

Drilling Technique to Improve the Young Learners' English Vocabulary Mastery

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Abstract

Teaching English vocabulary to young learners needs the suitable technique and method in order to make the teaching and learning process more fun. This research aims to explain drilling technique to improve the young learners' English vocabulary. In this research, the researchers employed a qualitative descriptive study as the research methodology. The results showed that the drilling technique as one of the techniques in the Audio-Lingual Method becomes the suitable technique that influences the significant effect towards the young learners' English vocabulary mastery. In addition, the young learners can memorize the whole lessons given through using drilling technique combining with song and video during conducting the teaching and learning process. Besides that, the teaching and learning process becomes more fun. In conclusion, drilling and the Audio-Lingual Method become the suitable technique and method in teaching English vocabulary to the young learners.

Keywords: drilling technique; the audio-lingual method; young learners; English vocabulary.

INTRODUCTION

Learning English as a foreign language is not easy for non-native young learners in Indonesia. In Indonesia, young learners normally learn English beginning from 4 years old. During the range of 4-6 ages, young learners learn English in kindergarten level. Then 7-12 ages, young learners learn English in primary school level (Hidayat, Herniawati, Ihsanda, 2022, p. 73). Based on the psychologists' research, young learners learn English faster than adults because they have strong eager to imitate their teacher or tutor through their habitual action (Dilfuza & Ulug'bekovna, 2023, p. 36).

Referring to habitual action, young learners learn English in repetition until they can memorize the lesson they get from the teacher or tutor. Due to repetition, it is one of the characteristics from drilling technique. Drilling is understood as a kind of technique used in teaching English as a foreign language. Drilling is taken from the Audio-Lingual Method (ALM) which is famous method in teaching vocabulary and speaking in English as a foreign language.

The basic concept of ALM is focusing on habit. Meanwhile, habit refers to drilling (Maro, 2018, p. 149). Through drilling, young learners are guided and checked by the teacher or tutor how to pronounce the vocabulary correctly and how to speak English fluently (Maro, 2018, p. 150; Hidayat, Herniawati, Ihsanda, 2022, p. 74). In the implementation, drilling is done at which the teacher or tutor tells the model in the form of words and phrases, then the students repeat it. This situation is repeated for several times until the students get the ideal results to pronounce the vocabulary well and speak fluently (Khoyimah & Santoso, 2020, p. 27; Hidayat, Herniawati, Ihsanda, 2022, p. 75).

Dealing with learning English vocabulary to young learners, not only the suitable technique, but also the suitable method should be applied by the teacher or tutor during teaching and learning process. One of the methods that can be applied in teaching vocabulary is the Audio-Lingual Method (ALM). Theoretically, the Audio-Lingual Method (ALM) is a method used in teaching language through emphasizes listening, memorizing, and repeating the language expression such as vocabulary and formulaic expression from both monolog and dialog given. Technically, the teacher or tutor uses picture and audio as the clue during the teaching vocabulary to young learners (Djauhar, 2021, p. 84). In short, the Audio-Lingual Method (ALM) has the goal to enable English learners master speaking through memorizing vocabulary besides grammatical pattern through repetition as the technique (Mart, 2013, p. 64).

This present study is supported by some previous studies carried out by some previous researchers. The first previous study was undertaken by Liu & Liu (2015), entitled 'The Application of Games in English Vocabulary Teaching in Kindergartens'. The second previous study was carried out by Kimsesiz, Dolgunsöz, & Konca (2017), entitled 'The Effect of Project Based Learning in Teaching EFL Vocabulary to Young Learners of English: The Case of Pre-School Children'. Meanwhile, the third previous study was done by Dilfuza & Ulug'bekovna (2023), entitled 'Teaching English Vocabulary to Children through Interesting Activities'.

Based on the three previous studies aforementioned, the second previous study is similar to the present study which focuses on teaching vocabulary to young learners. Meanwhile, the first and the third previous studies are dissimilar to the present study, because those focus on teaching vocabulary to kindergarten. In addition, the present study sets forth a research questions, it is: **“what is the effect of drilling technique towards the students’ vocabulary mastery?”**.

METHOD

In this present research, the researchers used qualitative method under descriptive study. Descriptive study is one of the studies in qualitative methodology which describes the recorded evidence as fully and carefully as possible (Fraenkel, Wallen, & Hyun, 2012, p. 15). In the contexts of classroom activities, descriptive study is the study carried out by researchers or teachers through observing the series of activities done by students or teachers and students during teaching and learning session in the classroom (Wragg, 1999 as cited in Hidayat, Herniawati, Ihsanda, 2022, p. 75).

Referring to the participants of the present research, the researchers observed a group of 5 elementary school students as the participants of the present research. The students are categorized as young learners because they are in the range of 6-9 years old. Due to gathering the data, the researchers involved as the participant observers who observed the teaching technique and method used during teaching English vocabulary to young learners. The observation itself was carried out once in a week during September up to October 2022. Dealing with the unit of analysis, the researchers analyzed the improvement of the young learners' English vocabulary mastery. Then, the researchers noted every improvement of the young learners' vocabulary mastery in the field note.

FINDINGS AND DISCUSSION

Based on the observation, the data are written in the field note due to teaching English vocabulary to young learners. The detail data from the observation are as follow.

Table 1. The Observation Results

Observation date	Time	Observation results
September 10 th 2022	09:00- 10:00 a.m.	The teacher used Total Physical Response in teaching English Alphabet to the young learners. The results showed that this method influenced only a quite significant performance to the young learners. It means that only 2 of 5 young learners can memorize English Alphabet well. This method was combined by using song and video as the learning media.
September 17 th 2022	09:00- 10:00 a.m.	The teacher used the Audio-Lingual Method in teaching English Alphabet to the young learners. The process of teaching was combined with drilling technique. The results showed that this method influenced a significant performance to the young learners. It means that 3 of 5 students of young learners can memorize English Alphabet well. This method was combined by using song and video as the learning media.
September 24 th 2022	09:00- 10:00 a.m.	The teacher used Total Physical Response in teaching months to the young learners. The results showed that this method influenced only a quite significant performance to the young learners. It means that only 3 of 5 students of young learners can memorize months well. This method was combined by using song and video as the learning media.
October 8 th 2022	09:00- 10:00 a.m.	The teacher used the Audio-Lingual Method in teaching months to the young learners. The process of teaching was combined with drilling technique. The results showed that this method influenced a significant performance to the young learners. It means that all young learners can memorize months well. This method was combined by using song and video as the learning.

October 15 th 2022	09:00- 10:00 a.m.	In the 5 th meeting, the teacher gave an oral examination to the young learners to brush up their memory towards the lesson given. Through drilling technique and singing the song, they can memorize the whole lessons given. Besides that, the young learners' English vocabulary were improved at which 2 young learners had good results, and 3 young learners had very good results.
October 22 nd 2022	09:00- 10:00 a.m.	In the final meeting, the teacher evaluated the technique and method used in teaching English vocabulary to the young learners. Based on the results, Total Physical Response had not given maximal results for the young learners to memorize the English vocabulary well. Meanwhile, drilling technique and the Audio-Lingual Method had given the maximal result for the students of young learners to memorize the English vocabulary well.

(Data, 2022)

Referring to the data noted in field note above, from two methods used by the teacher, those are Total Physical Response and the Audio-Lingual Method, Total Physical Response has not given the maximal results for the young learners' English vocabulary mastery. In contrast, the Audio-Lingual Method has given the maximal results for the young learners' English vocabulary mastery. In the Audio-Lingual Method, there is suitable technique as the so-called drilling used by the teacher to repeat the lesson. During repeating the lesson, it is combined by using song and watching the video. Therefore, the young learners feel enjoyed during learning English vocabulary, so that their English vocabulary mastery improved.

In addition, the researchers need to answer the research question set forth in the preceding point, **“what is the effect of drilling technique towards the students' vocabulary mastery?”** Based on the data written in the field note, the drilling technique as one of the techniques in the Audio-Lingual Method becomes the suitable technique that influences the significant effect towards the young learners' English vocabulary mastery. This evidence is based on the 5th and 6th observation results during October 8th 2022 and October 15th 2022. The results showed that the young learners can memorize the whole lessons given through combining with song and video as the learning media that can influence significant effect to the young learners' English vocabulary. Besides, their English vocabulary were improved at which 2 young learners had good results, and 3 young learners had very good results.

Based on the results of the present study, it is in line with the previous studies done by Liu & Liu (2015), Kimsesiz, Dolgunsöz, & Konca (2017), Dilfuza & Ulug'bekovna (2023). The similarity among the results of the present study and the previous studies are focusing on the improvement of the students' vocabulary. Meanwhile the dissimilarity among the results of the present study and the previous studies are only in the X variable used by each research. Liu & Liu (2015) used application of game to improve the students' English vocabulary, and Kimsesiz,

Dolgunsöz, & Konca (2017) used Project Based Learning to improve the students' English vocabulary. Then, Dulfuza & Ulug'bekovna (2023) used interesting activities to improve the students' English vocabulary. Thus, the combination among drilling technique, song, and video to improve the young learners' English vocabulary becomes the novelty of the present study.

Furthermore, the results of the present study are also supported by other previous research such conducted by Gruss (2016), Khoyimah & Santoso (2020), Vidhiasi (2022), Hidayat, Herniawati, & Ihsanda (2022), Hidayat, et al., (2022). In addition, both Total Physical Response and the Audio-Lingual method are the suitable methods applied to teach vocabulary and speaking. In line with the Audio-Lingual method, it has two techniques. One of them is drilling technique that emphasizes the repetition in teaching English lesson such as vocabulary. In the implementation, drilling technique can be combined with song and video in order to make the teaching and learning process more fun.

CONCLUSION

Referring to the discussion of this present research, the researchers conclude that drilling technique as one of the techniques in the Audio-Lingual Method becomes the suitable method used to teach the young learners' English vocabulary. The use of drilling technique can influence significant effect to the young learners' English vocabulary. The evidence showed that the young learners' English vocabulary were improved at which 2 young learners had good results, and 3 young learners had very good results. In the implementation, drilling technique can be used through combining with song and movie during the teaching and learning process. The combination itself is going to make the teaching and learning process more fun.

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