

**THE USE OF DRILLING TECHNIQUE IN TEACHING ENGLISH
VOCABULARY TO EIGHTH GRADE STUDENTS**

A Research Paper

Submitted to the Department of English Language Education of FPBS, UPI in
Partial Fulfillment of the Requirements for *Sarjana Pendidikan* Degree



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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGE AND LITERATURE EDUCATION
INDONESIA UNIVERSITY OF EDUCATION
BANDUNG**

2022

PAGE OF APPROVAL

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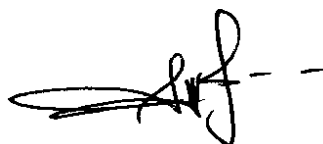
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STATEMENT OF AUTHORIZATION

I hereby this research paper entitled “The Use of Drilling Technique in Teaching English Vocabulary to Eighth-Grade Students” as my own work. I am fully aware of the ideas and statements from multiple sources. Therefore, all references are cited properly.

Bandung, September 2022

A handwritten signature in black ink, appearing to read 'Ariska Puteri', with a long horizontal stroke extending to the left.

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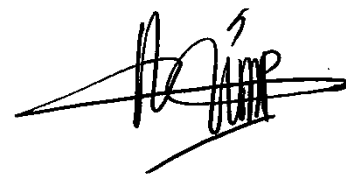
PREFACE

All praises are due to Allah SWT, who gives me the courage and strength to complete this study entitled “The Use of Drilling Technique in Teaching English Vocabulary to Eighth-Grade Students” which is submitted as partial fulfillment of the requirements for the *Sarjana Pendidikan* degree.

This study focused on the investigation of the use of drilling technique in teaching English vocabulary to the eighth-grade students in one junior high school in Bandung. The purpose of this study is to find out whether or not the use of drilling technique is effective to improve students’ vocabulary. Also, it intends to see the students’ responses on the use of the drilling technique in teaching English vocabulary.

There may be some mistakes in this study due to human error. Therefore, all constructive feedback and comments regarding this topic are highly appreciated. Additionally, this study is expected to contribute to the field of English Education, especially to the related research.

Bandung, September 2022



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ABSTRACT

The limited of vocabulary is the major difficulty factor in English language learning. One of the ways to solve this difficulty is by using the technique for teaching English such as the use of drilling techniques. Therefore, the present study focused on the investigation of the use of drilling techniques in teaching English vocabulary to eighth-grade students in one junior high school in Bandung. The purpose of this study is to find out whether or not the use of drilling technique is effective to improve students' vocabulary. Also, it intends to see the students' responses to the use of drilling techniques in teaching English vocabulary. The research design used in this study is the quasi-experimental design involving sixty students in eighth grade (8.7 and 8.8) at one public junior high school in Bandung. The data were collected from pretest, post-test, and questionnaire. The findings from the pretest and post-test were analyzed by using an independent t-test. It shows the mean for the experimental group is 71.20 and the mean for the control group is 68.53. The t-test result was 0.042 which is lower than the alpha level ($0.042 < 0.05$). It means there is a significant difference in students' vocabulary after applying the drilling techniques. Furthermore, the r-value was 0.218, which indicates the drilling technique associated with students' vocabulary at a small level. The questionnaire result indicates that the students have positive responses to the use of drilling techniques. It shows by the fact that most of the students get the benefits from using drilling techniques such as enriching their English vocabulary. As a result, it can be concluded that the use of the drilling technique is effective in improving students' vocabulary.

Keywords: *drilling technique, teaching English, vocabulary*

TABLE OF CONTENTS

PAGE OF APPROVAL	i
STATEMENT OF AUTHORIZATION	ii
PREFACE	iii
ACKNOWLEDGEMENTS	iv
ABSTRACT	vi
LIST OF TABLES	x
CHAPTER I INTRODUCTION	Error! Bookmark not defined.
1.1 Background of the study	Error! Bookmark not defined.
1.2 Research Question	Error! Bookmark not defined.
1.3 Purpose of Study	Error! Bookmark not defined.
1.4 Significance of Study	Error! Bookmark not defined.
1.5 Scope of the Study	Error! Bookmark not defined.
1.6 Clarification of Key Terms	Error! Bookmark not defined.
1.7 Organization of the Paper	Error! Bookmark not defined.
1.8 Concluding Remark	Error! Bookmark not defined.
CHAPTER II LITERATURE REVIEW	Error! Bookmark not defined.
2.1 Vocabulary	Error! Bookmark not defined.
2.1.1 Definition of Vocabulary	Error! Bookmark not defined.
2.1.2 The Importance of Learning Vocabulary	Error! Bookmark not defined.
2.1.3 Vocabulary in Language Teaching	Error! Bookmark not defined.
2.1.4 Teaching and Learning Vocabulary	Error! Bookmark not defined.
2.2 Drilling Technique	Error! Bookmark not defined.
2.2.1 Kinds of Drilling Techniques	Error! Bookmark not defined.
2.2.2 Advantages of Drilling Technique	Error! Bookmark not defined.
2.3 Teaching Vocabulary by Using Drilling Technique ..	Error! Bookmark not defined.
2.4 Previous Study	Error! Bookmark not defined.
2.5 Concluding Remarks	Error! Bookmark not defined.
CHAPTER III RESEARCH METHODOLOGY	Error! Bookmark not defined.
3.1 Research Design	Error! Bookmark not defined.
3.1.1 Variables	Error! Bookmark not defined.

3.1.2 Hypothesis	Error! Bookmark not defined.
3.2 Population and Sample	Error! Bookmark not defined.
3.3 Data Collection.....	Error! Bookmark not defined.
3.3.1 Research Instruments	Error! Bookmark not defined.
3.4 Research Procedure	Error! Bookmark not defined.
3.4.1 Administering Pilot Test	Error! Bookmark not defined.
3.4.2 Administering Pretest.....	Error! Bookmark not defined.
3.4.3 Conducting Treatment.....	Error! Bookmark not defined.
3.4.4 Administering Post-test	Error! Bookmark not defined.
3.4.5 Administering Questionnaire	Error! Bookmark not defined.
3.5 Data Analysis	Error! Bookmark not defined.
3.5.1 Scoring Technique	Error! Bookmark not defined.
3.5.2 Data Analysis on Pretest and Post-test..	Error! Bookmark not defined.
3.5.3 The Calculation of Effect Size.....	Error! Bookmark not defined.
3.5.5 Data Analysis on Questionnaire	Error! Bookmark not defined.
3.6 Concluding Remark.....	Error! Bookmark not defined.
CHAPTER IV	Error! Bookmark not defined.
FINDINGS AND DISCUSSION.....	Error! Bookmark not defined.
4.1 Findings	Error! Bookmark not defined.
4.2 Pretest Data Analysis.....	Error! Bookmark not defined.
4.2.1 Normality Distribution Test.....	Error! Bookmark not defined.
4.2.2 Homogeneity of Variance Test	Error! Bookmark not defined.
4.2.3 Independent T-test.....	Error! Bookmark not defined.
4.3 Post-test Data Analysis	Error! Bookmark not defined.
4.3.1 Normality Distribution Test.....	Error! Bookmark not defined.
4.3.2 Homogeneity of Variance Test	Error! Bookmark not defined.
4.3.3 Independent T-test.....	Error! Bookmark not defined.
4.4 Dependent T-test on Pretest and Post-test Score.....	Error! Bookmark not defined.
4.5 The Calculation of Effect Size	Error! Bookmark not defined.
4.6 Questionnaire Data Analysis.....	Error! Bookmark not defined.
4.6.1 Students' Responses toward Self-awareness of Learning	Error! Bookmark not defined.

4.6.2 Students' Responses toward Advantages and Disadvantages of Drilling Techniques	Error! Bookmark not defined.
4.6.3 Students' Responses toward the Use of Drilling Techniques.....	Error! Bookmark not defined.
4.7 Discussion	Error! Bookmark not defined.
4.8 Concluding Remarks	Error! Bookmark not defined.
CHAPTER V	Error! Bookmark not defined.
CONCLUSION AND SUGGESTIONS	Error! Bookmark not defined.
5.1 Conclusion	Error! Bookmark not defined.
5.2 Suggestions	Error! Bookmark not defined.
REFERENCES	12
APPENDICES	Error! Bookmark not defined.

LIST OF TABLES

Table 3.1 Research Design	19
Table 3.2 The Scheme of the Treatment	23
Table 3.3 Scoring Technique	25
Table 3.4 Effect Size Value	28
Table 4.1 Descriptive Statistics of Pretest Score	31
Table 4.2 Normality Distribution of Pretest Score	32
Table 4.3 Homogeneity of Variances of Pretest Score	33
Table 4.4 Group Statistics of Pretest Score	33
Table 4.5 Independent t-test of Pretest Score	34
Table 4.6 Descriptive Statistics of Post-test Score	35
Table 4.7 Normality Distribution of Post-test Score	36
Table 4.8 Homogeneity of Variance of Post-test Score	37
Table 4.9 Group Statistics of Post-test Score	38
Table 4.10 Independent t-test of Post-test Score	38
Table 4.11 Paired Sample Statistics	39
Table 4.12 Paired Sample Correlations	39
Table 4.13 Paired Samples Test	39
Table 4.14 the Scale of Effect Size	41
Table 4.15 Frequencies of Students' Response to Question Number 1	42
Table 4.16 Frequencies of Students' Response to Question Number 2	43
Table 4.17 Frequencies of Students' Response to Question Number 3	43
Table 4.18 Frequencies of Students' Response to Question Number 4	43
Table 4.19 Frequencies of Students' Response to Question Number 5	44
Table 4.20 Frequencies of Students' Response to Question Number 6	44
Table 4.21 Frequencies of Students' Response to Question Number 7	45
Table 4.22 Frequencies of Students' Response to Question Number 8	45
Table 4.23 Frequencies of Students' Response to Question Number 9	46

Table 4.24 Frequencies of Students' Response to Question Number 1046
Table 4.25 Frequencies of Students' Response to Question Number50

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