

## THE EFFECT OF DRILLING ROUTINE TASKS ON STUDENTS' VOCABULARY MASTERY OF BEGINNER ENGLISH CLASS (BEC) AT ISLAMIC BOARDING SCHOOL PAMEKASAN

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**Abstract:** *Mastering vocabulary is the main modal to improve students' language proficiency. A limited vocabulary will obstruct them from mastering a language and its language skills. An English student must succeed in learning the language so they can get their English language proficiency. Drilling is still viable for increasing students' vocabulary knowledge, particularly for English beginners. To make the students enjoy in acquiring vocabulary, the drilling becomes a routine task done inside and outside the classroom. This investigation used an experimental research methodology with a one-group, pre-test, and post-test design. The research instruments used written test guidelines and documentation guidelines. While checking its validity, it is used Point Biserial Correlation formula. For its reliability, it is used KR-20. By contrasting the values of the t-test and t-table ( $7.863 > 2.093$ ), the study's findings showed an increase in the students' vocabulary mastery after implementing drilling routine tasks. However, another kind of routine task by utilizing any media is recommended to be implemented.*

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**Keywords:** *Drilling; Classroom Routine; Vocabulary Mastery*

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### INTRODUCTION

An Islamic boarding school in Pamekasan, Madura, called DEC (Duba English Center), has nonformal education. It facilitates boarding school pupils to master English. In this course, the students are divided into three levels: BEC (Beginning English Class), IEC (Intermediate English Class), and AEC (Advance English Class). All the course students learn English skills and components and the materials are adjusted based on the level to get their English proficiency. Four skills in English, listening, reading, writing, and speaking, should be learned. To master those skills, it must be supported by mastering vocabulary to make people understand what they listen to, read, write, and absolutely for what they speak or talk about.

Mastering vocabulary is the main modal to improve one's language proficiency. It is the linguistic competence that must belong to learning a language. Wilkins uses examples to highlight the value of words that stated vocabulary takes into account in understanding

the sentences. It differs from grammar and has little impact on the conversation. (Indrawati, 2016).

From pre-observation results to the course regarding the average score on vocabulary mastery, the biggest problem for BEC students in learning English needs that more vocabulary. It obstructs them from mastering English and its skills. Even though they were in low English, they were interested in learning English more. It is proven by their enthusiasm for learning English in every study club. They face difficulties such as memorizing, remembering, and pronouncing English words. Low self-confidence in interacting by using English also becomes an obstacle for the students to improve their English proficiency.

Drilling technique is an option for overcoming those problems. In this research, the drilling becomes routine tasks done inside and outside the classroom. Sagala declared that drilling is an activity repeating a word(s), phrase, or sentence that is reliable and memorable, which is always to remember and easy to practice. Sribagus and Arifuddin also stated in their journal that naturally and theoretically, listening and verbalizing new words help acquire language. The involvement between the ear and mouth improves vocabulary memory. Then repetition improves retention (Sribagus, 2012). Furthermore, it was more successful in increasing pupils' vocabulary mastery by using the drilling method. (Fransiska, 2016). It was shown from the result of experimental research to seventh-grade students.

Different from the previous study that focused on seventh-grade students and experimental research. The purpose of this study is to assess the extent to which students' vocabulary mastery is improved by practicing routine tasks placed in one boarding school entitled "The Effect of Drilling Routine Tasks on Students' Vocabulary Mastery of Beginner English Class (BEC) at Islamic Boarding School Pamekasan." It is done to provide alternative teaching methods with new ways by being classroom routine tasks that can be applied to enhance pupils' command of vocabulary to achieve good English proficiency.

## **LITERATURE REVIEW**

### **Classroom Routine**

Routine is an activity that we routinely do every day (Minarti, 2019). Rink stated that routine is a procedure for activities carried out inside and outside the classroom, behavior that tends to be repeated and structured unless it has the potential to disrupt the learning process (Marsiyah, 2019). Linda Shalaway declared that routine is the foundation of the school day. It facilitates teaching and learning (Shalaway, 2022). In addition, routines not only make living easier but also help teachers save necessary classroom time. Students study and achieve more efficiently with an efficient routine. Simply put, a routine is a collection of procedures for handling common events (like taking attendance, starting class (warming up), or turning in assignments) and minor disruptions of the lesson plan. A classroom routine helps to simplify a complex environment and informs students exactly

what to anticipate, what is expected of them, and what is acceptable behavior, for example, and serves several other purposes in the classroom. (Education.ou.edu, 2015). In conclusion, classroom routine is a procedure conducted in or out of the classroom, becoming a daily occurrence.

Three kinds of routines can be implemented in the classroom. Before it is implemented, the teacher must identify what kind of routine which will be (Colvin and Lazar, 1995). 1) In administrative procedures, tasks like putting away coats or books, using the bathroom, sharpening pencils, taking attendance, making announcements, and dismissing students to another classroom, the playground, or home are included. 2) Getting every student's attention during instruction, going over spelling or English problems on the board, ensuring that students behave in ways that maximize positive outcomes during teacher-led instruction or group-learning settings, turning in or returning student work, and having a set procedure for how students should write the heading on their homework assignments are all examples of instructional tasks. 3) The interactive routine entails understanding how to participate in talks, acting appropriately in groups, and adhering to the teacher's attention-getting rules. The seamless operation of the classroom is maintained by establishing effective routines, which also prevents students from wasting time wondering what to do when things change. The procedures (Titus, 2020) are explaining the routine in the class, Modelling the expectations, having students practice the routine, implementing the routine in the day teachers want, and reviewing the routine as necessary.

## **Vocabulary**

One of the essential aspects of speaking is vocabulary. It impacts the four language abilities of speaking, reading, and writing. It supports the speaker in expressing their opinions, ideas, and feeling in communication. Generally, vocabulary is the knowledge of words and words' meanings (Mokhtar et al., 2010). According to Hatch and Brown (1995), The phrase vocabulary describes a list of words for a specific language or a list of words used by a particular language speaker. The only involved method is the alphabetical order because vocabulary is a list.

Vocabulary is a powerful carrier of meaning (Alsalihi, 2020). A person's vocabulary comprises all the terms they are familiar with and frequently use. A crucial component of speaking is vocabulary. The more words students are familiar with and adept at using, the more meaning they can convey in a broad range of settings. According to the definition given above, vocabulary is the total amount of words, a list, or a set of words in a specific language that a person is aware of and can use depending on the situation.

For the ability to communicate ideas and comprehend what others are saying, vocabulary proficiency is necessary to build effective communication. Webster defines mastery as having the ability or knowledge to be an authority on a topic. At the same time, Hornby describes mastery as having all the necessary information or abilities. According to

those definitions, mastery refers to having extensive knowledge of a topic or exceptional skill. The tremendous ability to process words in a language is referred to as vocabulary mastery. It is a personal accomplishment and property. Expanding one's lexicon successfully depends on the learner's drive and enthusiasm for the language. According to the definition above, the extraordinary capacity to use language terms is known as vocabulary mastery and is developed based on their interests, requirements, and motivation (Alqahtani, 2015, p. 25).

Haycraft, quoted by Hatch & Brown in Alqahtani, divided two kinds of vocabulary, namely receptive and productive vocabulary (Alqahtani, 2015, p. 25): 1) Receptive vocabulary consists of words that learners can identify and comprehend when they are used in context but are unable to produce properly. Although they do not use it in speaking and writing, the learners can recognize the vocabulary when they see it in a reading situation. Because the learners only hear other people's thoughts, receptive vocabulary is also a passive process. 2) Productive vocabulary is made up of words that students can understand, pronounce correctly, and use successfully in both speaking and writing. Receptive vocabulary needs and the ability to speak or write at the appropriate moment are both included. Because learners can create the words to communicate their ideas to others, effective vocabulary can therefore be addressed as an active process. They are well-known, common, and commonly employed words.

The techniques in teaching vocabulary are 1) using media, visual aids, and demonstration all examples of using things. Visual methods can help learners remember vocabulary more effectively because our memory for objects and pictures is very reliable, and they can act as cues for word recall. 2) Blackboard or flashcard drawings of the items are both acceptable forms of drawing. If the letter is made of cards and is coated in plastic, it can be used repeatedly in various contexts. The key concepts that young students have learned in the classroom can be easily understood and realized by them. 3) Translation does not force or encourage students to think about word meaning. However, it may be helpful for teachers in specific situations, such as when dealing with incidental vocabulary, gauging their level of understanding, or highlighting parallels. 4) According to Sagala, the drilling technique is an activity that involves repetition to ensure that the response is accurate and difficult to forget (Rofiah & Huda, 2020). Drilling is employed to make learners accustomed to the word form, especially how it sounds. To make learners more familiar with the word, drilling should be clear, and natural. Drilling is essential because students need to repeat the words to themselves as they acquire them in order to remember them (Alqahtani, 2015). Using the target language and the society in which it is spoken, The drilling technique is a dialogue-based approach to teaching language that emphasizes habit-building in the students through repetition, grammatical structure memorization, and tense transformation (Setiyadi, 2006). In the author's view, they are the varieties of dill that students require. The exercises can be modified to fit the classroom dynamics while

teaching and learning. In order for the students to recall and comprehend new vocabulary, The teacher should practice the target language with the students and get them comfortable with it. The teacher is the main source of support for the pupils as they learn. The instructor can employ multiple drills to enhance the teaching and learning process.

Talking about memory, the process of information is first done in short-term memory saving, and then it will be transferred into long-term memory by repetition process (Bhinnety, 2008, p. 74). It means that the information will not be easy to forget when existing repetition on it cause the information has been saved in long-term memory. Sribagus and Arifuddin also stated in their journal that repetition improves retention. He added that naturally and theoretically, listening and verbalizing new words help acquire language. The involvement between the ear and mouth improves vocabulary memory. There are some kinds of drill, such as repetation drill, substitution drill, transformation drill, and ect. 5) The most effective way to spell is to truly memorize the words and spell each letter of each word. (Logvinenko, 2018).

## METHOD

This study employed quantitative research because the data used numerical form and data analysis used statistics. The researcher used the experimental research technique because it was appropriate for this study's purpose, which was to ascertain whether there was a causal relationship between two or more variables. In order to conduct this study, the researcher used a pre-experimental design, particularly a one-group pre-test post-test design. This design is described as follows:

$$O_1 X O_2$$

Note:

$O_1$  = The score of the pre-test (before giving a treatment)

X = Treatment (experiment)

$O_2$  = The score of the post-test (after given a treatment)

This design was carried out by giving a pre-test ( $O_1$ ) to BEC students, which consisted of 20 students, to find out the students' initial knowledge. The method used before the pre-test just focused on memorizing by themselves. In other words, they use their strategy. Then giving a treatment by implementing drilling routine tasks done inside and outside the classroom. Next, it continued to give a post-test ( $O_2$ ) to know the effect of giving treatment on students' vocabulary mastery. This study applied the test of multiple choice and documentation as the instrument. In measuring the validity, it used point biserial correlation, and for reliability, it used KR-20. Then data is analyzed by paired sample t-test.

**RESULTS AND DISCUSSION**

**Results**

To know the effect of drilling routine tasks on students' vocabulary mastery, the researcher used the t-test formula, namely paired sample t-test, in analyzing the data. It used SPSS, result is shown below:

**Table 1.**  
 Paired sample Statistic

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE-TEST	56.8000	20	12.75518	2.85215
	POSTTEST	85.2000	20	8.42053	1.88289

**Table 2.**  
 Paired sample test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE TEST - POST TEST	-28.40000	16.15191	3.61168	-35.95933	-20.84067	7.863	19	.000

The output of table 1 above shows a summary of the result descriptive statistics from the pre-test and post-test scores. For the pre-test value, the mean or the average learning outcome is 56.8. Meanwhile, the post-test value is 85.2. The number of respondents as a sample is 20. For the value of Std. Deviation in the pre-test is 12.75518, and the post-test is 8.42053. Last is the value of Std. Error Mean. Std. error mean for the pre-test is 2.85215, and the post-test is 1.88289.

While for table 2, The output is the most crucial because it will be found to answer the question of this study's problem, namely whether there is effect on BEC students' vocabulary mastery who learn vocabulary using "How to say..." Classroom Routine Tasks at Islamic Boarding School Pamekasan.

Based on the "Paired Sample Test" output table above, it is known that the value of paired differences is -28.4. This number represents the variance between the mean of the pre-test learning outcomes and the mean of the post-test learning outcomes, or  $56.8 - 85.2 = -28.4$ , while the Std deviation is the sum of the Std deviation between the pre-test and post-test. So does Std. Error mean. Furthermore, the difference between the differences is between -35.95933 to -20.84067 (95% Confidence interval of the different lower and upper). While  $t_0$  value is 7.863. 19 is the df or degree of freedom. It has resulted from the

number of respondents minus 1 (N-1), then it becomes the measurement or the criterion for the t-table. The last is the value of Sig. (2-tailed), namely 0.000.

### ***Hypothesis Testing***

There are two hypotheses proposed in this study. First,  $H_0$  shows there is no significant difference between the pre-test and post-test, which means there is no effect of drilling routine tasks on students' vocabulary mastery of BEC at Islamic Boarding School Pamekasan and  $H_a$  showed there is a significant difference between the pre-test and post-test which means there is effect of drilling routine tasks on students' vocabulary mastery of BEC at Islamic Boarding School Pamekasan.

This study has two decision-making guidelines. The guidelines are the interpretation of the result of statistical analysis using the statistical forms and SPSS 20 are as follows, based on the paired sample test, it is known that  $t_t$  ( $t_{count}$ ) is 7.863. To know whether  $H_a$  is accepted or rejected, it must be compared to  $t_t$  ( $t_{table}$ ). The value of  $t_t$  is from the degree of freedom (df) value, namely 19. So the measurement of  $t_t$  of 19 in the significance level of 5% is 2.093. Then, compare the value of  $t_t$  and  $t_0$  to know whether  $H_a$  is accepted or rejected. The value is  $7,863 > 2.093$ , then  $H_a$  is accepted, and  $H_0$  is rejected. Based on the output in the "Paired Samples Test" in SPSS, it is known that the result or value of Sig. (2-tailed) is  $0.000 < 0.05$ , then  $H_0$  is rejected, and  $H_a$  is accepted. Therefore, it can be concluded that drilling routine tasks has an effect on students' vocabulary mastery of BEC at Islamic Boarding School Pamekasan. In conclusion, the two guidelines of interpretation it has the same output of conclusion, namely  $H_a$  (Alternative hypothesis) is accepted, and  $H_0$  (Null hypothesis) is rejected, which means there is a significant effect of drilling routine tasks on students' vocabulary mastery of BEC at Islamic Boarding School Pamekasan.

### **Discussion**

Teaching vocabulary is more challenging than it thinks, especially for beginners who face many difficulties in learning it. It cannot be given a set of vocabulary to memorize because it can make them feel forced, frustrated, and bored, which those feeling can be barriers for them to improve their English proficiency. That is why the teacher must find out suitable ways to teach vocabulary so that it can make maximum outcomes for students in acquiring vocabulary. One of them is by implementing drilling routine tasks.

The implementation of drilling routine tasks have a significance effect on students' vocabulary mastery of BEC at Islamic Boarding School Pamekasan. This decision is based on the comparison of the value of the significance (Sig. (2-tailed)) and 0.05. As for the significant value by using SPSS 20, it is 0.000. Because the significance value 0.000 is less than 0.05, so alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_0$ ) was rejected.

From the result of the study, it indicated that there is a significant effect of drilling routine tasks on BEC students' vocabulary mastery at the boarding school Pamekasan. In agreement with Sagala, the drill technique is an activity that uses repeated calls for responses and will be dependable and difficult to forget (Rofiah & Huda, 2020). It is suitable for the solution of problems due to having limited vocabulary and forgetfulness. He also stated that one of the reasons to forget is because there is no repetition. N. K Roestiyah (2001) stated that drilling is a way for the students to exercise to have a good ability of what they learned. She also stated that drilling is suitable for memorizing words, writing, and connecting a condition and other matters.

The drill is implemented as routine inside and outside the classroom. This study was concerned more with repetition drill. In the way how the drill routine tasks are implemented, it consists of repetition, and the involvement between ear and mouth that, based on Sribagus and Arifuddin stated in his journal, naturally and theoretically, listening and verbalizing new words help in acquiring language. The involvement between the ear and mouth improves memory, and repetition improves retention (Sribagus, 2012). According to Velandia, warming up has become a routine in the classroom and can make the teaching and learning process more stimulating, interesting, and enjoyable while also boosting student engagement (Velandia, 2008). It can make students more focused and get their attention. It also helps students in mastering vocabulary easier by breaking the monotony in the learning process.

## **CONCLUSION**

Mastering vocabulary is a must for English learners to support students' English skills improvement. There are many ways to master vocabulary, but only some are suitable for teaching English beginners. Drilling routine tasks is a straightforward strategy for beginners to use in vocabulary instruction because it allows students to learn as many vocabulary words as they can without being complimented. Drilling routine duties, therefore, helps students become more proficient in vocabulary by comparing the value of the t-test and t-table ( $7.863 > 2.093$ ). The researcher concluded that the alternative hypothesis as ( $H_a$ ) is accepted, and the null hypothesis ( $H_0$ ) is rejected. Hence, from this study, the researcher perceives that no size can fit it all. It is the same as the drilling routine tasks carried out in a course under boarding school Pamekasan. Even though the investigation around the world dealing with drilling techniques mostly found that it can give a positive significance difference in improving vocabulary mastery, it might have a different result when it comes to other levels in other places for how far the effect of the drilling routine tasks on students' vocabulary mastery. Future studies might be interested in researching the other routine tasks in different levels and courses. It might be about students' perception of routine tasks or combining the routine with any learning media.



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## Appendix

### DATA PRESENTATION OF THE TEST

NO	NAME	PRE-TEST	POST-TEST
1	Students A	56	84
2	Students B	72	100
3	Students C	68	84
4	Students D	56	76
5	Students E	36	88
6	Students F	68	80
7	Students G	40	100
8	Students H	64	92
9	Students I	36	84
10	Students J	60	88
11	Students K	48	76
12	Students L	60	80
13	Students M	64	72
14	Students N	28	88
15	Students O	60	76
16	Students P	60	100
17	Students Q	72	84
18	Students R	64	76
19	Students S	68	84
20	Students T	56	92
Total		1136	1704