

**THE IMPLEMENTATION OF DRILL TECHNIQUE IN TEACHING
VOCABULARY FOR STUDENTS LEARNING**

THESIS



**SEPTI ANDRIANA
NPM.200202055**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGE, ART, AND HUMANITIES
HAMZANWADI UNIVERSITY
2025**

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A Thesis

Submitted to Hamzanwadi University, Faculty of Language Art and Humanity
in the Partial Fulfilment of the Requirements for the Degree of Sarjana
Pendidikan in the English Language Education Study Program

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGE, ART, AND HUMANITIES
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ABSTRAC

The aim of this research was to describe how teachers taught English vocabulary skills using the Drill Technique to fifth-grade students at SDN 1 SAKRA in the academic year 2024-2025, and to determine teachers' and students' views on the technique. The study employed a qualitative descriptive method to investigate the application of the Drill technique by English teachers in enhancing students' vocabulary skills. The research subjects consisted of one English teacher and five fifth-grade students. Data were obtained through observation, interviews, and documentation, with observations conducted twice in the classroom and interviews involving 10 questions for teachers and 5 questions for students. The research findings indicated that both teachers and students did not encounter difficulties in learning English vocabulary using the Drill technique. Based on observational and interview data, the researcher that the use of drill techniques can improve students' English vocabulary skill.

Keyword: Drilling Technique, Teaching Vocabulary

ABSTRAK

Tujuan dari penelitian ini adalah untuk mendeskripsikan bagaimana guru mengajarkan keterampilan kosakata bahasa Inggris menggunakan Teknik Drill kepada siswa kelas V SDN 1 SAKRA tahun pelajaran 2024-2025, serta untuk mengetahui pandangan guru dan siswa terhadap teknik tersebut. Penelitian ini menggunakan metode deskriptif kualitatif untuk menyelidiki penerapan teknik Drill oleh guru bahasa Inggris dalam meningkatkan keterampilan kosakata siswa. Subjek penelitian terdiri dari seorang guru bahasa Inggris dan lima siswa kelas lima. Data diperoleh melalui observasi, wawancara, dan dokumentasi, dengan observasi dilakukan dua kali di dalam kelas dan wawancara yang melibatkan 10 pertanyaan untuk guru dan 5 pertanyaan untuk siswa. Hasil penelitian menunjukkan bahwa baik guru maupun siswa tidak menemui kesulitan dalam mempelajari kosakata bahasa Inggris dengan menggunakan teknik Drill. Jadi berdasarkan data observasi dan wawancara, peneliti menyimpulkan bahwa penggunaan teknik drill dapat meningkatkan keterampilan kosakata bahasa Inggris siswa.

Kata kunci : Teknik Drill, Pengajaran Kosakata

DECLARATION

I declare that this thesis does not contain material which has been accepted for the award of any other degree or diploma in any university, nor does it contain material previously published or written by any other person, except where due reference is made in the text of the thesis.

Pancor, 15th July, 2024



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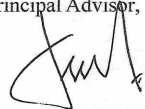
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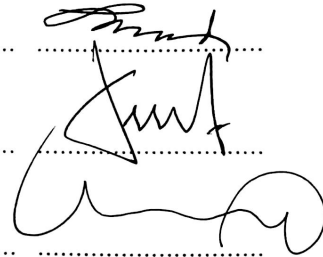
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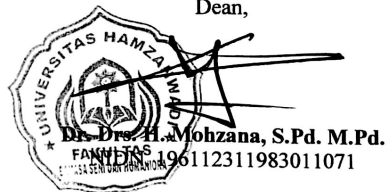
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DEDICATION

This thesis is proudly dedicated to:

1. First and foremost, I express my deepest gratitude to Allah SWT, who has granted me health, strength, and the opportunity to complete this thesis. May this success be the first step towards achieving my future aspirations.
2. My beloved parents, Mr. Mustamin and Mrs. Warniati, I am deeply grateful for the endless love, prayers, support, and motivation you have always provided. You have been a constant source of strength and inspiration for me. Although you did not pursue higher education, you are remarkable individuals who have educated and guided me until I completed my undergraduate studies. I realize how great your sacrifices and efforts have been to ensure I received the best education. I feel incredibly fortunate to be your daughter and can never fully express in words how much I love you. Thank you for everything you have given me in my life.
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"Allah tidak akan membebani seseorang melainkan sesuai dengan kadar kesanggupannya."

(QS Al-Baqarah : 286)

"Lakukan yang terbaik, apapun yang terjadi. Banyak orang sudah mendukungku, aku hanya perlu melakukan yang terbaik."

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Pancor, 15th July, 2024

Septi Andriana

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language was a tool of communication (Maysuroh et al., 2022). According to Ahmada (2022), language was defined as a meaningful sound system used by humans to communicate, involving the process of conveying messages and information through human interaction that mutually influenced, whether intentionally or unintentionally. English, as the primary language in international cross-border communication, was widely used in various fields such as business, social networking, and education (Wati et al., 2024). In Indonesia, English language learning began at an early age, becoming a compulsory subject from elementary school to university, included in the National Examination curriculum (Nazri et al., 2021).

The important aspects of English lessons for students or learners included a strong understanding of grammar, clear pronunciation, and broadening vocabulary (Pebriyani et al., 2021). Vocabulary played a crucial role in enabling students to speak English fluently as it conveyed meaning in communication, as expressed by (Kusendang & Dwimaulani, 2025). Mastering vocabulary was not just an additional skill but the primary foundation for students learning a foreign language. This ability not only allowed them to articulate thoughts and ideas clearly but also helped them communicate more effectively in various situations,

comprehend texts better, speak fluently, write better, and boost confidence in communication (Asrobi & Suryati, 2025).

However, most students experienced difficulty in expanding their vocabulary. According to research conducted by Aminatun (2021), students often feel that learning English is challenging due to differences in written, spelling, and pronunciation. Consequently, their lack of understanding of English texts and pronunciation patterns often serves as a significant barrier to their learning progress (Maysuroh et al., 2025).

The difficulty in pronunciation arose because new vocabulary often had different pronunciation from the student's native language. This often posed a challenge in remembering and using words correctly in English contexts (Pebriyani et al., 2021). The influence of the native language also affected students' understanding and use of English, as differences in structure and vocabulary could lead to negative interference. This could occur when students unintentionally applied grammar rules or used words from their native language in English conversations, resulting in errors and difficulties in effective communication (Maulinda, I., Prasetyaningrum, A., Yusri, A., & Maysuroh, 2025).

The importance of using the right techniques in teaching was so that students could easily understand English vocabulary. By applying drill techniques, students found it easier to master the vocabulary through intensive practice. Drill techniques played a significant role in the learning process (Yulistiana et al., 2025). In teaching drill techniques for learning

English vocabulary, structured steps were carefully followed. Starting from explaining the concept and examples of vocabulary usage to repetitive exercises in various situations and dialogues. Furthermore, students were given exercises that reinforced the use of vocabulary in various sentence patterns. Providing constructive feedback was key to helping students correct their mistakes while giving them ample opportunity to practice intensively. According to Yusuf et al. (2023), to improve English vocabulary skills, educators needed to broaden their understanding of various approaches, methods, and teaching techniques. With the right techniques, students found it easier to grasp vocabulary effectively.

Therefore, with the aim of enhancing students' interest and motivation in the learning process and improving their learning outcomes, the researcher used the drill technique as one of the techniques in this study. The drill technique was recognized as an effective way to enhance vocabulary skills and deepen students' understanding of the taught material. In this technique, teachers employed a repetitive approach in providing exercises to students to enhance their accuracy, skills, and abilities.

B. Focus of the Study

This research focused on improving vocabulary teaching using the Drill technique for students at SDN 1 SAKRA.

C. Purpose of the Study

The aim of this research was to comprehend how the implementation of drill techniques could enhance students' vocabulary in English language learning.

D. Significant of the Study

The result of this study was expected to be useful theoretical and practically.

1. Theoretical Significant

The findings of this research were expected to provide significant benefits for students, teachers, and institutions in selecting effective methods to enhance the learning process, especially in vocabulary instruction.

2. Practically Significant

a. Students

The research findings served as a source of inspiration for students, encouraging them to boost their motivation in learning English vocabulary through the drill method.

b. Teacher

The findings of this research served as a new reference for teachers in developing teaching methods. Consequently, they can apply it in English language learning, particularly in enriching vocabulary in the classroom.

CHAPTER II

LITERATURE REVIEW

A. Vocabulary

1. Definition of Vocabulary

Vocabulary is an accumulation of words owned by individuals in a language, which carry meaning and serve as a means of communication with others. According to Hasan (2018), vocabulary is a collection of words and phrases in a language that have meanings and definitions, usually arranged alphabetically. Additionally, vocabulary also includes the number of words and a list of word groups and phrases learned and used by individuals or groups for communication (Adawiyah et al., 2025).

Rusdi et al. (2022) state that vocabulary is an essential foundation in the process of learning English. They assert that students with a rich vocabulary tend to be more capable of explaining the meaning of a sentence and communicating effectively. Vocabulary can be considered as a collection of words that carry their own meanings and can be arranged in such a way to convey clear and structured statements when used in speaking a language. This indicates that vocabulary development is an important aspect of mastering the English language (Marzuki et al., 2024).

Safura et al. (2022) state that vocabulary is a set of words or phrases used to convey ideas or other meanings in general communication. Proficiency in understanding English cannot be achieved without adequate vocabulary mastery. Vocabulary mastery plays a crucial role in the language

learning process as it forms the main foundation in language skills. Without adequate vocabulary, communication becomes difficult and understanding of others' speech becomes hindered.

Hariati (2020) state that vocabulary is an important aspect of language that encompasses knowledge of the meanings and usage of words in a language, whether in conversation, writing, or listening comprehension. The skill of actively using vocabulary in communication, both orally and in writing, marks a person's ability to master language well and accurately. Vocabulary also reflects how many words an individual masters in a language context and their ability to apply those words in appropriate sentences (Surayya et al., 2023).

Vocabulary is a collection of words or terms used in the form of phrases, encompassing the total number of words employed in communication to convey ideas or emotions. In everyday communication, vocabulary plays a crucial role as it reflects the basic human need to communicate, both verbally and in writing (Arfah & Prasetyaningrum, 2025). Each individual possesses a different amount of vocabulary, depending on their educational background, environment, and life experiences. In the context of a specific language, vocabulary includes not only commonly used words but also specialized terms that may be known only within certain communities or fields. Munawir (2022) emphasizes that understanding and mastering vocabulary is key to effectively communicating and conveying ideas and emotions clearly and precisely.

From the explanations above, it can be concluded that vocabulary is a collection of words in a language that serves as a tool for communication and conveying ideas. By understanding vocabulary, individuals also gain a deeper understanding of the language and its meanings, enabling them to use these words effectively and accurately.

2. The Aspects of Vocabulary

Yolanda (2023), states that there are several aspects to vocabulary, such as meaning, word use, word Classes, spelling, pronunciation:

a. Meaning

Understanding meaning is an essential aspect for students to learn because it refers to how words convey related meanings to comprehend what we will speak and write.

b. Spelling

Spelling is the act of writing a word or words using the necessary letters and diacritics, present in an accepted standard sequence and arrangement of letters that form a word or part of a word; the process of forming words by arranging letters. When teaching developing vocabulary, it's important to consider several factors, such as pronunciation and spelling. Students need to understand how to pronounce words and how to spell them.

c. Pronunciation

Pronunciation refers to the way words or letters are articulated, often challenging to learn due to the lack of direct correlation between

spelling and pronunciation. Some words have a single pronunciation, while others have two or more. Therefore, it is important to understand how to pronounce words correctly to avoid errors in oral communication.

d. Word Classes

Word class is a category of words that have their own distinctive characteristics. It can be divided into several categories, including nouns, verbs, adverbs, adjectives, and prepositions. The classification of words in a language this way depends on their communicative function.

e. Use

The use of words is a way of placing words in a sentence so that the sentence is precise and effective. Word usage can also involve grammar and thus be subject to in-depth analysis to determine regional or social usage patterns in addition to their meanings.

3. Types of Vocabulary

According to Sabata et al. (2020), there are two type of vocabulary namely:

a. Receptive vocabulary

Receptive vocabulary consists of words that learners can identify and understand when used in context but cannot produce accurately. Although they do not use them in speaking and writing, learners recognize this language when they encounter it in reading contexts.

Since students only hear others' ideas, receptive vocabulary learning is sometimes referred to as a passive process. Receptive vocabulary is considered basic in language application. It is much broader than useful vocabulary because there are many terms that students hear or read but do not use when speaking or writing to convey their ideas to others.

b. Productive Vocabulary

Productive vocabulary refers to words that learners can understand, pronounce correctly, and effectively use when speaking and writing. This includes receptive vocabulary requirements as well as the ability to speak or write at the appropriate time. Therefore, developing productive vocabulary can be considered a way for students to actively use language to communicate with others.

In line with the explanation above, there appear to be various types of vocabulary, such as oral vocabulary, written vocabulary, listening vocabulary, reading vocabulary, receptive vocabulary, and productive vocabulary.

B. Drill Technique

1. The Definition Drill Technique

Saputra (2023) state that drilling is a technique that has long been used abroad in the context of language classrooms, representing a core feature of the audio-lingual method that emphasizes the repetition of structural patterns through oral exercises. These exercises are highly controlled sessions where students respond to specific cues with varied

responses depending on the type of drill used. This training technique is typically applied in controlled language learning stages to assist students in accurately practicing what they have learned.

Mulyono (2022) state that drill technique is an approach in English language teaching involving repetitive learning where students extensively repeat materials taught by their teacher or tutor. This approach is renowned for its use of deep repetition, which is its hallmark. This technique is commonly used in teaching English as a foreign language, often adopting principles from the Audio-Lingual Method (ALM) for vocabulary and speaking instruction.

The drilling technique is a habit formation process that involves consistently repeating correct utterances, accompanied by positive reinforcement. This method aims to ensure that each time students repeat a concept or sentence they do it correctly, gradually forming good and correct habits. Repeated practice strengthens students' memory, helping them internalize the material more effectively. Support in the form of positive reinforcement, such as praise or rewards, plays a crucial role in motivating students to continue practicing and improving. By using the drilling technique, students can significantly enhance their ability to master and retain the information they have learned (Fikni et al., 2024).

Septibera (2016) state that drilling technique involves imitating and repeating words, phrases, and even entire sentences. This technique not only aids in mastering short functional chunks and related intonation patterns but

also allows learners to become familiar with the material being learned. Meanwhile, According to Fransiska (2007), Drilling technique is a language teaching technique that focuses on forming habits through repetition of vocabulary, memorizing grammar structures, and transforming tenses. This technique also emphasizes the use of the target language and understanding the culture where the language is used.

Based on the above definitions, the drill technique is a training technique aimed at developing students' skills or abilities, especially in repeating vocabulary, memorizing grammar, and partially through the repetition of specific movements or actions. Additionally, the drill technique also plays a role in improving students' abilities in an activity through focused and repetitive practice.

2. The Advantages and Disadvantages using Drill Technique

Nurliana (2020) state that the drill technique has advantages and disadvantages, namely:

a. Advantages

Providing students with basic skills through repeated practice serves as a strong foundation for a quick and effective understanding of concepts. Various teaching methods, such as using flashcards or engaging in rewriting exercises, offer students opportunities to apply these skills in different contexts, enabling them to develop mastered abilities. Consequently, students can advance to higher levels of

proficiency while efficiently retaining mastery of the fundamental skills they have learned.

b. Disadvantages

Students who struggle to concentrate may face challenges when learning through practice methods, especially if they are already proficient in the skill, leading to a loss of interest and feelings of boredom. Additionally, there is a possibility that some students prioritize memorizing material for tests rather than truly understanding it deeply.

Based on the statement above, the researcher concludes that this method has both advantages and disadvantages that can affect vocabulary teaching. However, these drawbacks may not pose a serious problem if language teachers are aware of them, remain creative in providing learning resources, and continue to integrate language learning processes.

3. The Procedure of Drill Technique in Teaching

Teachers should prepare materials or word lists to be taught, including common everyday words for students. Using pictures or flashcards aids in visualizing meanings, making students more responsive to visual stimuli. The process begins by introducing new words one by one, followed by showing corresponding pictures and asking students to repeat the words.

Then students are taught how to use the words in simple sentences or short stories to understand their meanings and practical usage. Engage students in role-playing games or activities involving the use of new words in real-life situations. Repetitive exercises, positive feedback, and constructive corrections help reinforce students' understanding and retention.

Finally, the session concludes by evaluating students' understanding through questions or other evaluation activities, ensuring the effectiveness of learning. By following this drill technique procedure, teachers can help students understand and master English vocabulary more effectively and enjoyably.

4. Drill Technique in Teaching Vocabulary

The drill technique in teaching vocabulary is an approach focused on repetition and reinforcing students' understanding of new words. In the context of language learning, this technique is often used to help students internalize vocabulary more effectively. First, the teacher introduces new words to students through example sentences or pictures. Next, students are asked to repeat these words and use them in various activities, such as speaking, writing, or playing word games.

In drill technique, variation in the use of vocabulary is key. Teachers can change the context or situation in teaching to enrich students' understanding of those words. For example, if the words are related to a

specific theme, such as food, the teacher can organize food store simulations or roles involving the use of those words in everyday conversations.

Additionally, the use of diverse media can also enhance the effectiveness of the drill technique in teaching vocabulary. Teachers can utilize technology such as language learning software, short videos, or audio recordings to provide variation in teaching. By introducing vocabulary through various media, students have the opportunity to engage more of their senses, which can strengthen brain connections and accelerate the learning process. Thus, the drill technique is a powerful tool in helping students expand their vocabulary and improve their language skills comprehensively.

C. Relevant Study

The first study was conducted by Terasae & Hairuri Sahrul Hafiz in 2022. Its title was "The Effect of Drill Technique Towards Students' Vocabulary Mastery In Learning English." The aim of this research was to determine if there is an influence of drill technique on students' vocabulary mastery in English learning. The researchers utilized an experimental design divided into two groups with different treatments: the experimental group used drill exercises, while the control group underwent three stages. The sample comprised all first-year students of SMAN 1 Batulayar, totaling 75 students. The findings indicated that the use of the Drill Technique had a positive effect on students' vocabulary mastery in English learning among first-year students at SMAN 1 Batulayar. The similarity between the previous and current

research is that both apply the drill teaching technique. However, the difference between the two studies is that the previous research used an experimental method with high school students as subjects, while this study uses a qualitative descriptive method with elementary school students as subjects.

The second study, conducted by Ria Fransiska and Jurianto and titled "The Use of Drilling Technique in Teaching English Vocabulary to the Seventh Grade Students of SMP Negeri 2 Tanggulangin," aimed to determine whether there was a difference in English vocabulary mastery between seventh-grade students taught using the drilling technique and those who were not. Utilizing a quantitative method, the research involved a sample of 72 students from the seventh grade of SMP Negeri 2 Tanggulangin. The results indicated that the use of drilling technique could enhance students' vocabulary mastery at the school. The similarity between the previous and current research is in the teaching technique using the practice method and focusing on improving students' vocabulary skills. However, the difference between the two studies is that the previous research used a quantitative method with middle school students as subjects, while this study uses a qualitative descriptive approach with elementary school students as subjects.

D. Theoretical Framework

Vocabulary is a challenging aspect for students as it involves issues like pronunciation, understanding meaning, and using words in appropriate contexts. One of the main challenges is grasping the differences between similar words, such as "effect" and "affect." However, with regular practice and exposure

through listening, reading, and using reference materials, students can overcome these difficulties. According to Putra (2022), mastering vocabulary is crucial in language skills as it determines how proficient someone is in speaking, listening, reading, and writing. Vocabulary serves as the foundation in language learning that learners must grasp. Understanding vocabulary is one of the harder tasks compared to other skills. To master a wide range of vocabulary, various techniques need to be learned, with one of them being drill techniques to enable students to grasp as much vocabulary as possible.

According to Hidayat et.al (2022), through drill technique, young learners are guided and assessed by teachers or tutors on how to pronounce vocabulary correctly and speak English fluently. Therefore, one of the advantages of drill techniques in vocabulary learning is its ability to help students expand their vocabulary quickly and effectively. By providing repeated exercises, students can internalize new vocabulary and strengthen their skills in remembering and using those words in the appropriate context. Based on the statements above, researchers apply drill techniques to encourage students to master as much English vocabulary as possible.

E. Research Questions

Based on the background and focus of study, the research questions are formulated as follows:

How is the implementation of drill techniques used to assist students in improving English vocabulary in fifth grade students of elementary school?

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study employs a qualitative descriptive research design as it focuses on a specific processes rather than statistical data. This method is chosen as it allows the researcher to deeply describe various phenomena occurring within a particular context. Data analysis was conducted through description, encompassing the collection of relevant to the research subject. According to Herman (2022), qualitative descriptive research aims to clearly and thoroughly describe social realities and various phenomena occurring in society. This approach seeks to gain a comprehensive understanding of the characteristics qualities, and patterns of these phenomena.

Furthermore, according to Saputra (2023), a qualitative approach emphasized the qualification of all knowledge and the subjective nature of all inquiries and understandings. This approach was highly suitable for answering research questions exploring who, what, and where certain events or experiences occurred. By using this method, researchers gained deeper insights from informants about phenomena that were not well understood. This approach provided room for researchers to understand the social and cultural contexts that influenced the phenomena being studied.

This study combines library research and field research. Library research is conducted to collect secondary data from various existing sources, while field research is conducted to obtain primary data directly from participants.

In field research, the researcher visits specific locations to conduct observation and interviews with the involved participants. The main objective of this qualitative descriptive study is to describe the learning activities using drill technique to enhance students' vocabulary skills. Thus, this research is expected to provide a clear picture of the effectiveness of drill technique in the learning context.

B. Setting of the study

Research setting referred to the location and time of the study. The research was conducted in the fifth grade of SDN 1 SAKRA, located on Jl. Soekarno Hatta, Sakra Pusat, Kec. Sakra, East Lombok Regency.

C. Participant

Participants in this research were five of fifth-grade students and English teachers from SDN 1 SAKRA for the 2024/2025 academic year. Realizing the need to use appropriate teaching techniques, researchers used two fifth-grade classes to observe the teaching techniques employed by teachers in those classes.

D. Data Collection

1. Definition of key term

There were two key terms in this study: these were 1. Vocabulary, and 2. Drill Technique. According to Rusdi et al. (2022), vocabulary was an essential foundation in the process of learning English. They asserted that students with a rich vocabulary tended to be more capable of explaining the meaning of a sentence and communicating effectively. Vocabulary could be

considered as a collection of words that carried their own meanings and could be arranged in such a way to convey clear and structured statements when used in speaking a language. This indicated that vocabulary development was an important aspect of mastering the English language.

According to Komariyah (2022), the drill technique was an instructional approach where students were intensively trained to enhance their skills beyond what was taught. This involved repeated practice until students grasped the material taught by the teacher.

2. Instrument of the Study

The instruments used for data collection in this research included observation, interviews, and documentation. Observation was the researcher's activity to gather data, and observation forms were essential records during classroom observations. Researchers used checklists to capture information related to classroom activities. Subsequently, interviews were conducted after the teaching process to cross-verify data and ensure the validity of observational information. Finally, documentation aimed to ensure the reliability of observation or interview results.

3. Technique of Collecting Data

a. Observation

Data collection was conducted through observation, where researchers observed how teachers implemented the drill technique in teaching from beginning to end.

b. Interview

Before conducting the interview, the researcher prepared tools such as a telephone and sheets of paper containing pre-prepared questions. Data collection was done by interviewing a fifth-grade English teacher and five fifth-grade students after the learning process was completed in the classroom. The purpose of this interview was to understand the implementation of the drill technique and to obtain the subjects' perspectives on the technique.

c. Documentation

At this stage, the researcher conducted research to obtain information through documentation. The documentation included photos of classroom learning observation activities and photos of interview activities with the English teacher and five representative fifth-grade students.

E. Data analysis

In this section, the researcher explained in detail the methods used to analyze the data. The data analysis was conducted after classroom observations and interviews with students and teachers. Following this, the researcher also presented the results of these interviews. Additionally, the researcher analyzed students' responses to the strategies or processes of learning English vocabulary that were implemented. From the analysis, the researcher concluded that students needed appropriate learning techniques for learning English, especially when they felt confused or bored with the lessons. This data analysis process consisted of three main procedures. The theoretical details of these three procedures are shown in the chart below:

1. Data Reduction

According to Sedyastuti et al. (2021), Data reduction was a crucial process in research that focused on simplifying, obfuscating, and transforming raw data collected in the field. This process aimed to organize the data so that it was easier to analyze and interpret for accurate conclusions. The reduced data was then presented as a structured set of information, enabling researchers to draw accurate conclusions and take necessary actions. This data presentation was done in writing, based on interrelated case facts, providing a clear and comprehensive overview of the phenomenon being studied.

2. Data Display

The next technique was presenting data. In qualitative research, data presentation was done in various forms, such as brief descriptions, charts, category relationships, flowcharts, and so on. However, the most commonly used method for presenting data in qualitative research was through narrative text. Presenting data in narrative form allowed researchers to describe in detail and depth the phenomena being studied. By presenting data clearly and structured, researchers could more easily understand the context and dynamics occurring. This also facilitated planning the next steps based on the understanding obtained from the presented data. Additionally, good data presentation could help communicate research findings to others, providing broader and deeper insights into the topic being studied.

3. Conclusion

The data conclusion presented the final results of the data analysis gathered in the research. This study aimed to interpret the content and display of the obtained data. Thus, through this data conclusion, researchers could establish conclusions and verify the effectiveness of the drill techniques used by students in learning English vocabulary

CHAPTER IV

RESULT AND DISCUSSION

A. Research Result

The researchers aimed to describe the use of the Drilling Technique to improve English vocabulary mastery among fifth-grade students at SDN 1 SAKRA. This discussion included the application of the Drilling Technique by teachers in fifth-grade classes to help students learn English vocabulary, as well as the perspectives of teachers and students on the use of this technique in the classroom. In this chapter, the researchers explained the findings of the study conducted at SDN 1 SAKRA for fifth-grade students. These research findings answered the research questions posed. The question in this study was how to apply the Drilling Technique to enhance students' learning of English vocabulary.

The researchers collected data through three methods: observation, interviews, and documentation. The researcher did not participate in the learning process but only observed it from the back of the classroom. The interviews involved the fifth-grade English teacher and five students. This research was completed in June 2024. The researchers analyzed the research findings based on observations and interviews using the theory of applying the Drilling Technique in the learning process. This analysis included the application of the technique and the perspectives of teachers and students on its use to help improve students' English vocabulary.

1. Observation result

To understand the teacher's activities in teaching students in the classroom, the researcher conducted an observation on May 31, 2024, without informing the students about this activity. The observation was carried out by observing the process of teaching English vocabulary using the drill technique by the English teacher in the class. The used of observation sheets helped the researcher to record various activities in the classroom, including the interaction between the teacher and students.

The classroom situation during the teaching and learning process was quite good. The teacher started the class by discussing the previous material. The teacher asked the students to reread the English vocabulary notes that had been given. Next, the teacher asked the students to answer the homework together that had been assigned previously. When students made mistakes in pronouncing the vocabulary, the teacher emphasized the repetition of structural patterns through oral exercises as the main technique in language teaching. This drill technique required students to repeat an utterance aloud immediately after hearing it. The words had to be short enough for the students to easily remember.

During the class activities, the researcher noted several positive aspects of the use of the drill technique by the teacher. For instance, when some students began to not understand or had difficulty with the material, especially vocabulary, the teacher provided leniency by allowing the students to look at the book but required them to read it repeatedly.

Additionally, the students were taught to make sentences with simple vocabulary repeatedly until they mastered it. The teacher mentioned several common vocabulary words in sentences, then the students repeated them, responding to the teacher's cues, and gradually expanding what they repeated until they could repeat entire sentences.

2. Interview Result

On the last day, researchers interviewed students and English teachers to understand their perceptions. Based on the interviews conducted with fifth-grade students, the researchers concluded that teaching using drill techniques could help improve students' confidence when learning English vocabulary. This was because the drill technique involved direct interaction with students and emphasized repetition, which was easily understood by students in learning vocabulary. Additionally, some students experienced difficulties with pronunciation and memorization of vocabulary, and they greatly benefited from teachers repeatedly pronouncing the words, which helped them remember.

Student 1 stated during the interview: "I found it difficult to learn vocabulary because the pronunciation often differed from the spelling, but with guidance in correct pronunciation and repeated practice, I understood and mastered it more." Student 2 also said: "I struggled to memorize vocabulary in various subjects, but I could remember it unconsciously when listening to the teacher's pronunciation repeatedly in front of the class." The researcher concluded that students could learn more easily with

drill teaching techniques because the delivery was clear and relaxed. Furthermore, the benefits for students included increasing their confidence.

The results of the interviews with fifth-grade English teachers showed that the use of drill techniques in teaching was considered highly effective. Teachers stated that students enjoyed the learning process with material repetition, especially in enriching their vocabulary. English teachers specifically tailored the material to be easier to remember by students. They also emphasized that drill techniques allowed students to practice learning wherever they were, providing flexibility and opportunities to deepen their understanding of English beyond the classroom environment.

An English teacher stated during the interview: "I believed that drill techniques were the most effective for teaching vocabulary to fifth-grade students. By using repetitive techniques, students could quickly remember and master new vocabulary. This technique made it easier for them to become more fluent in using the words taught, strengthening their memory through consistent repetition." The English teacher also said: "When I used drill techniques in class, I noticed that some students were very enthusiastic, while others seemed less interested; this seemed to depend on their mood. However, overall, I saw that students enjoyed the learning process. When I pronounced vocabulary aloud, they immediately repeated it without difficulty, indicating that this technique was effective and easy to follow for all students."

From this perspective, drill techniques not only provided immediate benefits in the learning process in the classroom but also enabled students to apply their knowledge in everyday situations. Thus, teaching using drill techniques could provide a more comprehensive and integrated learning experience for students, helping them master English more effectively and build confidence in communicating in the language.

B. Discussion

The researchers collected data related to the research question that examined how the application of exercise techniques in teaching English vocabulary was carried out using observation, interviews, and documentation methods. In this process, the researchers analyzed the learning that occurred during the use of exercise techniques based on direct classroom observations. Through this analysis, exercise techniques were expected to become a current reference for teachers and students to implement easier and more effective teaching methods, create a conducive classroom atmosphere, and achieve the desired results for both parties.

This study also investigated students' patterns in using exercise techniques from various aspects, including their interest in learning English vocabulary and the difficulties they faced during the learning process. By understanding the interests and obstacles experienced by students, the researchers attempted to delve into how exercise techniques could affect engagement and learning effectiveness. These aspects were important to

understand to improve teaching techniques and help students overcome difficulties in learning English vocabulary.

The majority of students showed a strong preference for learning vocabulary through repetitive exercise techniques. This was supported by Mulyono's (2022) findings, which found that drill techniques were an approach in English teaching that involved repetitive learning where students extensively repeated the material taught by their teachers or tutors. This approach was known for its use of deep repetition, which was its hallmark. Repetition of material in class helped students avoid boredom and made it easier for them to memorize vocabulary. Additionally, the interaction that occurred during the teaching and learning process provided additional motivation for students. Teachers who continuously guided and supported students created a safe learning environment, allowing students to feel unafraid to make mistakes and begin to develop self-confidence.

Aminatun (2021) stated that students often felt that learning English was challenging due to differences in writing, spelling, and pronunciation. As a result, their lack of understanding of English texts and pronunciation patterns often became a major obstacle to their learning progress. However, although students sometimes faced difficulties in learning English vocabulary, they continued to strive to overcome these challenges thanks to the encouragement and trust from teachers who did not blame them, even when mistakes or doubts arose in their answers. Additionally, this study highlighted the important role of teachers in supporting students during the learning process.

Proactive teachers who provided positive feedback and guided students individually were proven to increase students' motivation and engagement. Exercise techniques, if applied with the right approach, helped students overcome the fear of failure and encouraged them to keep trying.

Komariyah (2022) said that drill techniques were a learning approach where students were intensively trained to improve their skills beyond what was taught. This required repeated practice until students understood the material taught by the teacher. Consistent support from teachers not only helped students remember vocabulary more effectively but also built a conducive learning atmosphere where students felt valued and motivated to learn more diligently. This study provided valuable insights for educators to create more effective teaching strategies and support students' academic success in learning English vocabulary.

This study also focused on evaluating the long-term impact of repetitive exercise techniques on students' English language skills. Thus, the researchers hoped to provide practical recommendations that could be implemented by educators to improve the overall quality of English learning. The findings of this study showed that by using the right exercise techniques and continuous support from teachers, students could achieve significant progress in mastering English vocabulary. Additionally, this study also showed that a structured approach focused on the individual needs of students could increase their engagement in the learning process, which in turn would have a positive impact on their learning outcomes.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

So this study demonstrated that the systematic application of drill technique effectively enhanced the fifth-grade students' English vocabulary mastery at SDN 1 SAKRA. By engaging students repeated reading, collaborative tasks, collective answering, and guided pronunciation practice, the teacher was able to improve their vocabulary comprehension and confidence in using English in daily communication.

B. Suggestion

1. For the teachers

Technique was one of the most important elements in the learning process. Teachers had to pay attention to the techniques they used when teaching. One technique that teachers could use in teaching students' vocabulary was the drilling technique. This technique could help students significantly improve their English vocabulary. The results of this research could serve as a guide for determining the appropriate techniques in teaching students. Hopefully, this research could inspire teachers to find effective ways to teach vocabulary efficiently, thus improving students' abilities. Additionally, it was hoped that teachers could also implement other interesting and varied methods during the learning process. In this way, learning became more enjoyable, and students were more motivated to learn. It was always important for teachers to innovate

and adapt to students' needs, so that learning outcomes could be maximized and students could reach their full potential.

2. For the students

Students needed to boost their enthusiasm for learning English, especially in expanding their vocabulary, without fear of being corrected when making pronunciation errors. Without expanding their vocabulary, they would struggle to develop other English language skills. Additionally, it was important for them to memorize a lot of vocabulary to support their English language proficiency. With more practice, students could quickly recall vocabulary effectively. Watching video content that demonstrated correct pronunciation of vocabulary could also help students acquire more words to use in their learning. This was one effective alternative for enhancing students' English vocabulary.

3. For other researcher

For future researchers who wished to conduct studies on English vocabulary acquisition, may this research serve as a useful guide and additional reference. This study had some limitations, such as limited time for data investigation. Therefore, it was suggested that future research delve deeper by exploring various other vocabulary teaching strategies that were not covered in this study. It was hoped that future research could provide a more comprehensive contribution and enrich the understanding in the field of English vocabulary teaching.

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Appendix 01 instrument of the study

OBSERVATION FIELD NOTES

DAY 1

Field report during the research at SDN 1 SAKRA. In this study, the researcher conducted observations starting from obtaining permission on May 24th until May 31st, 2024. The activities carried out by the researcher during the research include:

Date : 24 May 2024

Location : SDN 1 SAKRA

Subject : Fifth grade of SDN 1 SAKRA

OBSERVATION RESULTS

Researcher

On Friday, May 24, 2024, the researcher visited SDN 1 SAKRA school. The purpose of the visit was to follow up on the research plan to be conducted at the school. The researcher met with the headmaster of SDN 1 SAKRA to submit the research letter from the university and request official permission to conduct the research. Additionally, the researcher

observed the school environment, including observing the teaching techniques used by English teachers during classroom sessions.

DAY 2

Date : 31 May 2024

Location : SDN 1 SAKRA

Subject : Fifth grade of SDN 1 SAKRA

OBSERVATION RESULTS

Researcher

On Friday, May 31, 2024, the researcher returned to the school to conduct research. The researcher requested permission from the English teacher in the classroom to observe the learning process. The goal was to study the drill techniques used by the teacher to teach English vocabulary to the students. The teacher gladly granted permission, and the researcher stood in the corner of the classroom to observe. During the observation, the researcher observed the teacher using drill techniques to enhance students' memory of the vocabulary being taught. When students made pronunciation errors, the teacher quickly corrected and repeatedly taught the correct pronunciation to ensure good retention. The researcher also noted that some students lacked confidence when asked to repeat their

pronunciation, but the teacher's skilled approach helped them feel comfortable and more confident.

Interview Sheet

Name :

Class :

Status :

Questions

1. Do you like learning vocabulary in English? Why?
2. Do you have difficulties in learning English vocabulary?
3. Do you think teachers have provided easy vocabulary teaching techniques for you?
4. Do you like being taught using the drill technique?
5. What is your opinion on the application of the drill technique by teachers as a method to improve vocabulary skills?

Appendix 02 Result of the Interview

Name : Zeem Musya

Class : V

Status : Students

Researcher : Do you like learning vocabulary in English? Why?

Student 1 : Yes, because I enjoy learning English lessons.

Researcher : Do you have difficulties in learning English vocabulary?

Student 1 : I struggle to pronounce some vocabulary correctly.

Researcher : Do you think teachers have provided easy vocabular teaching techniques for you?

Student 1 : Yes, it's easy because I quickly grasp vocabulary.

Researcher : Do you like being taught using the drill technique?

Student 1 : Yes, I like being taught using this technique.

Researcher : What is your opinion on the application of the drill technique by teachers as a method to improve vocabulary skills?

Student 1 : In my opinion, it's true that by using this drill technique, I can effectively improve my English vocabulary skills.

Name : Baiq Kayia Putri

Class : V

Status : Students

Researcher : Do you like learning vocabulary in English? Why?

Student 2 : Not really fond of it, because I find it difficult to learn English vocabulary.

Researcher : Do you have difficulties in learning English vocabulary?

Student 2 : Yes, there are instances where the spelling and pronunciation differ, which makes me less confident.

Researcher : Do you think teachers have provided easy vocabulary teaching techniques for you?

Student 2 : Yes, it's easy. I am taught repeatedly so that I can remember quickly.

Researcher : Do you like being taught using the drill technique?

Student 2 : Yes, I like it because I am able to remember quite a few vocabulary words taught by the teacher.

Researcher : What is your opinion on the application of the drill technique by teachers as a method to improve vocabulary skills?

Student 2 : I think it somewhat improves my vocabulary skills.

Name : L. Dhafa Junian

Class : V

Status : Students

Researcher : Do you like learning vocabulary in English? Why?

Student 3 : I don't like it because I'm lazy to study English and I find it difficult.

Researcher : Do you have difficulties in learning English vocabulary?

Student 3 : I find it difficult to pronounce.

Researcher : Do you think teachers have provided easy vocabulary teaching techniques for you?

Student 3 : Yes, it's quite easy because I can follow English vocabulary lessons in class little by little.

Researcher : Do you like being taught using the drill technique?

Student 3 : It's just okay because I don't like studying English.

Researcher : What is your opinion on the application of the drill technique by teachers as a method to improve vocabulary skills?

Student 3 : My opinion is that since I don't really like English lessons, it's just okay.

Name : Derin Hardianti Putri

Class : V

Status : Students

Researcher : Do you like learning vocabulary in English? Why?

Student 4 : Not really fond of it, because I easily forget.

Researcher : Do you have difficulties in learning English vocabulary?

Student 4 : I struggle a bit to remember vocabulary when it's newly taught.

Researcher : Do you like being taught using the drill technique?

Student 4 : Yes, it's easy. This technique helps me learn English vocabulary little by little.

Researcher : Do you like being taught using the drill technique?

Student 4 : Quite like it, because I can remember some vocabulary taught by the teacher.

Researcher : What is your opinion on the application of the drill technique by teachers as a method to improve vocabulary skills?

Students 4 : In my opinion, this technique can somewhat improve my vocabulary skills.

Name : Afra Nailah Arkana

Class : V

Status : Students

Researcher : Do you like learning vocabulary in English? Why?

Student 5 : I like it because I quickly understand vocabulary when studying.

Researcher : Do you have difficulties in learning English vocabulary?

Student 5 : I find it difficult in terms of pronunciation, which affects my confidence.

Researcher : Do you like being taught using the drill technique?

Student 5 : Yes, it's easy because I can remember it faster with repeated teaching from the teacher.

Researcher : Do you like being taught using the drill technique?

Student 5 : I like it because it's not too difficult to pronounce vocabulary repeatedly.

Researcher : What is your opinion on the application of the drill technique by teachers as a method to improve vocabulary skills?

Student 5 : In my opinion, using this technique helps me learn English vocabulary more quickly.

Interview Sheet

Interviewee :

Date :

Questions

1. Are the students enthusiastic about learning English, especially vocabulary?
2. Are there any barriers in teaching English vocabulary?
3. What causes students to have difficulty in remembering and pronouncing vocabulary correctly?
4. How do you overcome students who lack confidence in learning English, particularly vocabulary?
5. What efforts do you make to enhance students' English vocabulary?
6. Is the drill technique often used to teach English vocabulary in class?
7. Why do you choose to use the drill technique as a teaching method for English vocabulary with students?
8. Are students enthusiastic about participating in vocabulary learning using the drill technique?
9. Do students still experience difficulties after being taught using the drill technique in learning English vocabulary?
10. In your opinion, can teaching using the drill technique improve students' vocabulary skills?

Interviewee : English Teacher of SDN 1 SAKRA

Date : 2 June 2024

Location : SDN 1 SAKRA

Researcher : Are the students enthusiastic about learning English, especially vocabulary?

Teacher : Depending on the students' mood, which significantly affects their enthusiasm for learning. Some students may be enthusiastic if they are in a good mood, while others may lack enthusiasm due to issues at home, which can affect their concentration in class.

Researcher : Are there any barriers in teaching English vocabulary?

Teacher : One of the main obstacles is students' lack of focus and interest in learning vocabulary in English, which makes them feel challenged.

Researcher : What causes students to have difficulty in remembering and pronouncing vocabulary correctly?

Teacher : Some students find learning English, especially vocabulary, difficult due to differences in writing and pronunciation, which can sometimes undermine their confidence.

Researcher : How do you overcome students who lack confidence in learning English, particularly vocabulary?

Teacher : I strive not to make students feel embarrassed. For example, when a student mispronounces a vocabulary word, I appreciate their effort and teach them the correct way to pronounce it.

Researcher : What efforts do you make to enhance students' English vocabulary?

Teacher : I make specific efforts to assist students who are struggling or don't understand by giving them additional tasks. After their more knowledgeable classmates finish, I provide intensive guidance to those still struggling, repeating the material until they make progress.

Researcher : Is the drill technique often used to teach English vocabulary in class?

Teacher : I often use drilling techniques to help students quickly and fluently grasp the material.

Researcher : Why do you choose to use the drill technique as a teaching method for English vocabulary with students?

Teacher : During English lessons, particularly in vocabulary, drill techniques have proven highly effective in helping students quickly remember and understand vocabulary, especially at the elementary school level.

Researcher : Are students enthusiastic about participating in vocabulary learning using the drill technique?

Teacher : Students show great enthusiasm when using drill techniques in learning vocabulary.

Researcher : Do students still experience difficulties after being taught using the drill technique in learning English vocabulary?

Teacher : Some students still face difficulties, especially those with below-average IQ levels, while students with above-average IQ levels tend to grasp the material more quickly.

Researcher : In your opinion, can teaching using the drill technique improve students' vocabulary skills?

Teacher : In my opinion, teaching using drill techniques can significantly enhance students' vocabulary skills, especially in limited learning schedules like once a week. Although initially they may still rely on books for assistance, over time they become accustomed to and proficient in mastering the material without needing to refer to a book.

Appendix 06 Documentation









UNIVERSITAS HAMZANWADI

FAKULTAS BAHASA SENI DAN HUMANIORA

Jalan KH. Muhammad Idrus Abdul Majid No. 132 Pancor, Selong, Lombok Timur, Nusa Tenggara Barat, NP 83511
Telp./Fax: +62 3622954 Website: <http://fbs.hamzanwadi.id> E-mail: fbs.hamzanwadi@gmail.com

KONTRAK KERJA BIMBINGAN

Yang bertanda tangan di bawah ini, pihak pertama (Dosen Pembimbing Skripsi) dengan menandatangani Kontrak Kerja Bimbingan dengan pihak kedua (mahasiswa bimbingan) melaksanakan bimbingan Skripsi selama enam bulan atau satu semester dengan jadwal sbb:

BULAN PERTAMA untuk Pendaftaran Proposal

BULAN KEDUA untuk Instrumen Penelitian

BULAN KETIGA-KELIMA untuk Bimbingan Skripsi

Demikian Kontrak bimbingan ini dibuat dengan sebenarnya untuk dipedomani dan dilaksanakan sebagaimana mestinya.

Pihak Pertama
Pembimbing Utama

Zahraeti Fikri, M.Pd-B.I

Pancor, 9 Maret 2024

Pihak Kedua
Mahasiswa Bimbingan

Septi Andriana

Pembimbing Kedua

Muhammad Husnu, M.Pd

Mengetahui
Dekan Fakultas Bahasa Seni dan Humaniora
Hamzanwadi



Dr. Laili Manzana, S.Pd, M.Pd

NIP. 19611231 1983 01 1 0 11



UNIVERSITAS HAMZANWADI

FAKULTAS BAHASA SENI DAN HUMANIORA

Jalan G.H. Muhammad Asmuddin Abdul Madjid No. 132 Percobaan Sekeloa, Lombok Timur, Nusa Tenggara Barat, IP: 85612
Telp./fax: +62- 822954 Website: <http://fsh.hamzanwadi.ac.id> E-mail: fsh.hamzanwadi@gmail.com

BERITA ACARA BIMBINGAN SKRIPSI

1. Nama Mahasiswa : Septi Andriana
2. Nomor Pokok Mahasiswa : 200202055
3. Semester : 8
4. Fakultas : FBSH
5. Jurusan/Program Studi : Pendidikan Bahasa Inggris
6. Dosen Pembimbing :
 1. Zahratul Fikri, M.Pd
 2. Muhammad Husnu, M.Pd
7. Judul Skripsi

The Implementation of Drill Technique in Teaching Vocabulary
For Students Learning

8. Jadwal bimbingan

| NO | Tanggal Konsul | Materi Bimbingan | Tgl. Revisi Persetujuan | Paraf | |
|----|------------------|------------------------|-------------------------|-------|--|
| | | | | | |
| 1. | 28 Februari 2024 | Title | | | |
| 2. | 4 Maret 2024 | Outline | | | |
| 3. | 7 Maret 2024 | Introduction Review | | | |

| | | | |
|----|------------------|---|-----|
| 4. | 13 Maret 2024 | Chapter 1 Review - background - theories | ✓ |
| 5. | 18 Maret 2024 | Chapter 2 Review | ✓ |
| 6. | 27 April 2024 | Chapter 5 Review | ✓ |
| 7. | 14 Mei 2024 | proposal of continuing to your first discover | ✓ |
| 8. | 18 Mei 2024 | - Introduction Paragraph - Tambahkan Drill technique in teaching vocabulary | ful |
| 9. | 25 Mei 2024 | - Instrumen - Tenses | ful |
| 10 | 29 Mei 2024 | All program | ful |
| " | 16 Juli 2024 | Skripsi Review | ✓ |
| | | Continue to your first discover | ✓ |

| | | | |
|-----------------|----------------------------|------|--|
| 17 Juli 2024 | - Abstrac - Partecipamb | Juli | |
| 18 Juli 2024 | Ari Heris | Juli | |
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Par or 20
Ker a Program Studi



M. Adib Nazri, M.Pd
NII N 0824058801



UNIVERSITAS HAMZANWADI
FAKULTAS BAHASA, SENI, DAN HUMANIORA

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Nomor : 200 /UH.FBSH/LT/2024 30 Mei 2024
Lampiran : 1 (Satu) Eks.
Hal : **Mohon Izin Penelitian**

Yth. Kepala BAPPEDA Kab. Lombok Timur
di-
Tempat

Bismillahiwabihamdih.
Assalamu'alaikum Warahmatullahi Wabarakatuh.

Dengan hormat, kami permaklumkan bahwa untuk dapat menyelesaikan tugas akhir pada Program Studi Pendidikan Bahasa Inggris FBSH Universitas Hamzanwadi, maka mahasiswa di bawah ini:

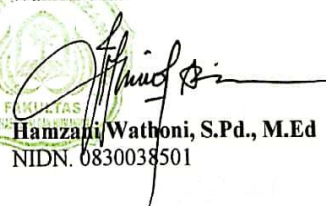
Nama : SEPTI ANDRIANA
NPM : 200202055
Fakultas : Bahasa, Seni dan Humaniora
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi/Karya Ilmiah : THE IMPLEMENTATION OF DRILL TECHNIQUE IN TEACHING VOCABULARY FOR STUDENTS LEARNING

Mohon kiranya diberikan izin melakukan penelitian di instansi/lembaga yang ada di lombok timur sesuai proposal terlampir.

Demikian, atas kerjasama yang baik disampaikan ucapan terimakasih.

Wallahul Muwaffiqu Walhadi Ila Sabilirrysyad.
Wassalamu'alaikum Warahmatullahi Wabarakatuh.

a.n. Dekan,
Wakil Dekan



Hamzani Wathoni, S.Pd., M.Ed
NIDN. 0830038501

Tembusan:

1. Rektor Universitas Hamzanwadi, di Pancor;
2. Kepala P3MP Universitas Hamzanwadi, di Pancor;
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30 Mei 2024

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