

CHAPTER II

LITERATURE REVIEW

This chapter discusses the drilling method, vocabulary, and how to teach vocabulary and the last one discusses previous research using theories relevant to the theme of the discussion.

1.1 Drilling Method

According to Larsen-Freeman (2000, :35), drilling is a key feature for teaching a foreign language for years with an audio-lingual technique approach, which refers to a structural pattern of repetition with oral practice. Drill means repeating, listening, provided by the teacher, or videos or other the students. This drilling method is still widely used by a teacher when introducing new vocabulary to the students in the teaching and learning process (Juhemah 2013, :7). This drilling method uses a teaching method in the form of practice activities on what the students have learned so that the students have very broad skills and knowledge, with intense repetition to strengthen associations and perfect skills to become permanent.

Based on the explanation, it is concluded that the drilling method is useful for visually compiling information. Learning by using the drilling method makes it easier for students to memorize the vocabulary taught by the teacher. Able to help students to learn actively and enjoy.

2.1.1 Drilling Type

According to Haycraft (1978, :36-43), the students can use controlled practice when pronouncing appropriate and useful sentence patterns in combination with correct vocabulary after explanations of new structures. These practices require encouragement which is referred to as verbal practice. Sometimes they become erratic: the students seem to master structure in drills, but then they are not proficient in other contexts. As for some drilling, practices have several types of exercises, namely in the form of:

1.1.1.1 Repeat Drilling

The teacher pronounces a model of a word or phrase then the students repeat it. The teacher asks students to repeat the teacher's pronunciation model correctly and quickly. This practice is commonly used in teaching dialogue lines.

1.1.1.2 Chain Drilling

This chain drilling practice is known as the conversion chain created from the teaching and learning process of the students in the classroom. In class as the students, one by one, ask and answer other the students' questions. Next, the teacher starts the chain by asking certain the students questions. The students answer, then turn to the student next to them. The first, students give questions from the second student and so on. Chain drills are useful for stable and controlled communication even if limited. This practice can also be used to check students' pronunciation.

1.1.1.3 Transformation Drilling

This type of transformation drilling is where the teacher gives students certain sentences, for example, affirmative sentences. The teacher asks students to change the sentence into a negative sentence. The teacher asks the students to change these sentences into negative sentences. Another example of transformation is: the students are asked to change active sentences into passive ones, direct speeches into reported speeches, or statements into questions.

1.1.1.4 Drilling FAQ

In this practice, the students answer questions. The students answer questions from the teacher quickly. The question and answer practice allow the teacher to encourage the students to ask questions as well. This is beneficial for the students' practice with question patterns.

Based on the explanation , There are many types of drilling methods. English teachers can choose according to the characteristics of students and class conditions. This drilling method can be applied in English classes such as communication practices and dialogue lines to change active sentences into passive ones, direct speeches into reported speeches, or statements into questions.

2.1.2 The Advantage and Disadvantages of Drills in Teaching

Lewis (2019) Said drilling is an effective way for students to learn. However, if students depend on practice, they may only learn something to reach the next step, and their understanding of the material being taught is incomplete. Here are the advantages and disadvantages of the practice of the drilling method:

The first advantage of drilling method is that it provides students with basic skills, which provides opportunities for students to learn certain concepts quickly and effectively. Teaching students to write over and over again can help them use these skills in their environment in many different ways—for example, students learning to visually benefit from rewriting a misspelled word to retain the correct spelling. The second advantage is that students can learn higher skills while improving their skills quickly and effectively. For example, when learning algebra, students must master basic subtraction, addition, multiplication, and division skills. Drilling can help this skill become a habit.

The disadvantage of this drilling method is that it makes it difficult for students to focus when it is done too often, and students may not learn. When given repeated practice, the students may be distracted and bored, especially when they have mastered these skills. When doing tests, students may only rely on remembering but do not understand the material being taught. If learning becomes too predictable, the knowledge

students gain may not be clear what they should be mastering. They may memorize the material, making it difficult for them in the future when doing assignments and studying more advanced material.

2.2. Vocabulary

Vocabulary is the most important basic element for learning a foreign language. Vocabulary is the most important factor mastered by a learner in understanding language. Mastery of vocabulary is needed to understand other people's words and express our ideas. Alqahtani (2015) defines vocabulary mastery as complete knowledge or complete skills that make a person master certain subjects. states that vocabulary is a collection of words with their meanings, vocabulary is the total number of words in a language. According to Collins (2012) vocabulary is the arrangement of language, the various words that we get in a job and profession, and various books that contain a collection of words and their translations. Based on all the definitions, the writer concludes that vocabulary is the most important basic element for learning a foreign language to support students in communicating with others

Vocabulary is a fundamental element of language comprehension that provides many of the basic impetus to see the learner's proficiency, in speaking, writing, reading, listening. Learners will experience difficulties and lack of their potential when they do not acquire a broad vocabulary and strategies to acquire new vocabulary. Enabling enthusiasm is less than taking advantage of opportunities to learn the language of their surroundings such as

watching television, reading, listening to radio or songs from YouTube, and listening to native speakers in a different language.

It is a collection of words that are closely related to a person's language. Vocabulary develops with the times, useful for basic communication and gaining knowledge. The biggest challenge when learning a second language is acquiring a large vocabulary. Alqahtani (2015) said that understanding grammar is very important in learning vocabulary because it will get increase English mastery. Vocabulary teaching is the most important component to be able to speak well and make it easier to convey something.

From the above definitions, it can be concluded that vocabulary is the earliest way to communicate and convey statements, expressions, feelings, and opinions. So that vocabulary will be included in the general features of language teaching for learners.

2.2.1 How to Teach Vocabulary

According to Thornbury (2007, :13), the teaching of words is carried out with a systematic and behaviorist approach so that students are accustomed to understanding the meaning and vocabulary important for learning a second language. The students' vocabulary is sufficient to direct them to express the ideas they have either orally or in writing. That way, as a teachers, you must have skillful knowledge and ideas about how to teach good vocabulary to bring the students interested in learning languages. Therefore, language teacher must have extensive knowledge about mastering the class during the

teaching and learning process so that the students get success in learning their vocabulary.

English is an important subject taught in schools. As beginner language teachers we must master the challenges and excitement. So that teachers must have good knowledge and understanding of English, especially vocabulary. The main problem that language teachers face when teaching vocabulary is several words at a time. In this case, learning becomes non-routine, listening or reading is easier to manage than organizing vocabulary learning can be done only with minimum results about words in a time. The possibility of the learner misinterpreting the more complex the information.

2.2.2 Types of Vocabulary Activities

According to Nuryani (2018, :7-9), a word or a phrase is a small component but can assemble language into an idea expressed. Vocabulary has two types, active and passive vocabulary. Active vocabulary used in daily activities, for example when understanding a lot of vocabulary and using it in reading, writing, and speaking activities. While passive vocabulary is understanding a lot of vocabulary but not using it in daily life such as: communicating, reading, and writing. Learning vocabulary can be done by reading, listening, writing, and speaking.

2.2.2.1 Reading Vocabulary

This vocabulary refers to the words that a person learns when reading a text of any type. Reading is the act of viewing, analyzing, and interpreting the reader on the text to obtain written information and meaning. People can understand many words by reading. However, people do not implement it in written form. Reading vocabulary is the second-largest vocabulary. Without revealing. Vocabulary emerges by reading.

2.2.2.2 Listening Vocabulary

This vocabulary refers to the words that a person hears and understands. The first begins when a sixteen-week-old baby can absorb sound. Not only that, a baby every day listens to various words from which they wake up, and therefore a person will grow up hearing various words. Some people master and analyze nearly 50,000 words.

2.2.2.3 Writing Vocabulary

This vocabulary refers to the words we get when we write. In writing someone can express their ideas or opinions and get a lot of new vocabulary that they didn't know before. People can express and communicate their thoughts. People can express and communicate their thoughts. Writing vocabulary is not an easy thing to think about because this vocabulary is influenced by vocabulary skills of reading, listening, and speaking.

2.2.2.4 Vocabulary Speaking

This vocabulary leads to speaking someone. Most adults communicate using nearly 10,000 words of communication. The speaking vocabulary used is all the words in communicating a person. In this case, the minimum number of words used is compared to listening vocabulary.

2.3 Previous Study

There were three previous studies related to this research. The first written by Ayu Oktaviani (2020) with the title "A Casual of Role Play Technique and Drilling Vocabulary to the Students' Speaking Ability". This study used a sample of 26 grade 1 students at SMA Muhammadiyah Tanjung Redeb. The study was conducted to measure the students' performance in vocabulary mastery. The study found that drilling vocabulary positively contribute and facilitate and help the students getting a confident in speaking about their opinion in English.

The second previous research was written by Avianita (2018)avia in their journal entitled “ The Strategy in Teaching English Vocabulary For Students with Special Need: A Narrative Inquiry Study”. The research is intended to answer the problems of eighth-grade students in schools with special needs in learning vocabulary and how teachers deal with problems faced by eighth-grade students in schools with special needs in learning English vocabulary. The subjects of this study were 2 class VIII SLB students where data were obtained from observations, interviews, and documentation. The results of this study are expected to

strengthen the teaching and learning of English so that learning English is fun, interesting, and easier to understand for students with special needs.

The last relevant was written by Ria Fransiska (2016) with the title "The use of drilling technique in teaching English vocabulary to the seventh-grade students of SMP 2 Tanggulangin". This study aims to explore the differences between seventh graders' English vocabulary mastery using the drilling technique and those without using the drilling technique. The participants in this study were 72 students from the seventh grade of SMP Negeri 2 Tanggulangin in the form of grouping. Data were collected from the pretest and posttest, after which all the data that had been collected were analyzed using the t-test formula. The results of the t-test revealed the average value of the post-test for each group showed that the drilling technique was able to improve vocabulary mastery of seventh-grade students of SMP Negeri 2 Tanggulangin.

The conclusion of the results of the three previous studies showed that the vocabulary drilling method was able to help students gain confidence in speaking, make learning fun and improve students' vocabulary mastery.

