

The Implementation of Drilling Method to Improve Vocabulary Mastery of Grade 7th Students at Mts. Mazra'atul Ulum Paciran

Nurul Badriyah¹, Fiqih Aisyatul Farokhah²

English Education Department, Faculty of Tarbiyah and Teacher Training,
Institut Agama Islam Tarbiyatut Tholabah, Indonesia

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Abstract

This classroom action research aimed to improve the vocabulary mastery of seventh-grade students at MTs. Mazra'atul Ulum Paciran through the implementation of the drill method. The background of the study was students' low performance in vocabulary-related tasks and their lack of engagement in learning activities. The study was conducted in two cycles, each consisting of planning, action, observation, and reflection stages. Data were collected through pre-tests and post-tests. The pre-test results showed that the student's average score was 63.51 (Absorptive Capacity 57%), indicating limited vocabulary mastery. In Cycle I, vocabulary was taught using repetition and memorization techniques. Cycle II incorporated multimedia tools and vocabulary-based games to enhance engagement. The post-test average score rose significantly to 80.89 (Absorptive Capacity 89%), demonstrating marked improvement. The findings suggest that the drill method is effective in enhancing vocabulary acquisition and student motivation in English language learning.

Introduction

English is one of the important subjects taught at the junior secondary education level, including at MTs Mazra'atul Ulum Paciran. Vocabulary mastery is the main foundation of English language skills because, without adequate vocabulary mastery, students will have difficulty understanding and presenting information both verbally and in writing. In addition, in teaching vocab teachers must have a strategy or method in teaching vocab. This aims to make it easier for students to understand and to master vocab. Because students in Indonesia have difficulty in learning English so, they think that English is difficult. This is because the methods used by educators are not in accordance with their abilities. So, they find it very difficult to understand the material presented.

In English, vocabulary is an important foundation. If someone wants to learn English then, the first thing to do is to memorize some English vocab and master it. There

are several definitions of vocabulary according to experts. According to Al-Qahtani (2015), vocabulary is the total number of words needed to communicate ideas and express the meaning of speech. The definition of vocabulary according to Keraf (2004) can be seen from two aspects. The first is in terms of the language itself, stating that vocabulary is all the words owned by a language which is a component of language that contains all information about the meaning and use of words in language. Second, in terms of language users, vocabulary is the wealth of words owned by a language speaker or writer. Nurgiantoro (2016) states that vocabulary is the wealth of language possessed by a language. According to Poerwadarminta (1985), vocabulary is the words or things that a language has.

The kinds of vocabulary according to Harmer (2001), are; (a) Synonyms, which are words that have the same meaning. (b) Antonym, which is a word that has the opposite meaning to another word. (c) Polysemy, which is a word that has two or more connected meanings. (d) Homonym, which is a word that has the same form but has an unconnected meaning. (e) Definition, which is a statement that defines a word.

The ways to improve vocabulary mastery as stated by Freeman (2000) are; (a) Translation of literary passage, the students translate a text from the largest language into their native language. (b) Antonyms or Synonyms, the students are given a set of words and asked to find synonyms or antonyms in the text. (c) Fill in the blanks, the students are given a range of sentences with missing words. They fill in the blanks with new vocabulary or with vocabulary of a specific grammatical type, such as prepositions or verbs with different forms. (d) Memorization, the students are given a list of the target language vocabulary and its equivalent in the native language and asked to memorize it. (e) Using words in sentences, to show that students understand the meaning and use of the new vocabulary, they make sentences that use the new words. (f) Composition, the teacher gives students a topic to write about in the target language. This topic is based on some aspects of the lesson reading. Sometimes, instead of creating a composition, students are asked to prepare an exact passage.

The drill method is a method in education and teaching by training children on lessons that have already been given (Zuhairini, 1993). The drill method is used to get dexterity or skill from what is learned (Sudjana, 2005).

Drilling means listening to a model, provided by the teacher to the student, and repeating what is heard. It is a repetition drill, a technique still used by many teachers when

introducing new language items to their students. Drilling is a lingual technique to introduce new language items to students by repeating a model provided by the teacher. It is used after teaching new vocabulary, grammar points, and sentence structures. Drills are usually performed together and then individually. This technique is used to: focus on accuracy from fluency, improve students' pronunciation, give practice on difficult sounds and imitate intonation, practice pieces of language in a safe environment for students, and memorize common language patterns (Tira, 2022).

According research by Slamet Riyanto (2018) with the title *Application Of Drill Methods Aided By Multimedia To Increase The Skills Of Recalling English Language Vocabulary at SMK*, states that the benefits of multimedia in learning English for vocabulary pronunciation skills on procedure texts in class X SMKN 1 Sadaniang are going well, namely learners become excited, not easily bored, enthusiastic and motivated in studying and learning activities.

The research conducted by Resti Isnaeni and Pari Purnaningsih (2023) with the title *The Effect of Drill And Practice Method on Vocabulary Pronunciation Ability in English Learning at SMK YPUI Parung*, states that the use of the Drill and Practice method in English learning at SMK YPUI Parung has been done quite often. English teachers use the Drill and Practice method to provide a habituation to pronounce vocabulary repeatedly so that students can master and improve their knowledge of English vocabulary. The use of this method is applied when implementing lessons such as conversation, speaking, listening, and reading as well as when giving assignments to students. Next, students can practice it in writing as a form of practice. However, even so, there are still some students who have not been able to pronounce vocabulary well even though they have used the Drill and Practice method. Therefore, other methods are needed to get the right learning outcomes.

According to research by Wimbika Hastensi (2020) with the title *The Application of Drill and Practice Learning Method to Improve Speaking and Vocabulary (The Study of English Language Grade XI at SMKN 2 Lahat)*, states that the application of the drill and practice method can improve students' speaking skills in English subjects at SMK Negeri 2 Lahat, the application of the drill and practice method can improve students' mastery of vocabulary and become their own motivation for students in following learning materials, the application of the drill and practice method is effective for improving students' vocabulary in English subjects at SMK Negeri 2 Lahat in the 2019/2020 academic year.

Based on the results of preliminary observations in grade 7th of MTs Mazra'atul Ulum Paciran, it was found that most students had difficulty mastering English vocabulary. This can be seen from the low scores of students in vocabulary-related tasks and the lack of active participation of students during learning. Some factors that are thought to be the cause of students' low vocabulary mastery include the lack of continuous practice, learning methods that are less varied, and the lack of student motivation to learn.

So, on this basis, the researcher feels interested in doing research with the title “The Implementation of Drilling Method to Improve Vocabulary Mastery of Grade 7th Students at Mts. Mazra'atul Ulum Paciran”.

Method

This research is a type of classroom action research using descriptive quantitative research methods. This study aims to analyze students' improvement in vocabulary mastery after the application of the drill method. This research was conducted at MTs. Mazra'atul Ulum Paciran in class 7D. Before the drill method was applied, the researcher first discussed with the English teacher in class 7D related to the characteristics of the students. This aims to make the researcher know the character of students in learning English. Then, at the first meeting, the researcher made observations of students directly to see the characteristics of students before the drill method was applied.

The research instruments used pre-test and post-test. The pre-test was conducted at the second meeting before the drill method was applied. The students were asked to answer some questions in the form of multiple choice. There were ten questions with options (a, b, c, and d) related to vocabulary about school. Every correct answer was given a score of 10. If all the questions were answered correctly, then the students got a score of 100. And if none of them are correct then, they get a score of 0. This pre-test is taken to find out the students' vocabulary mastery before the drill method is applied.

The post-test was conducted after the researchers applied the drill method. This aims to determine the improvement of students' vocabulary mastery. Next, the researcher conducted a further analysis based on the post-test score to analyze whether there was an improvement in students' vocabulary mastery after the drill method was applied.

This research was conducted through two cycles, each of which included planning, action implementation, observation, and reflection stages. In the first cycle, the researcher applied the drilling method by showing students some vocabs and then practicing how to read it to students followed by all students then, students were asked to memorize the

vocabs. In the second cycle, the researcher showed students some vocabs by using a variety of learning media and showing the right way to read to students and followed by all students then, students were asked to memorize the vocabs.

The post-test results show that there is an improvement in students' vocabulary mastery. Therefore, it can be concluded that the drill method can improve students' vocabulary mastery in class 7D at Mts. Mazra'atul Ulum Paciran.

Findings and Discussion

Before applying the drill method, researchers made observations first at the first meeting and did a pre-test at the second meeting. From the pre-test assessment, the results can be seen in the table and calculated as follows:

Table 1 Student Pre-Test Score

| No. | Name | Score |
|-----|----------------------------------|-------|
| 1. | Ahmad Alif Rohmatulloh | 60 |
| 2. | Ahmad Allanaya Al Lathif | 50 |
| 3. | Allegra Alfarisy | 70 |
| 4. | Aniqatul Wafa Filza Abdullah | 70 |
| 5. | Dinda Rizky Aulia Putri | 70 |
| 6. | Dwi Putri Asmarani | 50 |
| 7. | Dyah Paramita Listyaning Tyas | 60 |
| 8. | Itsna Kamila | 70 |
| 9. | Kafana Ilmiyah Rahmaniyah | 60 |
| 10. | M. Gianezza Arif Rasendriya | 50 |
| 11. | M. Jeffry Syahputra Abdi | 50 |
| 12. | Mikaila Azzahra | 50 |
| 13. | Muhammad Davin Saputra | 60 |
| 14. | Muhammad Faizullah Adelard Sakti | 70 |
| 15. | Muhammad Fakhri Al-Fathoni | 60 |
| 16. | Muhammad Haikal Pratama | 70 |
| 17. | Muhammad Ibrahim Kholilullah | 50 |
| 18. | Muhammad Ihyaul Haq | 50 |
| 19. | Muhammad Ilzam Azizi | 70 |
| 20. | Muhammad Lutfi Hadi | 70 |
| 21. | Muhammad Naufal Al Muqsith | 60 |
| 22. | Muhammad Nurul Haqq Al Mubarak | 60 |
| 23. | Muhammad Rizqi Erlangga | 70 |
| 24. | Muhammad Saamir Assya'bani | 70 |
| 25. | Nada Salsabilla Nur Azka | 70 |
| 26. | Nur Alya Zahrotus Syifa | 70 |
| 27. | Rahella Aightinatus Su'aida | 70 |

| | | |
|----------------|-----------------------------------|-------|
| 28. | Rani Wulan Ramadhani | 70 |
| 29. | Rieqza Azkiya Zahira | 60 |
| 30. | Sherly Novita Kasih | 70 |
| 31. | Siti Khodijah Lathifatur Rosyidah | 70 |
| 32. | Tavisha Anargya Romadlona | 70 |
| 33. | Tsalis Fahmi Madina | 70 |
| 34. | Tsania Fithrotunnisa' | 70 |
| 35. | Zahira Nur Safitri | 70 |
| 36. | Zuhairatus Tsaniyah | 70 |
| 37. | Naufal M. Miftahul Fathin | 50 |
| Average | | 63,51 |

Calculation:

$$\begin{aligned} \text{Absorptive Capacity} &= \frac{\text{Total number of students worth } \geq \text{KKM}}{\text{Total number of students}} \times 100\% \\ &= \frac{21}{37} \times 100\% = 57\% \end{aligned}$$

Based on the results of the above calculations, it can be concluded that the average value and absorption of students before the drill method was carried out showed the students' average score was 63.51 and the absorptive capacity of students was 57%. This shows that students' ability to master vocabulary is still relatively low. Based on these results, the researcher decided to apply the drill method.

In this research, the researcher went directly into the classroom as a teacher to apply the drill method and do research. In this study there were two cycles, that is, cycle I and cycle II.

Cycle I was implemented for three meetings through the steps of planning, action implementation, observation, and reflection. In this cycle, the researcher applied the drill method by giving some vocabulary to students on the blackboard and then, showing how to read it followed by all students. Then, students were asked to memorize the vocabulary. In cycle I, the results showed that students improved in mastering vocabulary although, there were still some students whose pronunciation was not correct. Based on this reflection, the researcher made improvements in cycle II.

In cycle II, the researcher applied the drill method by adding technology-based learning media in the form of PowerPoint. In this cycle, the researcher showed some vocabulary in the form of PowerPoint and showed how to read it repeatedly to students then followed by all students. In addition, the researcher also gave some games related to vocabulary. After that, students were asked to memorize the vocab that had been learned.

At the last meeting, researchers do a post-test to analyze students' improvement in vocabulary mastery. The questions given by the researcher were in the form of multiple choice and essay. In multiple-choice, there are 10 questions with a score of 5 for each question. In the essay, there are 5 questions with a score of 10 for each question. In the post-test assessment, the table and calculations can be seen as follows:

Table 2 Student Post-Test Score

| No. | Name | Score |
|-----|-----------------------------------|-------|
| 1. | Ahmad Alif Rohmatulloh | 77 |
| 2. | Ahmad Allanaya Al Lathif | 73 |
| 3. | Allegra Alfarisy | 79 |
| 4. | Aniqatul Wafa Filza Abdullah | 85 |
| 5. | Dinda Rizky Aulia Putri | 91 |
| 6. | Dwi Putri Asmarani | 94 |
| 7. | Dyah Paramita Listyaning Tyas | 92 |
| 8. | Itsna Kamila | 92 |
| 9. | Kafana Ilmiyah Rahmaniyah | 80 |
| 10. | M. Gianezza Arif Rasendriya | 69 |
| 11. | M. Jeffry Syahputra Abdi | 60 |
| 12. | Mikaila Azzahra | 0 |
| 13. | Muhammad Davin Saputra | 82 |
| 14. | Muhammad Faizullah Adelard Sakti | 79 |
| 15. | Muhammad Fakhri Al-Fathoni | 84 |
| 16. | Muhammad Haikal Pratama | 81 |
| 17. | Muhammad Ibrahim Kholilullah | 81 |
| 18. | Muhammad Ihyaul Haq | 86 |
| 19. | Muhammad Ilzam Azizi | 79 |
| 20. | Muhammad Lutfi Hadi | 75 |
| 21. | Muhammad Naufal Al Muqsith | 83 |
| 22. | Muhammad Nurul Haqq Al Mubarak | 63 |
| 23. | Muhammad Rizqi Erlangga | 79 |
| 24. | Muhammad Saamir Assya'bani | 84 |
| 25. | Nada Salsabilla Nur Azka | 94 |
| 26. | Nur Alya Zahrotus Syifa | 93 |
| 27. | Rahella Aightinatus Su'aida | 85 |
| 28. | Rani Wulan Ramadhani | 89 |
| 29. | Rieqza Azkiya Zahira | 86 |
| 30. | Sherly Novita Kasih | 91 |
| 31. | Siti Khodijah Lathifatur Rosyidah | 94 |
| 32. | Tavisha Anargya Romadlona | 82 |
| 33. | Tsalis Fahmi Madina | 96 |

| | | |
|----------------|---------------------------|-------|
| 34. | Tsania Fithrotunnisa' | 90 |
| 35. | Zahira Nur Safitri | 87 |
| 36. | Zuhairatus Tsaniyah | 82 |
| 37. | Naufal M. Miftahul Fathin | 76 |
| Average | | 80,89 |

$$\begin{aligned}
 \text{Absorptive Capacity} &= \frac{\text{Total number of students worth } \geq \text{KKM}}{\text{Total number of students}} \times 100\% \\
 &= \frac{33}{37} \times 100\% = 89\%
 \end{aligned}$$

The results of the score calculation above show that the student average was 80, 89 and absorption reached was 89%. This shows that students have improved in vocabulary mastery.

Based on the research results it can be concluded that the drill method can improve students' vocabulary mastery. This is evidenced by the score data and calculation of pre-test and post-test absorption. In the pre-test assessment, the students' absorption showed 57%. And in the post-test assessment, the students' absorption 89%. This shows that students improved their vocabulary mastery significantly after the drill method.

Drilling Method

Djamarah (2002) said that the method is a way used to achieve the goals that have been set. Methods can help turn monotonous learning into fun learning. Learning needs a specific goal to achieve the learning standards to be achieved. With a method, a purpose is more directed to achieve a predetermined standard.

The drill according to Abdul Majid (2013) is a way of learning students to develop proficiency and skills and can develop attitudes and habits. According to Hamdani (2011), the drill method or memorization method is a method that teaches students to carry out exercises so that students have higher assertiveness and skills than what has been learned.

The purposes of using the drill method are: a) With the drill method the student has the ability to memorize words, write, and others. b) The student is able to develop their intellectual abilities. c) The student is able to connect something with other situations. d) The student can get dexterity through the drill method (2017).

According to Jamanta Hamdayana (2019), the weaknesses or disadvantages of the drill method include: a) Inhibiting the talent and initiative of students because it is carried out by adjustments. b) Leads to static adjustments to the environment. c) Sometimes the exercises carried out repeatedly make it monotonous and boring. d) Can lead to bervalism.

The advantages of the drill method include: Acquiring mental skills, forming habits, adding accuracy, and motoric skills (2019).

Vocabulary Mastery

Vocabulary mastery is not a simple skill, as it includes recognition, selection, and application. Vocabulary mastery is not a spontaneous process, but rather a process towards mastering vocabulary well and correctly (1985).

Hatch and Brown (1995) divide two kinds of vocabulary, namely receptive and productive vocabulary. Receptive vocabulary is the ability to recognize words and remember the meaning of words, while productive vocabulary is the ability to recognize words and remember the meaning of words, and is also used in the ability to speak or write in a timely way.

Conclusions

Based on the results of this classroom action research conducted in two cycles, it can be concluded that the implementation of the drill method significantly improved the vocabulary mastery of seventh-grade students at MTs. Mazra'atul Ulum Paciran. This is evidenced by the increase in the student's' average score from the pre-test 63.51 (Absorptive Capacity 57%) to the post-test 80.89 (Absorptive Capacity 89%) after applying the drill method.

The improvement indicates that the drill method is effective in enhancing students' vocabulary skills, particularly in pronunciation, memorization, and the practical use of vocabulary in English learning. Additionally, the use of varied learning media and repetitive practice increased students' motivation and active participation in the learning process.

Therefore, the drill method is recommended as an effective teaching strategy for English teachers to help improve students' vocabulary mastery more optimally.

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