

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter highlights discussion of some literatures related to the variables of the research. It is discussed about the definition of drilling, definition of vocabulary.

#### **A. Drilling**

##### **1. The Definition of Drilling**

A drill is way of learning something by mean of repeated exercise <sup>1</sup>. By the learning method there are many students' activities expected, It means that creating educational interaction between teachers and students. In this interaction the teacher acts as a driving or counselor, while the students act as receiver or being mentored. This process will go well if students are more active than the teacher. So that way a good teaching method is a method that can foster students learning activities appropriate with the conditions of learning. One of effort that cannot be abandoned by teachers is how teachers understand the position method as one component affecting the teaching and learning process.

From the definition of teaching methods, the drill method is a method of teaching in which students carry out training activities, hope that the students have skill that is higher than what is learned. Drill is the repeated

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<sup>1</sup> *Oxford Learner's Pocket Dictionary 3<sup>rd</sup> Edition*, (Oxford University Press, 2013), pg 133

hearing and use of a particular item. This technique is most helpful in language learning. As a form of repetition, drills enable one to focus sharply on particular points of grammar, vocabulary, pronunciation and spelling. The method can be fun if the teacher is lively and enthusiastic about it.<sup>2</sup>

In Nana Sudjana's book, drill method is the activity doing the same thing, over and over again in earnestly to strengthening an association or make perfectly a skill in order to become permanent<sup>3</sup>. Drilling and practice is an effective way for students to learn. Drills refer to the repetitive practice of different skills, for example, a drill in language can entail having students write a list of words or equations repeatedly or using flashcards. Teachers can use drilling as a way to help students solidify newly learned skills. However, if they rely on drills heavily, students may only be learning things in order to get to the next step and not gaining a full understanding of the material<sup>4</sup>.

After the explained of drilling above, there are many ways to drill new material. Using a variety of drilling methods in your classes will help make this portion of the lesson more interesting and keep students focused.

## 2. Kinds of Drilling

There are different kinds of drilling, such as choral drill, which involves the whole class, and substitution drill, where the teacher changes the cue words after each repetition.

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<sup>2</sup> Participatory Teaching And Learning, *A Guide To Methods And Techniques*. (Malawi Institute of Education), pg 3

<sup>3</sup> Nana, Sudjana, *Dasar-Dasar Proses Belajar Mengajar*, (Bandung: Sinar Baru, 1991), pg: 86

<sup>4</sup> [http://www.ehow.com/info\\_8716462\\_advantages-disadvantages-practice-drills-teaching.html](http://www.ehow.com/info_8716462_advantages-disadvantages-practice-drills-teaching.html) retrieved 29-8-2014

a. Choral repetition

Choral repetition is a commonly used method of drilling. Students simply have to repeat words or phrases after you. This is a good method because it means that students are given excellent model pronunciation immediately before they are asked to respond. Going through vocabulary this way many times in a single lesson will be boring for your students and they will be less inclined to perform well. Break up the monotony by changing the speed or volume you use and have students change their responses accordingly. Using this method, students are not called on individually to pronounce words therefore you will need to check individual pronunciation and comprehension separately. Integrating these checks into your drill activities will keep students alert because they will never know when you may call on them.

b. Drilling with flashcard

Drilling using flashcards can be useful as well. In the introduction, show students both the image and word sides of each flashcard. When you start drilling words for the first time, show students the word side of the flashcard so they can practice reading and pronouncing it. Later on, rather than show students the word you want them to pronounce, show them the image. This will help check their comprehension of the material. With flashcards, you can also challenge your students when they become more familiar with certain vocabulary by flipping through the cards at a faster rate.

c. Comprehension

Asking for volunteers or calling on students to give you a synonym, antonym, or translation of a new vocabulary word will check individual comprehension. It is always nice to ask for volunteers as opposed to calling on students individually but generally a volunteer will be more confident in his answer so this will not properly show whether or not the class understands the material. When you find it necessary to single out particular students who are not participating in drill activities, calling on them for answers is an easy method of focusing their attention on the lesson. Doing comprehension checks is also a good way to break up the drill activities a bit.

d. Drilling in pairs

As material becomes more familiar, you may want to conduct short pair activities where a student's comprehension is tested by his partner. To do this with a vocabulary list for instance, have student A read the translation of each word in random order while the student B says the word in English. Student A can then place a checkmark next to all the words student B got correct and then the students can switch roles. With this method students can check each other and have visual proof of how well they performed afterwards which they can refer to when practicing material on their own or preparing for exams. Conducting an activity such as this on a regular basis will help students review vocabulary often and should not take more than five minutes even with fifteen to twenty



vocabulary words. It may still be necessary to practice using choral repetition before performing pair activities so that students are reminded of the proper pronunciation of the vocabulary.

e. Games

Breaking your classroom up into sections where each section says one portion of a new structure is another way of drilling material. In small classes you can conduct some drilling activities in a circle. The more variation there is to an activity, the more students have to pay attention but it is best to start off with the simplest, easiest variation of a game and build on it as opposed to trying to explain a complex activity from the very beginning. Challenging students but not overwhelming them is important in maintaining their attention and participation.

Drilling is generally not the most fun part of teaching or learning English but it is an essential step when learning new material. Varying your approach can make it more enjoyable and encourage students to participate more fully<sup>5</sup>. In this research one type of drill was used. The writer used hands drill with a Choral repetition.

### 3. The Purpose of Drilling Method

The drilling method usually aims as follows:

- a. The students have the ability motorist, such as memorizing the words, writing, and use the tool correctly.
- b. Develop intellectual skill, such as multiply, divide, and add up

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<sup>5</sup> <http://tpbusyteacher.org/3812-how-to-drill-drilling-activities-for-your-english.html> retrieved 17-11-13

- c. Having the ability to connect between one condition and another.<sup>6</sup>

Some Importances of Drilling Technique according to Dr. M.F. Patel are :<sup>7</sup>

1. It unable student to speaks very effectively and mastery on communicate on skill.
2. It makes student perfect in any kind of reading and writing.
3. Drilling technique and oral work helps students to read lesson of the text effectively and it helps to prepare the way for textual teaching.
4. Drilling technique and oral work helps students to improve their spelling mistake.
5. Drilling technique and oral work remits the pronunciation mistakes and thus develops the habit of correct or accurate speech.

## **B. Vocabulary**

1. The definition of Vocabulary

Vocabulary as one of the language aspects, which the people should learn when they are learning language. Vocabulary can be defind a word we teach in the foreign language<sup>8</sup>. Vocabulary is a central of language and of critical importance of typical language. Without sufficient vocabulary, people cannot communicate effectively or express his ideas in both oral and written form. Mastering vocabulary is very important for the students who learn english as a foreign language. That is why learning English or a certain language should know the words. The mastery of vocabulary can support

<sup>6</sup> Roestiyah, Nk. *Strategi Belajar Mengajar*, ( Jakarta: Bina Aksara, 1989), pg 125

<sup>7</sup> Dhasi Nur Mubin. *The Use Of drilling Technique To Improve Vocabulary Mastery Of Fourth Grade Students Of Mi Miftahul Huda Suwawal 01 Pakis Aji Jepara In Academic Year 2010/2011*. English education study program faculty of languages and arts education IKIP PGRI Semarang 2013

<sup>8</sup> Ur. Penny, *Teaching Vocabulary*, (UK: Library Of Congress Cataloging, 1996), pg 60.

them in speaking when they are communicating to people can write and translate the meaning of words when they define English. If they do not know the meaning of words. The students can be said gaining progress in English the mastery of vocabulary. So more advanced students are motivated to add to their vocabulary stock, to understand nuances of meaning, to become more proficient in their own choice of words and expressions<sup>9</sup>.

## 2. The Importance of Vocabulary

Vocabulary is very important because it is listing of the words used in some enterprise, a language user's knowledge of words and the system of techniques or symbols serving as a means of expression, also a set of words they are familiar with in a language.

Actually reading increases our vocabulary knowledge. Text introduces us to know new words, and in many cases, we can deduce their meanings from the written context. Presumably, we remember some of these new meaning associations, especially if we continue to read and meet the new items in context again. It seems reasonable to assume that this beneficial by-product of reading is also available to learners reading in a second language. It is informed that the most complex thing of English is vocabulary. So, vocabulary is a vital aspect in language, because it appears in every skill of language listening, reading, speaking, and writing skill. Many people realize that they have difficulties in expressing their idea.

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<sup>9</sup> Roger Gower & Charles Hadfield, *Introduction To Teaching English* (New York:Oxford University Press,2008), pg 47

3. Mastering Vocabulary is Very Important for the Students who Learn English as a Foreign Language.

That is why everybody who learning English or a certain language should know the words. The mastery of vocabulary can support them in speaking when they are communicating to people can write and translate the meaning of words when they definite English. If they do not know the meaning of words, they will not be able to speak, write and translate anything is English.

The students can be said gaining progress in English when they master the vocabulary. So more advanced students are motivated to add to their vocabulary stock, to understand nuances of meaning, to become more proficient in their own choice of words and expressions.<sup>10</sup>

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<sup>10</sup>Roger Gower, Diane Philips, Steve Walters, *Teaching Practice* (Thailand: Macmillan Education, 1995), pg 142