

CHAPTER I

INTRODUCTION

This chapter presents general information about the research. It consists of the background of the study, research questions, the purpose of the study, the significance of the study, the scope of the study, clarification of key terms, organization of the paper, and concluding remarks.

1.1 Background of the study

The lack of students' vocabulary mastery makes it difficult for students to learn English. This statement is supported by research that states the lack of vocabulary is the major difficulty factor in English language learning (Misbah, Mohamad, Yunus, & Ya'acob, 2017). In reality, the causes of this problem are the low engagement of students in learning English and the lack of teacher supervision in assessing the improvement of English vocabulary mastery in classroom learning. The students only know the vocabulary during learning time at the school without any activities to make them understand and remember it. Therefore, the use of techniques that help the students to understand and remember the vocabulary is needed.

Furthermore, the demand for English language proficiency in this global era is increasing. Accordingly, the English language becomes the most important language to study for communication. In Indonesia, the English language has been taught as one of the required subjects for students from Junior High School up to Senior High School. There are several skills in mastering a language: receptive skills, including listening (understanding the spoken language), reading (understanding the written language), and speaking and writing as productive skills (Haycraft, 1978; Allen, 1977). To support those skills, students need to master the component skills in languages such as vocabulary, grammar, and pronunciation (Chiriana, 2015).

Campillo (2007) stated that vocabulary is obviously a very important element within a language as the overwhelming majority of meaning is carried lexically. Vocabulary is a very basic element to learn English because it is the foundation to learn other skills in language learning (Jumiarti, 2010; Richard J. C., 2001). In other words, vocabulary is a core component of language proficiency that provides many bases for how the learners speak, listen, read, and write well. Someone with enough vocabulary can express his ideas successfully and can understand the language and foreign language dialogue. Both mother tongue and foreign language. It means vocabulary plays an important role in learning a language (Thornbury, 2002).

Vocabulary has an important role in understanding language, both spoken language, and written language. The process of learning activities will not run smoothly if vocabulary there are many vocabularies in learning that are not understood by students (Nutall, 1987). Additionally, vocabulary difficulty is also one of the factors that make it teachers difficult to engage students in learning language, particularly for EFL students.

However, EFL students find themselves uncomfortable with the foreign language in the classroom. They often give up on trying to understand the meaning of the text or they just skip the reading if the text contains a number of unknown vocabulary (Noor & Amir, 2009). They assumed that English is a hard subject to study because of their limited vocabulary and poor knowledge or mastery of the language component. It is difficult for them to understand the words in English. The way to solve the difficulty in mastering English vocabulary is by using the appropriate technique for teaching English.

One technique that can be used in teaching English vocabulary for students is drilling techniques. According to Brown (2000), the drill may be defined as a technique that focuses on a minimal number (usually one or two) of language forms through some types of repetition. The drilling technique is a continuous exercise to improve a certain skill in a systematic and structured way. Drilling is a model in learning activity where students are provided the exercise through the material that has been learned before. In the drilling model, students will get a certain exercise continuously in order to remember. It can also improve students' vocabulary to help them understand English better and the students could have a stronger motivation in learning English. So that, the technique needed in helping students to learn English vocabulary is drilling techniques. This study is going to investigate how drilling techniques improve students' vocabulary. Hence, this study is conducted to find out whether there is any difference between students' English vocabulary mastery taught using drilling and those taught without using drilling.

1.2 Research Question

Based on the issues which were mentioned in the background part, this research focuses to investigate whether drilling techniques improve students' English vocabulary.

In order to achieve that, the researcher postulated two research questions.

1. Does the drilling technique help students master English vocabulary?
2. What are students' responses to the use of drilling techniques?

1.3 Purpose of Study

This study is conducted to investigate whether the drilling techniques help the students to master English vocabulary and what their responses to the use of the drilling techniques in learning English vocabulary.

1.4 Significance of Study

On basis of the purpose above, the significance of the research can be stated as follows.

1. Theoretical benefit

The findings of the research can enrich the literature on the implication of the drilling techniques especially for improving students' vocabulary mastery.

2. Practical benefits

For students: this research is expected to make it easier for students to learn. English language, especially in remembering English vocabulary. For teachers: the result of this research can be used to improve their performance by applying a suitable strategy during the teaching-learning process.

3. Professional benefits

The findings of the research can help teachers improve the quality of teaching strategy and practice, enrich students' vocabulary in English, and develop new ideas to improve the learning process.

1.5 Scope of the Study

This research will focus on the significant difference that occurs between English classes before and after the teacher implemented drilling techniques to see how this technique works in enhancing students' vocabulary mastery, especially between students who are using the drilling techniques and other students who do not. This research will take six sessions and data will be gathered through pre-test, post-test, and closed-ended questionnaire.

1.6 Clarification of Key Terms

In order to avoid unnecessary misunderstanding and ambiguity, some terms used in the study are clarified as follows.

A. Drilling Technique

In this study, the drilling technique focuses on the students' habit formation by repetition, remembering grammatical structures, and tense transformation, using the target language and the culture where the language is used (Setiyadi, 2006). This technique is a continuous exercise to improve students' vocabulary understanding in a systematic and structured way. By using this technique, the students will get the certain exercise continuously in order to remember and understand the vocabularies that were taught.

B. Vocabulary

Vocabulary is the core element of language proficiency that gives a great deal of ideas for the way learners to speak, listen, read and write (Richards & Renandya, 2013). The vocabulary used in this study includes the use of nouns, verbs, adjectives, synonyms, prepositions, and as the materials used to conduct the research. The material is adapted from the syllabus of the curriculum used for the eighth-grade students.

C. Eighth grade Students

Eighth grade Students refer to the students who are in eighth grade in Junior High School in Bandung. According to Lynne Cameron (2001), young learners are those who under 14 years old, whereas the age of junior high school students is between 12 up to 14 years old. It means they are classified as the young learners. In this study, they are considered as the participants who are involved in this research.

1.7 Organization of the Paper

This research study is divided into five chapters. Each chapter is subdivided into subtopics that elaborated on the given issues. This chapter is arranged as follows.

Chapter I is an introduction. This chapter highlights the background of the study, the research questions, the purpose of the study, the significance of the study, the scope of the study, the clarification of the study, and the organization of the paper.

Chapter II is a literature review. It presents the elaboration of detailed theories that are relevant to the study, which is the drilling techniques in teaching vocabulary

as the main issue. In addition, the discussion in this chapter also covers the related previous studies in a similar field.

Chapter III is a research methodology. It consists of the research design, the population and sample, the hypothesis, the data collection, the research procedure, and the data analysis.

Chapter IV is the finding and discussions. This chapter elaborates the findings of the research. It provides the answer to the research questions. It also supplies the result of the research that contains the finding (data presentation) and the result of the questionnaires.

Chapter V is the conclusion and recommendation. It summarizes the findings and discussions and gives recommendation for further studies.

1.8 Concluding Remark

This chapter has presented several points including the background of the study which was followed by several theories and research. Also, two research questions will be the focus in this study. Moreover, this chapter also has elaborated on the aims, the significance, and the scope of the study. The next chapter will focus on the theoretical review related to the study.