

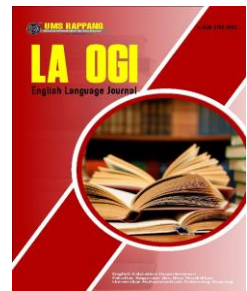


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IMPROVING STUDENTS' VOCABULARY MASTERY USING LISTENING AND DRILLING METHOD AT THE FIRST YEAR IN CLASS VII.A STUDENTS OF SMP NEGERI 1 BUA KABUPATEN LUWU (A Classroom Action Research)

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ABSTRACT

This research aimed to find out the improvement of the students' vocabulary in term of Adjective and Verbs through Listening and Drilling method at The First Year In Class VII.A Students of SMP Negeri 1 Bua Kabupaten Luwu. The method of this research was Classroom Action Research that consisted of two cycles. One cycle consisted of four meetings, it means that there were eight meetings for two cycles. This classroom action research was done at The First Year In Class VII.A students of SMP Negeri 1 Bua Kabupaten Luwu, the sample of the research consisted of 28 students. The instrument were vocabulary test, it was used to measure the students achievement in using Adjective and Verb. The findings of the research were the students' vocabulary achievement in cycle 1, the data obtain from the test were analyzed into percentages. Mean score of Adjective in cycle I was 54.78 and verb was 57.23, meanwhile mean score of Adjective in cycle II were 75.86 and verb 71.76. The students' participation in learning vocabulary through listening and drilling method in the first meeting of cycle 1 was 32.89% then it became 63.15% in fourth meeting of cycle II. The result of data analysis showed that there was a significant difference between cycle I and cycle II. Based on findings, it was concluded that Teaching Vocabulary through Listening and Drilling method was able to improve the students' achievement in using Adjectives and Verbs.

Keyword: Vocabulary Mastery Using Listening And Drilling Method

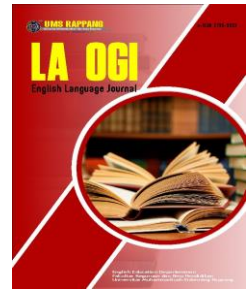


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Introduction

To achieve the four language skills, the learning process of English should be oriented in learning vocabulary. We all realize that vocabulary is a central core of communication, because without vocabulary learners can not know the other and can not communicate because they dont know what will they say. The students of SMP Negeri 1 Bua Kabupaten Luwu especially the first year still can not use English in communication becuase they consider that English subject is bored and very hard. It is because the students lacked vocabulary especially about adjective and verb. According to the teacher in the class room, the students has score 5,00 and in the last semester the students' scores are between 5,00 - 6,20. This score is a poor category, so the researcher wants to achieve the score at 7,00 target in voucabulary according to standard curriculum To facilitate getting this value, the researchers used a listen and drilling method to stimulate the senses more than a student because it will make it easier tudents to learn not just memorizing vocabulary. In this case, teachers use or stimulate the three senses of the students, namely 1). Eye / vision. Students look at vocabulary in English and Indonesian, teachers are written on the whiteboard. 2). Ears/hearing. When teachers say that students will listen. 3). Mouth /pronunciation. When the teacher says, the students followed by saying, too.

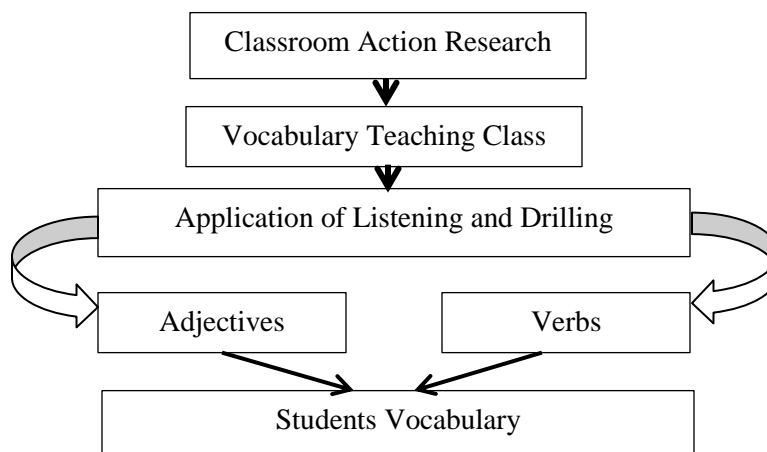
PREVIEW RELATED FINDINGS

Syamsurdani in Mantasiah (2003) states that, vocabulary is 1). A list of word and pares especially one arrange in alphabetically order and definite or translate lexicon glossary; 2). All the words language 3). All the words used or understood by particular person, class, profession etc; 4). The range of expression at person disposal especially in art.

Adjective and Verb

Littell (1981: 331) quoted that a verb tells of an action or a state of being. There is one kind of word that every sentence must have. It is the verb that brings a sentence of life. Without a verb, a sentence would not exist.

Conceptual Framework



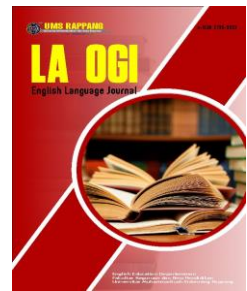


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Hypotesis

1. The use of Listening and Drilling Method is not effective to improve the students vocabulary at the Class VII.A SMP Negeri 1 Bua Kabupaten Luwu.
2. The use of Listening and Drilling Methode is effective to improve the students vocabulary at the Class VII.A SMP Negeri 1 Bua Kabupaten Luwu.

RESEARCH METHOD

Kinds of data of this research are qualitative and quantitative data, data sources consists of students and teachers, and collecting data will be used test, observation and interview. This Class English Research (CAR) conducted at SMP Negeri 1 Bua Kabupaten Luwu. The subject of this research was at the Class VII.A at September – November 2019/2020 academic year. The class consist of 28 students. The observer researched the subject for one week namely pre-action. The observer analyze the students' ability in vocabulary in order to apply the method well. The indicators of this study was the students' ability in Learning Vocabulary to understand about Verb and Adjective. On the general in this Classroom Action Research is divided into two cycles, and consist of planning, action, observation and reflection. There is an instruments that will be used namely vocabulary test that consisted of 10 items of completion and 10 items of matching. So the total number of instrument was 20 items.

The variables of the research consist of independent variable and dependent variable: Independent variable was the Listening and Drilling Method, the important process to improving the student's vocabulary mastery.

- a. Dependent variable consist of students' vocabulary achievement in learning verbs and adjective.

In this research, the procedures are follows:

Cycle I

1. Planning
 - a. Understanding the curriculum of the school to know basic competence and its applications.
 - b. The teacher makes lesson planning based on the syllabus and prepares the material of lesson planning and it should base on the teaching of vocabulary.
 - c. The teacher make instrument that will be used in a classroom action research.
2. Action

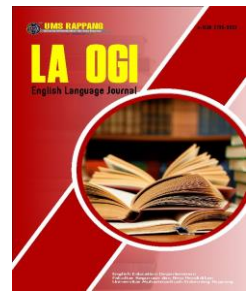


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In this section the researcher conducted two cycles, where each consist of four meetings. Each meeting the researcher gives the vocabulary material by using Listening and Drilling Method.

3. Reflection

Reflection is to see the first cycle action process. It is mean to analyzing, understanding, and making conclusion activity. The teacher will analyze and evaluate the teaching learning process, and then give reflect by seeing the result of the observation as reconciliation for the second cycle.

Cycle II

In cycle II conduct four times meeting included once time for test in cycle II. The main activitied are:

1. Planning

The way that have been done:

- a. Continue the activities that have been done in first cycle.
- b. Repair the weakness in the first cycle.
- c. Make planning again in the scenario process from the result of cycle I reflection.
- d. Action Research repair.

2. Action

In this stage, action is done to improve the result based on the cycle reflection I. The stage done are the same with the previous cycle that is to say, to do improvement of the applied teaching method.

3. Observation

In reality of the observation done at the cycle II is almost same with the done observation at cycle I.

4. Reflection

According to achieved result of the observation, the researcher can make a conclusion that Listening and Drilling Method can improve the students' vocabulary.

FINDINGS AND DISCUSSION

The Students Vocabulary Achievement in Terms of Adjective

NO	Indicators	D-T	C-I	C-II	Improvement (%)		
		Mean Score	Mean Score	Mean Score	DT → CI	DT → CII	DT → CII
1.	Adjective	44.10	54.78	75.86	24.35	38.60	72.36

The students' Vocabulary from the diagnostic test to cycle I and cycle II, where adjective in the diagnostic test the students' mean score is 44.10, but after the evaluation test in cycle I, it becomes 54.75, and in the cycle II is 75.86. So the develop of the students' achievement from diagnostic test to cycle I is

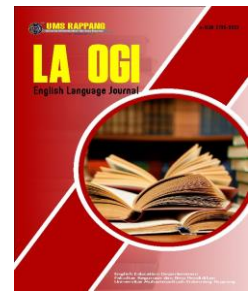


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24.35%, and development of the students' score from cycle I to cycle II is 38.60%, and the development in cycle II were 72.36%.

The Students Vocabulary Achievement in Terms of Verb

NO	Indicators	D-T	C-I	C-II	Improvement (%)		
		Mean Score	Mean Score	Mean Score	DT → CI	DT → CII	DT → CII
1.	Verbs	49.34	57.23	71.76	16.02	25.38	45.43

There is significant develop of the students' vocabulary in term of verb from the diagnostic test to cycle I and cycle II through Listening and Drilling Method, where in the diagnostic test about verb, the students' mean score is 49.34 but after the evaluation test in cycle I, it becomes 57.23 and in cycle II 71.76. So the developed of the students' achievement from diagnostic test to cycle I was 16.02%. The developed of the students' mean score from cycle I to cycle II was 25.38%, and the developed in diagnostic test to cycle II was 45.43%.

The Students Vocabulary Achievement in Terms of Adjectives and Verbs

NO	VARIABLE	CYCLE I	CYCLE II
1.	Adjective	54.78	75.86
2.	Verb	57.23	71.76

Based on the table above the researcher can explain that the student has low vocabulary especially about adjective and verb. After gave some action at the first cycle the researcher can conclude that the students' achievement in learning vocabulary using listening and drilling method in cycle I was bad but not very low with mean scores in term of adjective was 54.78 scores and verb was 57.23, but with this score the students not yet fulfilled score standard (KKM) it is 70.00. But, we can see directly in cycle II that has improvement in term of adjective were 75.86 scores and verb 71.76 scores it means that the students' achievement in term of adjective and verb were show the progress after the researcher did effort, that is why the researcher can conclude that using Listening and Drilling method is the good ways to improve the students' achievement in learning vocabulary.

The Scores Percentage of the Students Vocabulary

1. Adjective

No.	Classification	Score	D-test		Cycle I		Cycle II	
			F	%	F	%	F	%
1	Excellent	96-100	-	-	-	-	-	-
2	Very Good	86-95	-	-	-	-	6	21.05
3	Good	76-85	-	-	1	5.26	4	15.78
4	Fairly Good	66-75	3	10.52	3	10.52	6	21.05
5	Fairly	56-65	8	26.31	11	36.83	7	26.31
6	Poor	36-55	16	57.89	13	47.36	5	15.79
7	Very Poor	0-35	1	5.26	-	-	-	-

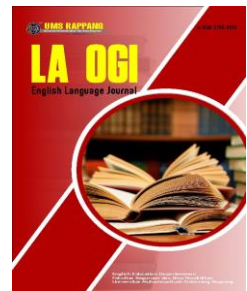


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Total	28	100	28	100	28	100
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The table above we can see that the percentage of the students' understanding adjective in diagnostic test that there are 3 students (10.52%) got fairly good, 8 students (26.31%) got fairly, 16 students (57.89%) got poor, and only 1 student (05.26%) got very poor and none students for other classification. After taking the action in cycle I by using listening and drilling method, the percentage of the students is improvement significantly. There is 1 student (05.26%) got good score, 3 students (10.52%) got fairly good, 11 students (36.83%) got fairly, 13 students (47.36%) got poor and none of students for other classification. And then, in the cycle II, there are 6 students (21.05%) got very good, 4 students (15.78%) got good, 6 students (21.05%) got fairly good, 7 students (26.31%) got fairly, 7 students (15.79%) got poor and none of the students for other classification.

2. Verb

No.	Classification	Score	D-test		Cycle I		Cycle II	
			F	%	F	%	F	%
1	Excellent	96-100	-	-	-	-	-	-
2	Very Good	86-95	-	-	-	-	7	26.31
3	Good	76-85	-	-	3	10.52	1	05.26
4	Fairly Good	66-75	3	10.52	6	21.05	10	36.84
5	Fairly	56-65	9	31.57	9	31.57	7	26.31
6	Poor	36-55	13	47.36	10	36.84	1	05.26
7	Very Poor	0-35	3	10.52	1	05.26	-	-
Total			28	100	28	100	28	100

The table above we can see that the percentage of the students' improvement in verb indicates that there are 3 students (10.52%) got fairly good score, 9 students (31.57%) got fairly, 13 students (47.36%) got poor, 3 students (10.52%) got very poor and none students for other classification. After taking the action in cycle I by using listening and drilling method, the percentage of the students' improvement is improved significantly. There is 3 students (10.52%) got good, 6 students (21.05%) got fairly good, 9 students (31.57%) got fairly, 10 students (36.84%) got poor and only 1 student (05.26%) very poor and none of students for other classification. And then, in the cycle II, there are 7 students (26.31%) got very good, only 1 student (05.26%) got good, 10 students (36.84%) got fairly, 7 students (26.31%) got fairly good, and only 1 student (05.26%) got poor and none of the students for other classification.

The Result of Observation

Percentage of Students Participation

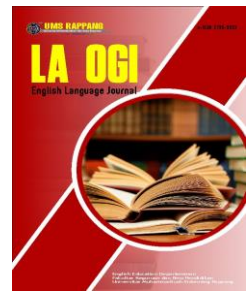


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Cycle	Students Participations			
	Meeting (%)			
	1 st	2 nd	3 rd	4 th
Cycle I	32.89%	35.52%	39.47%	44.73%
Cycle II	34.21%	39.47%	51.31%	63.15%

Based on the table above, the researcher can explain that the students' observation in learning vocabulary using Listening and Drilling method in cycle I was still low with percentage of first meeting until fourth meeting 32.89 %, 35.52%, 39.47%, 44.73 % representatively. Percentage of the first meeting until fourth meeting of cycle II are 34.21%, 39.47%, 51.31%, 63.15% representatively. It means that the students' observation shows process from cycle I to cycle II.

DISCUSSION

In the beginning of the learning process, most of the students had low interest and motivation in learning English because they found English difficult to learn, some of the students still passive in learning process, shy to ask the teacher, and they did not know what the adjective and verb. But in cycle II the problem could be control. In fact the students very active, quite in learning, could understand of the material.

The result of findings shows that the students' vocabulary in used adjective and verb through Listening and Drilling Method was improved. The improvement of the student's vocabulary in using adjective and verb showed by mean score of adjectives in diagnostic test was 44.10 improve in cycle I become 54.78 and more improved in cycle II become 75.86. Thus, the improvement from diagnostic test to cycle I was 24.21%, cycle I to cycle II was 38.48% and from diagnostic test to cycle II is 72.01%. In addition, mean score of verb in diagnostic test was 49.34 improved in cycle I become 57.23 and more improved in cycle II become 71.76. Thus, the improvement from D-test to cycle I is 16.02%, cycle I to cycle II is 25.38% and diagnostic test to cycle II is 45.43%.

The observation result of the students' participation in learning vocabulary through Listening and Drilling Method.

Based on the data analysis as result of observation sheet of students' participation in learning process in previous findings shows percentage of the students' participation of the first meeting until the fifth meeting of the cycle I are 32.89%, 35.52%, 39.47%, and 44.73% representatively with mean score 38.15%. Therefore, the cycles II was 34.21% in the first meeting, 39.47% in the second meeting, 51.31% in the third meeting, and 63.15% in the fifth meeting.

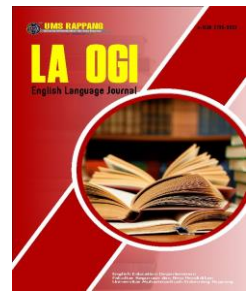


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Based on the all result of data analysis above, the researcher concludes that there is a significant improved of the students' vocabulary in verb, adjective and participation of students in learning process through Listening and Drilling method. From the explanation above the researcher analyzed that English vocabulary can improve by using Listening and Drilling method. The students' vocabulary mastery in learning new words, where the students' mean score in cycle II was higher than cycle I, based on the table in finding.

Conclusion

There is a significant improvement of the students' mean scores, and participation in learning English vocabulary after applying Listening and Drilling method for 8 meetings that consist of 2 cycles.

Based on the result of the data analysis and finding in the previous chapter, the researcher puts forward the following conclusions:

1. Listening and Drilling method can be used to enrich the students' Vocabulary. The data in findings show that this method has success to improve the students' achievement in learning vocabulary in SMP Negeri 1 Bua Kabupaten Luwu.
2. Listening and Drilling method can stimulate the senses more than a student because it will make it easier for students to learn not just memorizing vocabulary.
3. Listening and Drilling Method is an effective method in learning vocabulary at the Class VII.A SMP Negeri 1 Bua Kabupaten Luwu, it was proved by findings above. Thus, the students' vocabulary achievement is improved.

Suggestion

Based on the conclusions above, following suggestions are presented:

1. The teacher should apply Listening and Drilling method because it is an effective way and one method to motivate and stimulate to develop the students' vocabulary in teaching learning English beside that the teacher should create fun situation and innovative various technique to vary the classroom presentation to avoid the boredom in order that the students enjoy in learning vocabulary.
2. The students can understand the vocabulary without memorizing.
3. The next researcher is expected to make other studies dealing with vocabulary and could be used the result of this research as an additional reference or further research with different discussion for the next researcher.

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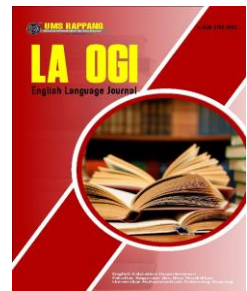


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