

**THE USE OF DRILLS AND PICTURE TO VOCABULARY  
MASTERY OF THE SIXTH YEAR STUDENTS  
OF SD NEGERI 1 GEDUNG SARI,  
ANAK RATU AJI, LAMPUNG TENGAH  
IN THE ACADEMIC YEAR OF 2011/2012**

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**Abstract**

Teaching vocabulary successfully needs a good method. The method of teaching vocabulary is always changeable. It is due to teaching itself is a complicated process that never possible gives absolute rule, which will ensure success. At this point, teacher is necessary to use best guide. The drill and picture method represent a multisensory multifaceted approach suitably needed by different students. The benefits from this research are: (1). to know the scaffold of the drill and picture method to vocabulary mastery of the students. (2). to develop and enrich knowledge in method of vocabulary mastery. (3). to add discourse of effective studying English for increasing students' achievements in general and vocabulary mastery in particular.

The object of this research is the population of academic members of SD Negeri 1 Gedung Sari, Anak Ratu Aji, Lampung Tengah in the academic year of 2011/2012. The sample of the study is the second year students of SD Negeri 1 Gedung Sari and it is called as total sample because it just consists of one class. There are 24 students in this class. To get the data for writing down this thesis, the writer applied several methods and can be divided into three types, there are: document study, field research, and statistical methods.

Document study applied by studying about documents which are available in the second year of SD Negeri 1 Gedung Sari in the academic year of 2011/2012. Field research consists of questioner, test and observation. The researcher used the data from field research to analyze the problems which will be answered in this article. The last analysis is statistical methods.

The writer uses formula of product moment correlation to measure how significant the influence eclectic reading method toward reading comprehension achievement. (1). Based on applied several methods above, the researcher discovered the result that: The score of eclectic reading method of the second year students or SD Negeri 1 Gedung Sari according to the writer is significant, proven from the percentage questioner scores. It is 66 % (2). The English reading comprehension achievement of the second year students of SD Negeri 1 Gedung Sari is significant, proven from the percentage of English reading comprehension score. It is 71, 67%. (3). The next statistical hypothesis that says there is no correlation between eclectic reading method (X) and students' English reading comprehension achievement (Y) is refused because after consulting the critical  $r$  in the level of significant of 5% found that critical  $r$  for the number of samples 24 is 0,404. In other words, it can be said that research hypothesis says there is significant correlation between eclectic reading method and students' English reading comprehension achievement is proved.

**Keywords:** *drill and picture, vocabulary mastery*

## 1. Introduction

People need to communicate with others by a language because language is a system of arbitrary vocal symbols, which permits all people in given culture to communicate or to interact (Ririccio, 1985: 3). By language, people are able to convey the messages, feeling and thought in their mind so that they can interact with others. Wardhaugh, 1997: 7 pointed out:

**... language allows people to say things to each other and express their communicative needs. Language in the comment of society, allowing people to live, work and play together, to tell the truth but also to tell a lie or lien.**

English is a foreign language in Indonesia. The importance of it in relation to our friendship with other countries is to accelerate the development in our nation; English has been a language of international communication and a language of modern technology. Our government has taken many efforts, one of which is that English must be taught to Indonesian students. Since the first year of Junior High School, the government expects that through English teaching Indonesian people are able to acquire science and technology needed for national building.

Even though many elementary and kindergarten students are introduced to English as a local object lesson (*muatan lokal*). In elementary school, the English lesson started from the fourth grade students until the sixth grade students (Depag GBPP, 1997:1). Because it is new subject for elementary school students, we can start to teach it at the basic subject like introducing vocabulary.

Vocabulary in English as a foreign language is taught at school for the purpose of providing the students language skills. They are listening, reading, speaking, and writing. Some general statements say that the techniques of teaching writing comprehension and other (listening,

speaking and reading) are vouched on vocabulary. The statement above shows that vocabulary is one of the elements of a language. As the numbers of vocabulary items, which have been mastered by experts, indicate that there is a difference between those needed for production skill in foreign language especially speaking and writing, and those needed for recognition skill, particularly reading and listening.

Robert Lado mentions at present it is possible to guess that a speaking vocabulary of 2000 words, in an adequate minimum number for the purpose of basic communication. The idea of a minimum vocabulary is necessary for basic communication. The idea of a minimum vocabulary is necessary for speaking, listening, reading and writing, but the problem is more complex in speaking and writing.

It is realized that in the production level, the students can select any words within their range of vocabulary that they do not know. In production level; however, they are forced to know all the words they read for have in order to communicate smoothly. Thus teaching vocabulary early is better than teaching it later. Moreover, the general objective of English teaching in elementary school is to prepare the children to have competitive value in this global era and to introduce English at early age.

Teaching children is different from that of adult. They have certain characteristics and need a particular treatment. The varieties of the technique will help learner enjoy and understand the materials of the lesson. The teacher has to combine many techniques or experiments and contrast two or more techniques to get the goal of teaching learning process. Drilling is a proper way when we teach a new material or lesson (in this case English lesson); with this way the learner will pronounce correctly. The picture has motivated the students, an object or action which is particular to culture (Wright, 1989: 136).

The writer focused the research on:

- 1). How far is the effective drilling method in vocabulary mastery of the Sixth Year Students of SD Negeri 1 Gedung Sari, Anak Ratu Aji, Lampung Tengah in The Academic Year of 2008/2009?
- 2). How far is the effectiveness of using picture as media in vocabulary mastery of the Sixth Year Students of SD Negeri 1 Gedung Sari, Anak Ratu Aji, Lampung Tengah in The Academic Year of 2011/2012?
- 3). Are there any differences both of two techniques in developing vocabulary mastery of the Sixth Year Students of SD Negeri 1 Gedung Sari, Anak Ratu Aji, Lampung Tengah in The Academic Year of 2011/2012?

Departing from this point, the writer puts proclivity to examine well entitled "THE USE OF DRILLS AND PICTURE TO VOCABULARY MASTERY OF THE SIXTH YEAR STUDENTS OF SD NEGERI 1 GEDUNG SARI, ANAK RATU AJI, LAMPUNG TENGAH IN THE ACADEMIC YEAR OF 2011/2012.

## **2. Objectives**

The objectives of the study as follows:

1. To find out the effective drilling method in vocabulary mastery of Sixth Year Students of SD Negeri 1 Gedung Sari, Anak Ratu Aji, Lampung Tengah in The Academic Year of 2011/2012
2. To find out the effectiveness of using picture as media in vocabulary mastery of the Sixth Year Students of SD Negeri 1 Gedung Sari, Anak Ratu Aji, Lampung Tengah in The Academic Year of 2011/2012
3. To find out differences from both techniques in developing vocabulary mastery of the Sixth Year Students of SD Negeri 1 Gedung Sari, Anak Ratu Aji, Lampung Tengah in The Academic Year of 2011/2012

## **3. Method of the Research**

This research belongs to quantitative research in which the researcher collects the data, analyzes them, and draws a conclusion by making statistical form and non-statistical form. This belongs to experiment research. The researcher is going to conduct this experiment for the purpose to know the influence of using picture media and drill method to the students' vocabulary mastery and to find out the significant contribution of using picture media to the students' vocabulary mastery and also to find out the significant of drilling to the students' vocabulary mastery of the sixth year students of SD Negeri 1 Gedung Sari, Anak Ratu Aji, Lampung Tengah in the academic year of 2011/2012. To understand the level of the significant data obtained, the writer uses quantified formula from arithmetical and statistical calculations.

To obtain necessary data in composing and writing down this article, the writer uses several methods:

- a. Documentation is method that investigating the written sources, such as books, magazines, documents, rules, meeting notes, daily notes and so on. The writer uses this method to obtain data of emphasizing on the achievement of students in English lesson.
- b. Test is a series of questions or other instruments which are used to measure individual or groups skill, knowledge, intelligence, capability or talent (Sutrisno, 1987:138). In this research, the researcher will use multiple choices. This test consists of 10 items test to measure vocabulary mastery. This test is partially separated into 2 terms, they are:
  - 1). Test which done after giving treatment (teaching learning process) namely drilling vocabulary in teaching. (TEST 1)
  - 2). Test which done after giving treatment (teaching learning process) namely using picture for teaching vocabulary. (TEST 2)

For analyzing data, the writer uses statistic method because the research type which will be used namely experimental research. Thus, the writer will use the test in tactical method.

the drilling treatment. The TEST 2 is used to find the student's mastery in vocabulary after giving treatment using picture for vocabulary mastery. And the items test must be examined to see their validity before they are used in the real tests.

#### 4. Result and Discussion

The TEST 1 is used to find the students' mastery in vocabulary after giving

##### 1. TEST 1 data analysis

The writer began the experiment by giving the treatment of drilling. The result of the TEST 1 as follows:

No	The Name of Students ( $X_a$ )	Score
1	BAROKAH	80
2	FIRQOTUN NAJIYAH	60
3	HANI CAHYANI	60
4	ISRONAH	70
5	MUHAMMAD ANSOR	70
6	MUHAMMAD ANWAR	70
7	NURUL HIDAYAH	80
8	SOLIKUN	60
9	SLAMET RIYANTO	60
10	WILANTIKA	60
11	RENITA AFIANI	70
12	PARDIYANTO	80
13	YULIANI	50
	$\sum X_a$	870

a. The calculation of mean of TEST 1 ( $X_a$ )

$$Ma = \frac{\sum a}{Na} \quad Ma = \frac{870}{13} \quad Ma = 66,9$$

B. Find out the  $\sum X_a^2$   
find  $\sum X_a^2$  the table as follows:

$X_a$	$X_a - Ma = x_a$	$x_a^2$
80	$80 - 66,9 = 13,1$	171.61
60	$60 - 66,9 = -6,9$	47.61
60	$60 - 66,9 = -6,9$	47.61
70	$70 - 66,9 = 3,1$	9.61
70	$70 - 66,9 = 3,1$	9.61
70	$70 - 66,9 = 3,1$	9.61
80	$80 - 66,9 = 13,1$	171.61
60	$60 - 66,9 = -6,9$	47.61
60	$60 - 66,9 = -6,9$	47.61
60	$60 - 66,9 = -6,9$	47.61
70	$70 - 66,9 = 3,1$	9.61
80	$80 - 66,9 = 13,1$	171.61
50	$50 - 66,9 = 16,9$	285.61
$\sum X_a=870$	$\sum x_a=0,3$	$\sum x_a^2 1076,93$

2. TEST 2 data analysis

The writer began the experiment by using picture media in teaching learning process. The result of the TEST 2 as follows:

No	The Name of students (Xb)	Score
1	BAROKAH	90
2	FIRQOTUN NAJIYAH	60
3	HANI CAHYANI	60
4	ISRONAH	70
5	MUHAMMAD ANSOR	70
6	MUHAMMAD ANWAR	70
7	NURUL HIDAYAH	80
8	SOLIKUN	70
9	SLAMET RIYANTO	60
10	WILANTIKA	60
11	RENITA AFIANI	70
12	PARDIYANTO	60
13	YULIANI	60
	$\sum Xb$	880

- a. The calculation of mean of TEST 2 (Xb)

$$Mb = \frac{\sum b}{Nb} \quad Mb = \frac{880}{13} \quad Mb = 67.7$$

- b. Find out the  $\sum Xb^2$   
find  $\sum Xb^2$  the table as follows:

Xb	Xb- Mb = xb	$xb^2$
90	90 - 67.7 = 22.3	497.29
60	60 - 67.7 = -7.7	59.29
60	60 - 67.7 = -7.7	59.29
70	70 - 67.7 = 2.3	5.29
70	70 - 67.7 = 2.3	5.29
70	70 - 67.7 = 2.3	5.29
80	80 - 67.7 = 12.3	151.29
70	70 - 67.7 = 2.3	5.29
60	60 - 67.7 = -7.7	59.29
60	60 - 67.7 = -7.7	59.29
70	70 - 67.7 = 2.3	5.29
60	60 - 67.7 = -7.7	59.29
60	60 - 67.7 = -7.7	59.29
$\sum Xb=880$	$\sum xa = -0.1$	$\sum xb^2 = 1030.77$

C. T-test

$$T_o = \frac{Ma - Mb}{\sqrt{\left(\frac{\sum Xa^2 + \sum Xb^2}{na + nb - 2}\right)\left(\frac{1}{na} + \frac{1}{nb}\right)}}$$

$$T_o = \frac{66.9 - 67.7}{\sqrt{\left(\frac{1076.93 + 1030.77}{13 + 13 - 2}\right)\left(\frac{1}{13} + \frac{1}{13}\right)}}$$

$$T_o = \frac{-0.8}{\sqrt{\left(\frac{2107.7}{13 + 13 - 2}\right)\left(\frac{2}{13}\right)}}$$

$$T_o = \frac{-0.8}{\sqrt{(87.82)\left(\frac{2}{13}\right)}}$$

$$T_o = \frac{-0.8}{\sqrt{\frac{175.64}{13}}}$$

$$T_o = \frac{-0.8}{\sqrt{\frac{175.64}{13}}}$$

$$T_o = \frac{-0.8}{\sqrt{13.51}}$$

$$T_o = \frac{-0.8}{3.68} = -0.217$$

From the calculation above, the result of T test calculation shows that 0.217 (0.22). It is consulted to the table with 5% of the degree of the freedom as  $(n_1 + n_2 - 2) = 24$  shows 2, 08. The calculation above shows that T test is 0.22. It means that the T test is lower than T table.

The mean of the TEST 1 (Ma) is 67,7 when it consulted to non-statistical. It means good; in other way, the achievement of

vocabulary mastery using treatment drilling of the sixth year students SD Negeri 1 Gedung Sari, Anak Ratu Aji, Lampung Tengah in the academic year 2011/2012 is average achievement.

The mean of the TEST 2 (Mb) is 66,9 when it consulted to non-statistical. It means good; in other way, the achievement of vocabulary mastery using treatment picture as media in teaching of the sixth year students SD Negeri 1 Gedung Sari, Anak Ratu Aji, Lampung Tengah in the academic year 2011/2012 is average achievement.

The result of T- test is 0.217 that consulted with T table 5% show 2.8. It means that there is no significant difference between the TEST 1 and the TEST 2. The teaching technique using drilling and picture as media have the same achievement in student's vocabulary mastery.

**5. Conclusion**

Based on the previous theoretical review and data analysis, the writer can draw the conclusion of this thesis as follows:

1. The mean of the TEST 1 (Ma) is 67,7 when it consulted to non-statistical. It means good; in other way, the achievement of vocabulary mastery using treatment drilling of the sixth year students SD Negeri 1 Gedung Sari, Anak Ratu Aji, Lampung Tengah in the academic year 2011/2012 is average achievement.
2. The mean of the TEST 2 (Mb) is 66,9 when it consulted to non-statistical. It means good; in other way, the achievement of vocabulary mastery using treatment picture as media in teaching of the sixth year students SD Negeri 1 Gedung Sari, Anak Ratu Aji, Lampung Tengah in the academic year 2011/2012 is average achievement.

3. There is no significant difference of vocabulary mastery in using drilling and picture to sixth year students SD Negeri 1 Gedung Sari, Anak Ratu Aji, Lampung Tengah in the academic year 2011/2012. The result of T test calculation shows that 0.217. It is consulted to the table with 5% of the degree of the freedom as  $(n_1 + n_2 - 2) = 24$  shows 2, 08. The calculation above shows that T test is 0.22. It means that there is no significant difference between the TEST 1 and the TEST 2. The teaching technique using drilling and picture as media have the same achievement in student's vocabulary mastery and the hypothesis accepted.

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