

CHAPTER I

INTRODUCTION

In this part the researcher going to discuss about Research Context, Research Focus, Research Objectives, Significances of Study, and Definition of Key Terms, and the last is about previous study.

A. Research Context

Vocabulary is a component English language that exists very important in studying, and fluent in English. Vocabulary can not be separated by language English it self, without vocabulary English learners can not communicate anything in English language. Vocabulary knowledge majority viewed as a critical tool for second language learners because limited vocabulary in a second language impedes successful communication underscoring the importance of vocabulary acquisition. The relationship between vocabulary knowledge, and language use as complementary: knowledge of vocabulary enable language use, and conversely, language use leads to an increase in vocabulary knowledge. ¹ So, the reason why people need to learn many English vocabularies to make them can communicate with other people use English language.

¹ Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and How To Be Taught." *International journal of Teaching and Education* III, no.3 (2015).Pg,22

In Indonesia, English is our foreign language, so learning English vocabulary is very important to support other English language skill, because vocabulary is a very basic element to learn English, and vocabulary as the foundation to learn other skill. Vocabulary learning is an essential part in foreign language learning as the meaning words are very often emphasized, whether in book, or in classrooms. Vocabulary as one of the knowledge areas ssssssssssssin language, plays a great role for learners acquiring a language. The importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary.²

When researcher went into the field and given the student a question about how they felt while learning English and researcher can make a conclusion that majority of students seem not feel comfortable when they learn foreign language because in their mind, they think that English is hard cause of they have a limited vocabulary to make them understand, and also researcher get the reason why student have a low vocabulary mastery on the ground of the teachers tend to rely on conventional method which does not give a chance the students to learn vocabulary independently. As we know when we teach English in Junior High School is different from teaching and learning English in kindergarten and elementary school in term of the teaching methods and the materials. Teacher

² Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and How To Be Taught."): pg.21

should know the age of their students since different ages have different characteristics, because of the characteristics they need a particular treatment in learning process. Teacher need a method to make student enjoy the class and they can improve their own vocabulary mastery. Method is a procedure or process for attaining an object, such as a way, thecnique, or process of or for doing something. In teaching English learning process there are many kinds of method such as; audio lingual method, communicative language teaching, the grammar translation method, etc. Drilling method is part of audio lingual method , which is a method that has been used by teachers for a long time which is still valid today because drilling method is a simple method.

Drilling technique is a thecnique for teaching language through dialogues which emphasize on the student's habit formation by repetition, memorizing grammatical structure, and tense transformation, using the target language and the culture where the language is spoken. Drilling is a thecnique that has been used in foreign language classrooms. A thecnique that is constructed fundamentally or just in light of language drills is probably not going to discover numerous disciplies today.³

Islamic elementary school (SDI) Pelita Hati is the only an Islamic Elementary School in Lenteng Timur, Sumenep. The difference Islamic

³ Yudi basuki, " The Use of Drilling Method in Teaching Phonetic Transcription and word stress of pronunciation class," *Journal Of English Language Teaching Learning and Literature* 1, no.1 (May 2018): pg. 55

elementary school and elementary school is the curriculum In Pelita Hati there are two curriculum, namely Islamic curriculum and general curriculum. Talking about Islamic curriculum there are three kinds, namely: Reading and writing the Quran (*Baca Tulis Al-quran*), Islamic law (*Fiqh*) , and Islamic education (*Pendidikan Agama Islam*). The general curriculum are about : *TEMATIK*, English subject, Madurese language, physical education (*Pendidikan Jasmani Olahraga dan kesehatan*), cultural arts and skill (*Seni Budaya dan Keterampilan*).⁴

In Pelita Hati, English learning has been taught to students from first grade to sixth grade. While, the process of English learning the teacher still use drilling method for first grade until third grade to help the student easy to understand for English vocabulary lesson. The reason is they still feel strange to English language, and this method can help the students to know how to pronounce English vocabulary well, then this method is matched for them.⁵

As researcher know that teaching and learning vocabulary is not an easy as we think, they need to know kinds of vocabulary, how to use and when we should to say or practice it, and how to pronounce it well. Then, in SDI Pelita Hati that the majority of student still feel strange to English language the teacher finds that an easy way or method to teach them about English language is by using drilling method. Because in drilling method, the teacher will teach the students

⁴ Ahmad Helmi, The headmaster of SDI Pelita Hati Lenteng Sumenep (Sumenep, ! September 2021)

⁵ Ibid

how to say or to pronounce a vocabulary properly, help students memorize new vocabulary quickly.

This statement proved when researcher ask to M.r Jufriyadi as English teacher in SDI Pelita Hati he said that the reason why this school still use drilling method in teaching English vocabulary process because it is a simple way, so that the student can know how to pronounce the vocabulary properly, and also can make them easier to memorize the vocabulary”.⁶ Since the teacher is using drilling method in teaching English vocabulary, many student feel excited to learn or study English. So that, their vocabulary increases. This research will be conducted at SDI Pelita Hati, the focus of subject this research is third grade students and the teacher who teach them.

Based on the phenomena above, the researcher think that it is interesting to investigate how the teacher teach students using drilling method and what kinds of drilling method that the teacher use it. Then, the researcher formulate the title “The Use of Drilling Method in Teaching English Vocabulary at Third Grade Student of SDI Pelita Hati Lenteng, Sumenep ”.

B. Research Focus

⁶ Jufriyadi, The English Teacher at SDI Pelita Hati Lenteng Sumenep interviewed by phone, (2nd September 2021)

Research focus is similar with research topic, John cresswel make a state in his book that research focus is the broad subject matter addressed by the study.⁷ In this case we talk about what will be researched by the researcher, and we can say it research problem. Research problem is not a nuisance area, it is a step toward new knowledge. Research problems are the educational issues, controversies or concerns that guide the need for conducting a study.⁸ So, research problem is a question that a researcher wants to answer or a problem that a researcher wants to solve, the research problem from this research as below.

1. What kinds of drilling Method in teaching English vocabulary are used by the teacher at third grade of Islamic elementary school (SDI) Pelita Hati, Lenteng Sumenep?
2. How does the teacher implement the drilling method in teaching English vocabulary at third grade of Islamic elementary school (SDI) Pelita Hati Lenteng Sumenep?

C. Research Objective

John W. Creswell stated that research objective is a statement of intent used in quantitative research that specifies goals that the investigator plans to

⁷ John W. Creswell, *Educational Research, Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson, 2012), 60.

⁸ Ibid.59

achieve in a study.⁹ Moreover, we can create a research objective by recognizing the research problem then make the research problem. According to research problem above, the researcher create a research objective as follows:

1. To investigate what kinds of drilling method used by the teacher in teaching English vocabulary at third grade of Islamic elementary school (SDI) Pelita Hati Lenteng Sumenep.
2. To describe the implementation of drilling method used by the teacher in teaching English vocabulary at third grade of Islamic elementary school (SDI) Pelita Hati Lenteng Sumenep.

D. Research Significances

This research has two significance of the study, namely theoretical significant and practical significant.

1. Theoretical Significance

Hopefully this research can improve their knowledge about vocabulary and know about what is drilling method and the kinds of it.

2. Practical Significance

a. For the English teacher

The result of this research can be a reference and help the teacher to know the kinds of drilling method and this method may give an advantage when they teach English vocabulary.

⁹ Ibid.11.

b. For the students

The researcher hopes that the result of this study can help the student to:

- 1) Make the students easier in process teaching learning vocabulary.
- 2) Help them to know their learning style.
- 3) Make them easier in getting new English vocabulary by using drilling method.

c. For the researcher

The result of this study can be used by the researcher to develop knowledge about the use drilling method in teaching English vocabulary.

d. For the institution

The researcher hopes this study can add to IAIN Madura library, and can help a college students who will conduct a research about vocabulary or drilling method as their previous study. While, for SDI Pelita Hati researcher hopes this study can becomes a refrence for teacher and student at there, they can read this study to know how to teach English vocabulary and how to use drilling method in teaching English vocabulary, while for the student this can be a new infoemation to them about how many kinds vocabulary, and how to learn it.

E. Definition of Key Terms

Creswell recommend we are better to start our research by narrowing our topic to a few key terms using one or two words or short phrases.¹⁰ In this research the are some definitions that are used to keep away from misunderstanding, they are:

1. 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, or we can say that drill means forcing the student to use the target language.
2. Teaching is the concerted sharing of knowledge and experience, which is usually organized within a discipline and more generally, the provision of stimulus to the psychological and intellectual growth of a person by another person or artifact.
3. Vocabulary is a list or collection of words or of words and phrases usually alphabetically arranged and explained or defined.

F. Previous Study

Previous study is a group of research and studies that dealt with the topic that the research studied. Previous studies are important for the reader and the

¹⁰ Ibid, 82.

researcher. Previous study can help the researcher to comprehend the subject of researcher scientific research.

Therefore, researcher realizes that this research that not a new research, cause there is a previous study talk about this issue, the tittle is the students perception on the use of drilling method in English learning by Desy paradina as the student of English language education department faculty of language education Universitas Muhammadiyah Yogyakarta. By her research found six findings related to students' perception on advantage and also found four findings dealing with students' perception on the disadvantage of drilling method in the process of English language learning. This research focused on the use of drilling method towards students' speaking skill.¹¹ The conclusion from this previous study there some differences and similarities, the different between Desy Paradina with this research is the rsearch focused that is in Desy she is focused on the use of drilling method towards students' speaking skill, while this rsearch focus on how drillig method use in teaching English vocabulary. As for the similarities is both of the research discuss drilling method.

Beside that, other research also have done by the researcher named Lutfi Anwar as students' of department of English education faculty of tarbiyah and teachers training Syarif Hidayatullah State Islamic Universiy jakarta entitled the

¹¹ Desy Paradina “ The Students' Perception on the Use of Drilling Method in English Language by student' of English language education department faculty of language education Universitas Muhammadiyah Yogyakarta” (Thesis, Universitas Muhammadiyah Yogyakarta, Yogyakarta, 2018) hl.3

effectiveness of drilling in teaching irregular plural nouns. His research focus on how to describe the objective condition effectiveness of drilling in teaching irregular plural nouns. Then, he finds the result of the research, the value of t-observation is 3.262 and the value of t-table from the df (40) on degree of signification of 5% is 2.02. It means that the value of t-observation is higher than the value of t-table. So, it can be said that is effective using drilling in teaching irregular plural nouns.¹² The different Lutfi's research between this research is in how to collect the data he is research use a quantitative, while this research use a qualitative data. The second differences is the object of the research, Lutfi's research the object in teaching irregular plural nouns. For the similarities is same the research conduct in class.

Moreover, other investigation have done by the researcher named Nuryani as students' of English program tarbiyah and adab department State Islamic Institute (IAIN) Parepare entitled improving the students' vocabulary mastery by using drill method at the second grade of MTS Izzatul Ma'arif Tappina Kab.Polman. In this investigation she finds a positive impact in the student's vocabulary mastery and class situation and this statement proved by looking at the mean score of the students' writing test in pre-test and post-test. The mean score of pre-test (2,14) is lower than the mean score of post-test (3,09). Then,

¹² Lutfi Anwar "The students' of English education faculty of tarbiyah and teachers training Syarif Hidayatullah State Islamic University Jakarta" (Thesis, Universitas Islam Negeri Jakarta, Jakarta, 2013) 43.

the t-test (5,59) was greater than t-table (1,753). T means that the null hypothesis was rejected and the alternative hypothesis was accepted.¹³ The differences from this research is Nuryani's research discuss about improving students vocabulary mastery using drilling method, while this research how to teach English vocabulary learning using drilling method, and the similarities from both of the research is both of research discuss about vocabulary and drilling method.

While, another research comes from Azarine Hanan Mardhiyah as students' English diploma program faculty of vocational education Unniversitas Airlangga entitled using repitition drill in teaching speaking for 4 grade students in Ta'miriyah Elementary School Surabaya. In the research she studied she was find the majority of students Ta'miriyah Elementary School Surabaya still afraid to speak using English language because of their lack vocabularies and they had a problem in pronounciaton, since the teacher using repitition drill method the studentstarting to improve their skill.¹⁴ The differences her research from this research is, she is research discuss about speaking while this research in vocabulary, and the similarities is in the way to collect the data use a qualitative data.

¹³ Nuryani "Improving The Students' Vocabulary Mastery By Using Drill Method At The Second Grade of MTS Izzatul Ma'arif Tappina Kab.Polman" (Thesis, Insitut Agama Islam Negeri Parepare, Parepare, 2018) hl.39

¹⁴ Azarine Hanan Mardhiyah "Using Repititon Drill In Teaching speaking For 4 grade students' in Ta'miriyah Elementary School Surabaya" (A Final Report, Universitas Airlangga, 2019) hl.31

The last previous study has already done by Novia Luluk Aisyah as students' English education department teacher training and education faculty University of Nusantara PGRI Kediri entitled the use of drilling technique in teaching speaking to the eighth grade students of SMP Dharma Wanita Pare in academic year 2017/2018. In her research, she finds a fact that drilling technique is very helpful in teaching speaking due to it helps students in understanding and remembering the material easily so that they can memorize vocabulary easily and how to say in a good pronunciation.¹⁵ The differences from this research, Novia discuss about using drilling technique in teaching English speaking, while this research not focus on speaking skill, but in vocabulary. Furthermore, the similarities is in how to collect the data and still same discuss about drilling method.

¹⁵ Novia Luluk Aisyah " The Use of Drilling Technique In Teaching Speaking to The Eight Grade Students of SMP Dharma Wanita Pare in Academic Year 2017/2018" (Thesis, University Of Nusantara PGRI Kediri, 2017) hl.8