulary scores from pretest to posttest, with an average increase of 26.857 points. Consistency of improvement, the confidence interval suggest that the true average improvement is between 23.682 and 30.032 points. Statistical evidence, the very low p-value (0.000) provides strong



evidence against the null hypothesis, affirming that the improvement in vocabulary scores is likely due to the intervention rather than random variation.

The data indicates a substantial and statistically significant improvement in vocabulary scores, demonstrating the effectiveness of the intervention or training implemented between the pretest and posttest.

### ***Hypothesis Testing***

There are two hypotheses in this research. The first is  $H_0$  will be accepted if there is no significance between the pre-test and post-test. It means the drilling technique has no effect to the students' vocabulary mastery at second semester of English department Muhammadiyah Bone University. Second the  $H_1$  accepted if the drilling technique has significance difference for the pre-test and post-test. It means there is effect of drilling technique on the students' vocabulary mastery at second semester of English department Muhammadiyah Bone University.

The negative difference (-26.867) indicates that the post-test scores are, on average, 26.857 points higher than pre-test scores, suggesting improvement in vocabulary mastery. The 95% confidence interval for the mean difference is from -30.032 to -23.682. This range does not include zero, indicating statistically significant difference between pre-test and post-test scores. The t-value of -17.191 indicates that the observed difference is significantly different from zero.

Significance level (Sig. (2-tailed): The p-value (Sig.) is .000, which is less than the common used significance level of 0.05. This suggests that the difference in scores is statistically significant. Since the p-value is 0.000 (much less than 0.05 threshold), we rejected the null hypothesis ( $H_0$ ) and accept the alternative hypothesis ( $H_1$ ) which means the drill technique is effective in mastering vocabulary.

### **Discussion**

Teaching vocabulary as basic step in learning a language. Teaching and learning it is not easy as it looks especially difficult to beginner students with memorize it as foreign language. Delivering new vocabulary need a suitable form with their capability about their first language so they can translate it based on their own word. That is why the teacher at least observe their students ability first and figure it out the easy way so they





can absorb the new word to gain maximum outcomes.

This study is focused in applying the drill of vocabulary in every meeting but before it used to students the teacher also explain about what the vocabulary that they will learn. Repetition drill needed in order to more engagement to the students intention.

Based on the result of the study, there is significant effect after using drilling technique during the class. Memorizing vocabulary seems to be faster when using it to the students.

The empirical evidence from SPSS 23 analysis indicated that the implementation of drilling technique substantially able to improve students' vocabulary mastery at Muhammadiyah Bone University. The analysis reveals a significance value of 0.000, which is below the critical value of 0.05, thereby affirming the alternative hypothesis and refusing the null hypothesis.

From the result of the study, it indicated that there is a significant effect of drilling technique on English department students' vocabulary mastery. The similar result of (Terasne & Hafiz, 2022) 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.

It is suitable for the solution of problems due to having limited vocabulary and forgetfulness. He also stated that one of the reasons to forget is because there is no repetition. N. K Roestiyah (2001) stated that drilling is a way for the students to exercise to have a good ability of what they learned. She also stated that drilling is suitable for memorizing words, writing, and connecting a condition and other matters.

Before the drill implemented the explanation from the teacher is crucial, the material of the vocabulary that given not only word and meaning but also the kind of vocabulary and what is its function to the sentence. When it is implemented, the students will be more easier to remind the vocabulary that they have learned before based on their definition and the function. Such as the teacher only mention what kind of word that is unlimited to count or what kind of noun that from the material of the nature. It is like a clue to drill the students memory and imagine the word form of uncountable noun and material noun.



The drill is implemented after the material of vocabulary were explained by the teacher. This study was concerned more with repetition drill. The drill activity involve repetition and the coordinated use of both understanding and form of the words. In the way how the drill, based on Sribagus and Arifuddin stated in his journal, naturally and theoretically, listening and verbalizing new words help in acquiring language. The involvement between the ear and mouth improves memory, and repetition improves retention (Sribagus, 2012).

Another part in teaching vocabulary, the routine to remind the previous definition will help the students in defining what word will they said and write. According to Velandia, warming up has become a routine in the classroom and can make the teaching and learning process more stimulating, interesting, and enjoyable while also boosting student engagement (Velandia, 2008). It able to help students concentrate better and capture the form of word. Additionally, it simplifies vocabulary mastery by introducing variety of material and technique into the learning process. The students will also get more antusiastic when they got the treatment of drilling technique, the class were so active and little bit noisy in positive vibes

#### **4. Conclusion**

Memorizing vocabulary need a lot of effort to keep it in our brain especially for beginner who learning it as a foreign language not only the word and meaning . That is why the teacher should explain in details about material of the vocabulary in order to know the students mastery about its definition, variation and the use of vocabulary.

The statistical evidence strongly support the effectiveness of the drill technique in mastering vocabulary at second semester students of English departement at Muhammadiyah Bone University, as indicated by the significant improvement in post-test scores compared to pretest scores. They also get more antusiastic when they got the treatment of drilling technique, the class were so active and little bit noisy in positive vibes. Drill technique students get learn and memorize the vocabulary faster and simple to use for the teacher to apply in their teaching program. This technique, represent a valuable tool for educators aiming to enhance vocabulary acquisition by repition the vocab in learning process.



Further research and practical application will help refine and optimize its use for another part of language learning in diverse educational settings.

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